



## Incoming 8th Grade PreAP Summer Reading Assignment

*In Conroe ISD, we encourage all students to read over the summer in order to enrich learning and provoke thought. Summer reading strengthens reading skills, increases academic achievement, fosters a love for reading, and empowers students to become lifelong learners.*

*Additionally, students who enroll in a Pre AP or AP English course are expected to engage in summer reading as it prepares students for the upcoming school year and creates an initial common framework for classroom discussion and instruction.*

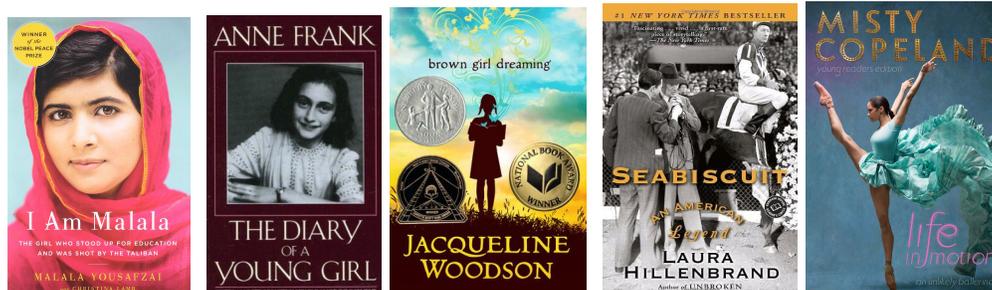
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Dear incoming 8th graders,

This summer, please **select a literary nonfiction book of your choice**. You can get this book from a local library or purchase it from your favorite bookseller. Please do your best to select an 8th grade level book (or above).

Literary nonfiction is a true story that is written in narrative form. It contains elements like character, conflict, and plot. It is based on something that really happened and can take the form of a biography, autobiography, memoir, personal narrative, collection of letters or diary entries, etc. Below are some examples of literary nonfiction. These are only ideas to get you started. You are not required to choose one of the books below; you can choose any book that is based on something that happened in real life and follows a narrative structure<sup>1</sup>.

\*Parent Note: Please exercise discernment in selecting your choice book. You and your parents are responsible for selecting a book which your family deems appropriate for their values and expectations.



<sup>1</sup> Please note that not all types of non-fiction texts are suitable for this project. The book must be structured as a narrative (usually told in chronological order). A true story of one soldier's experience in WWII is literary nonfiction. A book that gives facts about the different battles of WWII is expository nonfiction and does not fulfill the requirement.



Follow these links to additional titles.  
(No need to purchase from this website. Just a resource of more suggestions.)

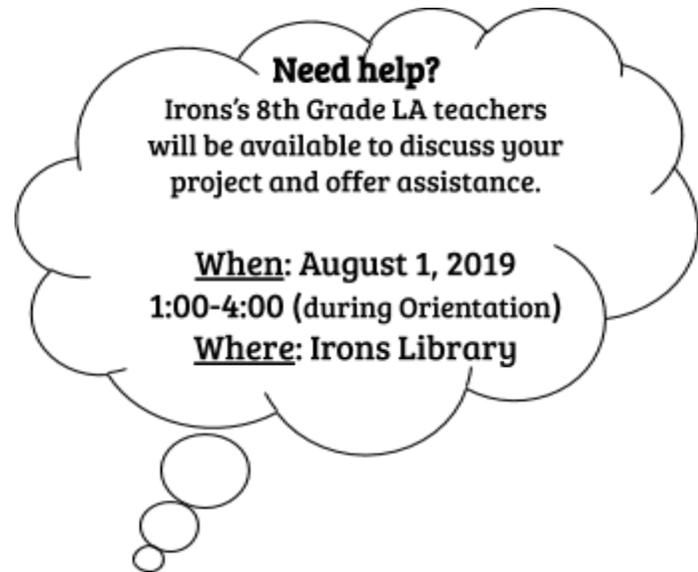
As you read this book, you need to complete the following:

1. Twenty (20) Dialectical Journal Entries
2. Complete a planning sheet for writing your own true story

More information about this can be found below. Please read and complete these assignments to turn in **August 23, 2019**.

Sincerely,  
8th grade Language Arts teachers

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## Dialectical Journal

The term "dialectic" means "the art or practice of arriving at the truth by using conversation involving question and answer." Think of your dialectical journal as a series of conversations with the novel you read this summer. The process is meant to help you develop a better understanding of what read. Use your journal to incorporate your personal responses to the novel, your ideas about the themes covered and things to bring class discussions.

- **As you read**, choose passages that stand out to you and record them in the left-hand column of a T-chart (*ALWAYS include page numbers*).
  - Look for quotes that seem significant, powerful, thought provoking or puzzling.
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)
- You **MUST** label your responses using the codes below. Use the stems (if needed) to help with your responses.
- These direct quotes and your response may be used in class discussion during the first grading period.

**Requirements:**

- Project must contain a minimum of 20 entries. You will earn bonus points for completing additional entries beyond 20.
- Entries should be spaced out over the ENTIRE book. This means that if your book has 42 chapters, and you write one entry over chapters 1-30 you will NOT receive credit for completion.
- Entries must cover a **variety** of response types (letter system below). You must use each type of response at least twice.

Projects must be typed or written NEATLY on notebook paper using the chart format shown below.

