

## Summer 2022: Work for Rising 7th and 8th Graders

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Dear Students and Parents,

Happy summer 2022! Your child has read a variety of genres of books and a range of kinds of writing over the past school year. The middle school teachers 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 7<sup>th</sup> and 8<sup>th</sup> 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 via email ([english@olvschooldc.org](mailto:english@olvschooldc.org) or [language\\_arts@olvschooldc.org](mailto:language_arts@olvschooldc.org)) before June 12th or after August 14th 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 infuse the summer months ahead! See you at the end of August.

Read On!

Mrs. Rahimi & Mrs. Kalinski

## SUMMER READING :

Both the 7th and 8th Graders will be reading the same book this summer. The students will read, *The Boy Who Harnessed the Wind (Young Readers Edition)* by William Kamkwamba and Bryan Mealer.

### **Reading Assignment: [16 points/Rubrics are below.]**

#### **Rising 7th Grade: Submit in English Google Classroom.**

Identify three scientific terms or principles introduced in the book. In 3-4 sentences explain each principle. Explain in what context is the principle discussed in the book? Find a quote from the book to support your thinking. Use the claim, support, reason formula that we used this year. You may need to do additional research to define words and concepts so that you fully understand the principle discussed in the book. If you do additional research, be sure that you list your resources. Your assignment should be 3 paragraphs in length (1 paragraph per scientific principle).

#### **Rising 8th Grade: Submit in English Google Classroom.**

They say, "Necessity is the mother of invention." Several times throughout the book, William proves that where there is a problem, he can find a way to solve it; where there is a need, he can find a way to meet it.

What is a problem in your community (it can be a local, city, state, or country) that applied science, or invention might be able to solve? Consider all it took William to come up with a creative solution to his complex problem involving health and sanitation, the environment, economics, and education. Then, think about your problem. What are some causes? What are some possible solutions? Consider one action that can be taken toward solving the problem you have identified. You may wish to complete additional research, but it is NOT required.

Choose one of the following methods to share your idea.

1. Write a letter to a government official who has the power to make or change laws affecting the issue you've identified. Your letter should be 3 paragraphs long and about a page in length (double spaced).
2. Create a flyer for your community identifying a problem and a suggested solution. Your flyer should be on 8.5 x 11" paper. Follow the MSWG for illustrations.

### **English Assignment:**

#### **Rising 7<sup>th</sup> and 8<sup>th</sup> Grades -Summer in a Can: Bring to school on first day.**

During the first week of summer, grab an empty can 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 do not bring anything valuable or breakable**. You will present your Summer in a Can during the first few weeks of school. You will be graded on your oral presentation; be prepared to include plenty of *sensory language* in your presentation. You should gather 5-8 objects to share. You should be prepared to rehearse your presentation at home. Your presentation should be about 3-6 minutes in length. Refer to the attached rubric for more details about this English assignment. The rubric is also in the English Google classroom.

**\*\*All Work Is Due The First Day Of School. Written work should be typed AND double spaced.**

**\*\*We, of course, encourage you to read more than just the required book. Find something you love to read and read it!**

## Scoring Rubric – 7<sup>th</sup> Grade Reading Assignment

	4	3	2	1
<b>Three Paragraphs</b>	The paragraphs are excellently written. Student conveys an accurate understanding of the scientific principles within the context of the book. Student uses logical claim/support/reason. The quote supports the claim.	The paragraphs are mostly well written. Student shows an understanding of the scientific principles within the context of the book. Student mostly uses logical claim/support/reason. The quote supports the claim.	The paragraphs may not be consistently well written. Student may not show an understanding of all the scientific principles within the context of the book. Student may use logical claim/support/reason. The quote may not provide support for the claim.	Thought and effort put into assignment is not apparent. Student does not use claim/support/reason.
<b>Scientific Principles</b>	It is clear the student has researched other sources and demonstrates a clear understanding of the scientific principles chosen.	The student may show clear understanding of 2 out of 3 scientific principles, but not all. It is unclear if student has done additional research.	The student may show clear understanding of one or no scientific principles chosen. It is clear no additional research has been done.	Scientific principles are misidentified or misunderstood. Student has incorrectly identified something in the book as a scientific principle.
<b>Accuracy</b>	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.
<b>Grammar &amp; Writing Conventions</b>	There are little or no errors in spelling or grammar throughout the paper. It is evident the student used the writing process to evaluate his or her writing. Quotes are formatted correctly (MLA).	There are few errors in spelling or grammar throughout. Writing process may or may not be evident. Quotes are mostly formatted correctly (MLA).	There are some errors in spelling or grammar throughout. Little or no evidence of writing process. Quotes are somewhat formatted correctly.	There are some errors in spelling or grammar throughout. No evidence of writing process. Quotes are non-existent and/or not formatted correctly.

## Scoring Rubric – 8<sup>th</sup> Grade Reading Assignment

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explanation of Issue under Consideration</b>	Writer clearly and thoughtfully introduced the issue under consideration. They use specific examples to support their position and cite and sources they may have used.	Writer introduced the issue under consideration. They may have used one or two examples but examples lacked specificity. Student may not have cited sources they may have used.	Writer introduced the issue under consideration on a very surface level. They did not provide examples Student did not cite sources they may have used.	Issue is unclear or limited in explanation. Student did not explain thoroughly the issue under consideration.
<b>Argument</b>	A persuasive argument is made for what a government official receiving your letter should do (a proposed solution, or an idea for drawing more attention to the issue) or what the community should do when reading your flyer	An argument is made for what the government official receiving your letter should do or community member reading your flyer should do (a proposed solution, or an idea for drawing more attention to the issue)	An argument is made but it is not clearly made for what the government official receiving your letter or community member reading your flyer should do (a proposed solution, or an idea for drawing more attention to the issue)	Student does not propose a solution or call to action.
<b>Organization</b>	Uses standard letter format; Information is organized in a way that clearly articulates the writer's message	Mostly uses standard letter Format; Organized in a way that mostly articulates the writer's message.	Somewhat uses standard letter format; Organized in a way that somewhat articulates the writer's message	Does not use standard letter Format; Not organized in a way that clearly articulates the writer's message
<b>Grammar &amp; Writing Conventions</b>	There are little or no errors in spelling or grammar throughout the paper. It is evident the student used the writing process to evaluate his or her writing. Any citations are properly formatted using MLA. In-text citations are used as needed.	There are few errors in spelling or grammar throughout. Writing process may or may not be evident. Citations (bot in-text and Works Cited) may not be correctly formatted (as needed).	There are some errors in spelling or grammar throughout. Little or no evidence of writing process. Citations are clearly needed for work that was researched.	There are some errors in spelling or grammar throughout. No evidence of writing process. Citations are missing for work that was researched. ..

## Scoring Rubric – Summer in a Can Oral Presentation

	<b>5 points</b>	<b>4 points</b>	<b>3 points</b>	<b>2 point</b>
<b>Objects Chosen</b>	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.
<b>Delivery</b>	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.
<b>Content and Organization</b>	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.
<b>Enthusiasm</b>	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.

