



Dear Students and Parents,

Happy summer 2019! Your children have read a variety of genres of books and a range of kinds of writing over the past school year. We want all students to maintain their progress by continuing to read and write over the summer. With that in mind, please find attached the information regarding summer assignments for rising 7th and 8th graders at OLV.

We ask that you help us to maintain student achievement throughout the summer months. Please encourage your child to keep up with the reading and writing assignments throughout the summer – trust us, it will be best to not put off all the work until the last week of vacation! Feel free to reach out to us (english@olvschooldc.org or language_arts@olvschooldc.org) before June 19th or after August 12th with any questions you may have about assignments.

In addition to the required reading and accompanying assignments, we encourage your child to read for pleasure over the summer. Have them find something they love to read and read it – whether it's a book, newspaper, magazine, or graphic novel.

We hope that you enjoy your break and that reading and writing creep into the summer months ahead! See you at the end of August.

Best,

Mrs. Rahimi & Mrs. Flinton

SUMMER READING :

7th – *Black Potatoes* by Susan Campbell Bartoletti

8th – WWII/Holocaust-themed choice book (listed below)

8TH GRADE – Choose a character/person from your text to characterize. In your **first paragraph**, make a claim about that character's defining characteristic (character trait) at the beginning of the book. In your **second paragraph** make a claim about that character's defining trait at the end of the book. Be sure to use a minimum of four quotes to support your claims and explain how the historical events in the book relate to the character's changes over the course of the book. Your character study should be **two paragraphs** in length.

You may choose one of the following books for which to complete your summer assignment. However, any book on the list makes for a great addition to your summer reading for pleasure!

The Book Thief by Markus Zusak (fiction)

The Diary of a Young Girl by Anne Frank (nonfiction) – listed by various titles

The Boys in the Boat (Young Reader Edition) by Daniel James Brown (nonfiction)

[16 point reading HW grade – see attached rubric]

7TH GRADE – Write a letter or journal entry as if you were an Irish adolescent during the time of the Famine. Your writing must include at least three historical details rooted in the text. This piece should be at **least a page** in length (double spaced) but no more than two pages.

[16 point reading grade – see attached rubric]

Both 7th and 8th Grades:

English Assignment: Summer in a Can

During the first week of summer, grab an empty can (coffee, Pringles, etc.) or other container to stash little mementos of your summer days away. These can include sea shells, empty sun tan lotion bottles, flowers, cool rocks, tennis balls, postcards of places visited, ticket stubs, etc. Include items that bring vivid images back to mind, but please avoid dead bugs or old food. You will present your memories the first week of school. You will be graded on your oral presentation, and be prepared to include plenty of sensory language and detail in your presentation. You should rehearse your presentation at home. Refer to the attached rubric for more details about this English assignment.

[20 point English grade – see attached rubric]

****ALL WORK IS DUE THE FIRST DAY OF SCHOOL. WORK SHOULD BE TYPED AND DOUBLE SPACED. (FOLLOW REQUIREMENTS IN THE MIDDLE SCHOOL WRITING GUIDE.)**

****WE, OF COURSE, ENCOURAGE YOU TO READ MORE THAN JUST THE REQUIRED BOOK. FIND SOMETHING YOU LOVE TO READ AND READ IT!**

Scoring Rubric – 8th Grade Reading Assignment

	4	3	2	1
Character Traits	Two clearly identified character traits are chosen. Each claim appears in a well formed topic sentence, and claims are accurate to the text.	Two identified character traits are chosen. Each claim appears in a topic sentence, and claims are accurate to the text.	Each claim appears at the start of the paragraph, but are not formed correctly or contain too many traits, and claims are not accurate to the text.	Character traits are not identified and are not formed correctly. Claims are not accurate to the text.
Supporting Details	A minimum of four well chosen quotes directly support claims. Quotes are clearly explained. Page numbers are included for each quote.	Most quotes directly support claims. Quotes are mostly explained. Page numbers are included for each quote.	Quotes somewhat support claims. Quotes are somewhat explained. Page numbers may or may not be included for each quote.	Quotes are lacking or fail to support claims. Explanations are unclear or lacking. Page numbers are not included for each quote.
Explanation of Historical Influences	Historical details are accurately identified and accurate to the text. Student clearly explains how they influence the character.	Historical details are mostly accurately identified and mostly accurate to the text. Student explains how they influence the character.	Historical details are somewhat accurately identified and somewhat accurate to the text. Student explains to some extent how they influence the character.	Historical details are in accurately identified or missing. Student does not clearly explain how they influence the character.
Grammar & Writing Conventions	There are little or no errors in spelling or grammar throughout the paper. Author and title of the novel/ book are correctly identified in the first sentence of the paper.	There are few errors in spelling or grammar throughout. Author and title of the novel/ book are identified in the first sentence of the paper.	There are some errors in spelling or grammar throughout. Author and title of the novel/ book are not correctly identified in the first sentence of the paper.	There are many errors in spelling or grammar throughout. Author and title of the novel/ book are not correctly identified in the first sentence of the paper or are not referenced..

Scoring Rubric – 7th Grade Reading Assignment

	4	3	2	1
Letter/ Journal	The letter or journal is excellently written. Student conveys an accurate experience of Irish citizens during the famine and thoughtfully empathizes with their situation.	The letter or journal is well written. Student conveys a mostly accurate experience of Irish citizens during the famine and thoughtfully empathizes with their situation.	The letter or journal is mostly well written. Student conveys a somewhat accurate experience of Irish citizens during the famine and attempts to empathize with their situation.	Thought and effort put into assignment is not apparent. Account of Irish experience during the Famine is not fact-based and does not demonstrate an effort to empathize.
Historical Details	All details included in the exposition and letter/journal are important to the understanding of the book. No unnecessary details are included.	Most details included in the exposition and letter/journal are important to the understanding of the book. Few unnecessary details are included.	Some details included in the exposition and letter/journal are important to the understanding of the book. Some unnecessary details are included.	Few details included in the exposition and letter/journal are important to the understanding of the book. Many unnecessary details are included.
Accuracy	The information conveyed is accurate to a very high degree when checked against the book itself.	The information conveyed is accurate to a high degree when checked against the book itself.	The information conveyed is accurate to a modest degree when checked against the book itself.	The information conveyed is somewhat accurate when checked against the book itself.
Grammar & Writing Conventions	There are no errors in spelling or grammar throughout.	There are few errors in spelling or grammar throughout.	There are some errors in spelling or grammar throughout.	There are many errors in spelling or grammar throughout.

Scoring Rubric – Summer in a Can Oral Presentation

	5 points	4 points	3 points	2 point
Objects Chosen	All objects chosen represent your summer accurately. You have 5-8 objects in your presentation.	Most objects chosen represent your summer accurately. You have slightly too many or few objects in your presentation.	Some objects chosen represent your summer accurately. You have somewhat too many or few objects in your presentation.	Few objects chosen represent your summer accurately. You have too many or too few objects in your presentation.
Delivery	Holds attention of entire audience with use of direct eye contact. Speaks with fluctuation in volume and inflection.	Consistent use of eye contact with audience most of the time. Speaks with satisfactory variation of volume and inflection.	Displays minimal eye contact with audience. Speaks in uneven volume or with little to no inflection.	Holds no eye contact with audience. Speaks in low volume and/or monotonous tone.
Content and Organization	Strong detailed explanations and reasons are given for each object. It's apparent that student has an organizational method for the presentation and the student has rehearsed	Mostly strong detailed explanations and reasons are given for each object. It's somewhat apparent that student thought about what s/he would say before the presentation.	Somewhat strong explanations and reasons given for each object. Presentation needed more organization and rehearsal.	Little or no explanations and reasons given for each object. It's not apparent that there is organization to the presentation.
Enthusiasm	Demonstrates strong enthusiasm about the project during the entire presentation.	Shows some enthusiastic feelings about the project during the presentation.	Shows little or mixed feelings about the project during the presentation.	Shows little or no interest or enthusiasm in the project during the presentation.