*Good examples (from Midsummer Night's Dream):*

Page	Text (quote)	Response
13	<i>Ay me, for aught that I could ever read, Could ever hear by tale or history, The course of true love never did run smooth....</i>	<b>(E)</b> - Lysander is trying to console his love Hermia that love often faces difficulties. The author is trying to show that we, as humans, will have to work through challenges in life in order to get what we want. This also hints at the continuing conflict that Lysander and Hermia will face as the novel progresses.
41	<i>Having once this juice, I'll watch Titania when she is asleep And drop the liquor of it in her eyes. The next thing then she waking looks upon— Be it on lion, bear, or wolf, or bull, On meddling monkey or on busy ape— She shall pursue it with the soul of love. And ere I take this charm from of her sight— As I can take it with another herb— I'll make her render up her page to me. But who comes here? I am invisible. And I will overhear their conference.</i>	<b>(P)</b> In this scene Oberon is putting magic love drops in Titania's eyes to cause her to fall in love with the first thing she sees when she wakes up. Because Oberon says, "be it lion, bear, or wolf, or bull," I can predict that something crazy will happen when Titania opens her eyes. Him specifically mentioning these bad things that could happen because of his actions shows that he really doesn't care about her at all, and he sets her up for complete mayhem in the future.

**Weak Example:**

Page	Text	Response
2	<i>Hippolyta, I wooed thee with my sword And won thy love doing thee injuries. But I will wed thee in another key, With pomp, with triumph, and with reveling.</i>	<b>(R)</b> - This shows that Theseus is going to marry Hippolyta. I can figure out that they were at war because it says "sword." When I read this, I thought about their wedding.

<i>Thinking Type</i>	<i>Definition</i>	<i>Possible Sentence Stems</i>
<b>(Q) Question</b>	ask about something in the passage that is unclear	<ul style="list-style-type: none"> <li>★ Why...?</li> <li>★ How...?</li> </ul>
<b>(C) Connect</b>	make a connection to your life, the world, or another text	<ul style="list-style-type: none"> <li>★ This reminds me of...</li> <li>★ This is similar to ...</li> </ul>
<b>(P) Predict</b>	anticipate what will occur based on what's in the passage	<ul style="list-style-type: none"> <li>★ I wonder if...</li> <li>★ I predict that...</li> <li>★ I can guess that ...</li> <li>★ Based on what I know, I can tell...</li> </ul>
<b>(CL) Clarify</b>	answer earlier questions or confirm/disaffirm a prediction	<ul style="list-style-type: none"> <li>★ My predictions were right/wrong...</li> <li>★ The answer to my question is...</li> </ul>
<b>(R) Reflect</b>	think deeply about what the passage means in a broad sense - not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just the way things work?	<ul style="list-style-type: none"> <li>★ This shows...</li> <li>★ I can conclude...</li> <li>★ I can figure out that...</li> <li>★ This helps me understand...</li> <li>★ When I read this, I thought...</li> </ul>
<b>(E) Evaluate</b>	make a judgment about the character(s), their actions, or what the author is trying to say	<ul style="list-style-type: none"> <li>★ The author is trying to show...</li> <li>★ This illustrates that [character] is...</li> <li>★ I agree/disagree with [character] because...</li> <li>★ In my opinion, it is right/wrong...</li> </ul>
<b>(D) Detect</b>	notice literary devices (mood, figurative language, allusion, theme) and speculate on author's purpose in crafting them	<ul style="list-style-type: none"> <li>★ The author uses [device] in order to...</li> <li>★ This is an example of [device] and helps show...</li> </ul>

## Planning Your Own True Story

Complete the graphic organizer below, filling in each box with memories from your own life. Then, circle the memory that you would like to tell.

Memories of people:	Memories of places:	Memories of events:	Memories of happy experiences:
Memories of unhappy experiences:	Memories of accomplishments:	Memories you'll never forget:	Memories you wish you could do over:

Finally, for your chosen memory, complete an outline of the events in chronological order, adding specific details about each part of the story. Do not write the full story. You will complete it with your teacher when you return to school.

I. Beginning- \_\_\_\_\_

A. Detail: \_\_\_\_\_

B. Detail: \_\_\_\_\_

C. Detail: \_\_\_\_\_

II. Next- \_\_\_\_\_

A. Detail: \_\_\_\_\_

B. Detail: \_\_\_\_\_

C. Detail: \_\_\_\_\_

III. Then- \_\_\_\_\_

A. Detail: \_\_\_\_\_

B. Detail: \_\_\_\_\_

C. Detail: \_\_\_\_\_

IV. After- \_\_\_\_\_

A. Detail: \_\_\_\_\_

B. Detail: \_\_\_\_\_

C. Detail: \_\_\_\_\_

V. Finally- \_\_\_\_\_

A. Detail: \_\_\_\_\_

B. Detail: \_\_\_\_\_

C. Detail: \_\_\_\_\_

## Summer Reading Grading Rubric

Name \_\_\_\_\_

### Dialectical Journal- 100 Points

Includes 20 pieces of text evidence	_____/20
Includes 20 detailed responses	_____/60
Follows correct format/neatness	_____/20

### Planning Your Own True Story- 100 Points

Completed the brainstorm chart	_____/30
Included clear descriptors of Beginning, Next, Then, After, and Finally	_____/30
Gave specific details that enhance the imagery as well as reader's understanding of the story	_____/40

Comments: