

# Incoming Eighth Grade Advanced Language Arts III Acknowledgement

May 17, 2011

Dear Parent/Guardian,

Welcome to eighth grade! We are looking forward to a wonderful 2011/2012 school year with your child. All McKeel students are required to complete summer course work. We have attached information that will help you guide your child through the process.

After reading the attached requirements, please feel free to email us if you have any questions.

Sincerely,

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Please complete the information below, cut along the line, and return to your child's current teacher by Tuesday, May 24, 2011.

### Acknowledgement:

\_\_\_\_\_ I have read the summer course information packet and am aware that my child,  
\_\_\_\_\_, must complete the following items over the summer  
break:

- read one of the Newbery Medal & Honor books from the provided list
- complete a book project from the listed options by **Friday, September 2**; presentations begin **September 6, 2011**
- define the listed 50 vocabulary words
- create a study tool for the vocabulary words (due **Friday, September 2, 2011**)
- be prepared to take a vocabulary test on **Friday, September 2, 2011**

Student Name: \_\_\_\_\_ Student Signature: \_\_\_\_\_

Parent's/Guardian's Name (print) \_\_\_\_\_

Parent's/Guardian's signature: \_\_\_\_\_

Parent's/Guardian's email: \_\_\_\_\_ Date: \_\_\_\_\_

**McKeel Academy**  
**Summer Course Work**  
**Entering Eighth Grade 2011-2012**

Welcome to eighth grade! We hope you have a wonderful summer break. The following assignments will help you prepare for eighth grade in the fall. These assignments are due (for a grade) during the first full week of school. **Please have your parent/guardian complete the attached Acknowledgement Form and return it to your current Language Arts teacher by Tuesday, May 24, 2011.**

**Section1: Reading**

Reading is a vital component to building vocabulary and comprehension. Please select one (1) book to read from the following list of Newbery Medal & Honor Books. Upon completion of the novel, you are required to complete a book project (options included.) The project will be due **Friday, September 2, 2011**; however, you will present your project to the class on Tuesday, September 6, 2011.

**2011 Medal Winner: *Moon over Manifest* by Clare Vanderpool**

**Honor Books:**

- *Turtle in Paradise* by Jennifer L. Holm
- *Heart of a Samurai* by Margi Preus
- *Dark Emperor and Other Poems of the Night* by Joyce Sidman, illustrated by Rick Allen
- *One Crazy Summer* by Rita Williams-Garcia

**2010 Medal Winner: *When You Reach Me* by Rebecca Stead**

**Honor Books:**

- *Claudette Colvin: Twice Toward Justice* by Phillip Hoose
- *The Evolution of Calpurnia Tate* by Jacqueline Kelly
- *Where the Mountain Meets the Moon* by Grace Lin
- *The Mostly True Adventures of Homer P. Figg* by Rodman Philbrick

**2009 Medal Winner: *The Graveyard Book* by Neil Gaiman, illus. by Dave McKean**

**Honor Books:**

- *The Underneath* by Kathi Appelt, illus. by David Small
- *The Surrender Tree: Poems of Cuba's Struggle for Freedom* by Margarita Engle
- *Savvy* by Ingrid Law
- *After Tupac & D Foster* by Jacqueline Woodson

**2008 Medal Winner: *Good Masters! Sweet Ladies! Voices from a Medieval Village* by Laura Amy Schlitz**

**Honor Books:**

- *Elijah of Buxton* by Christopher Paul Curtis
- *The Wednesday Wars* by Gary D. Schmidt
- *Feathers* by Jacqueline Woodson

**2007 Medal Winner: *The Higher Power of Lucky* by Susan Patron, illus. by Matt Phelan**

**Honor Books:**

- *Penny from Heaven* by Jennifer L. Holm
- *Hattie Big Sky* by Kirby Larson
- *Rules* by Cynthia Lord

**2006 Medal Winner: *Criss Cross* by Lynne Rae Perkins**

**Honor Books:**

- *Whittington* by Alan Armstrong, illustrated by S.D. Schindler
- *Hitler Youth: Growing Up in Hitler's Shadow* by Susan Campbell Bartoletti
- *Princess Academy* by Shannon Hale
- *Show Way* by Jacqueline Woodson, illustrated by Hudson Talbott

**2005 Medal Winner: *Kira-Kira* by Cynthia Kadohata**

**Honor Books:**

- *Al Capone Does My Shirts* by Gennifer Choldenko
- *The Voice that Challenged a Nation: Marian Anderson and the Struggle for Equal Rights* by Russell Freedman
- *Lizzie Bright and the Buckminster Boy* by Gary D. Schmidt

**Book Project Options; select one that fits your learning style:**

**NOTE:** Keep in mind the elements of a story (plot, conflict, theme, etc.)

1. Write a letter to the main character and the character's reply.
2. Pretend you are a news reporter and interview the main character.
3. Create a travel brochure for the setting of the story.
4. Create scrapbook pages about key characters.

5. Create a book jacket, including illustrations, an enticing, original synopsis, author bio, and favorable reviews.
6. Summarize the book into a comic or story aimed for younger students.
7. Create a newspaper that includes an important event from the book, the main character, the conflict(s), theme(s), etc.
8. Write about the decisions you would make if you were the main character in the book.
9. Dramatize a scene from the story with other students or using puppets.
10. Post a [book review](#) on [Share What You're Reading](#) at <http://teacher.scholastic.com/activities/swyar/> and give me access to view. Consider the elements of a story.
11. Prepare a television commercial about your book. Act out the commercial for your classmates.
12. Write ten chat room-style questions that could be used to start an online discussion about the book, and include two responses for each question which oppose each other.
13. Explain why you think this book will or will not be read 100 years from now. Support your opinion by stating specific events in the story.
14. Write a ballad or song about the characters and events in your story. Set the words to the music of a popular song and sing it to the class.
15. Give a dramatic reading of a scene in the book to your classmates, and include your opinion of the book. Support it with details from the book.
16. Describe in detail three characters from the story. List reasons why you would or wouldn't want to get to know these people.
17. Write an acrostic poem about the book using the letters in the title of the book or the name of a character or author.
18. Draw a classroom mural (on a poster board) depicting a major scene(s) from the book.
19. Create a scrapbook about the various elements of your book (plot, theme, conflict, characters, etc.).

## **Section 2: Vocabulary**

Please define the following fifty eighth grade vocabulary words. You will need to design a study tool that best suits your learning style (flashcards, vocabulary foldable, studystack.com, etc.)

Study these words for a vocabulary test to be taken on **Friday, September 2, 2011**; your study guide will be due as well to turn in for a grade on the day of the vocabulary test.

### ***Vocabulary Study Guide Requirements***

Students must define each word and use it properly in an original sentence of their own.

- o Feel free to use online resources such as dictionary.com or m-w.com as a tool in defining, for hearing proper pronunciation, and help in identifying parts of speech if necessary.
- o Use the most common definition of the word. Cryptic, archaic or obscure definitions won't be assessed . . . although it's kind of fun to know multiple meanings of words.
- o If you'd rather use the words in a unified paragraph or two for a creative "story", that's fine, too.

Student must correctly identify the part of speech the word represents.

- o In some cases it will be possible to use the word as multiple parts of speech. If that's the case, please indicate so.

Students may and should if necessary conjugate verbs to make it work more smoothly in the context of their sentences.

## **Holistic Vocabulary Sentence Scoring Rubric**

### **Excellent**

- Sentences are attempted and includes proper capitalization and end punctuation
  - o The part of speech is correctly identified at the end of the sentences.
- Sentences contains the word, which is highlighted in **bold font**, and spelled correctly,
- Sentences include context so strong and clear that if the word were removed, only words with the same or nearly the same meaning as the vocabulary word would fit in its place.

### **Good**

- Sentences are attempted and includes proper capitalization and end punctuation
  - o The part of speech is correctly identified at the end of the sentences.
- The sentences contains the word, which is highlighted in **bold font**, and spelled correctly
- The sentences contains some context which hints at the meaning of the word, but which could be clearer or stronger.

### **Below Average**

- Sentences are attempted, but may have incorrect capitalization or end punctuation
  - o The part of speech may or may not be identified at the end of the sentences and/or be correct.
- Sentences do not contain adequate context to support the meaning of the word OR
  - o Sentences are grammatically incorrect
  - o Sentences do not include the proper spelling of the vocabulary word,
  - o The word is not highlighted in **bold font**.

### **Poor**

- No sentences or very few sentences are attempted; all or most parts NOT completed
- The sentences, if attempted, do not contain any context at all to support the meaning of the word OR
  - o The sentences are grammatically incorrect
  - o The sentences do not include the proper spelling of the vocabulary word
  - o The word is not highlighted in **bold font**.

EXAMPLES:

1. Dubious: 1 a : of doubtful promise or outcome. b : questionable or suspect as to true nature or quality.
- 2: unsettled in opinion : doubtful.

I'm **dubious** that this plan will be successful, but I'm willing to try. (adj)

2. Benign: \*1 : of a gentle disposition : gracious 2 a : showing kindness and gentleness b : favorable, wholesome 3 a : of a mild type or character that does not threaten health or life; *especially* : not becoming cancerous b : having no significant effect : harmless.

Mr. Greene likes student input and voice in his classroom, but he is, at the end of the day, a **benign** dictator. (adj).

Allegory	Epitome	Optimist
Alliteration	Evaluate	Paradox
Analyze	Explain	Paraphrase
Anecdote	Fact	Plot
Anticipate	Formulate	Predict
Assonance	Hazardous	Rigorous
Beneficial	Idiom	Simile
Chronological	Illustrious	Summarize
Compare	Infer	Support
Connotation	Judicious	Synopsis
Consonance	Literal	Synthesize
Context	Manipulate	Theme
Contrast	Metaphor	Trace
Debate	Monotonous	Utopia
Denotation	Omniscient	Veracity
Describe	Onomatopoeia	Verbatim
Elaborate	Opinion	Vital

We look forward to meeting you!

Miss Hurt

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