



June 2018

Dear Middle School Families,

We hope you are eagerly anticipating the start of summer! Two full months of fun await in addition to the opportunity to prepare for a successful 2018-2019 school year. It is important that our students maintain momentum in the summer months in order to be ready to hit the ground running in the fall. As such, there are two tasks (one math focused, one humanities focused) for each student to complete to be ready for the rigor of a new grade at Capital City. Students are welcome to handwrite or type the tasks. **Each task is due on the first day of school (August 27th, 2018) to the appropriate teacher** (math task to new math teacher, humanities task to new humanities teacher). We hope that by engaging in these tasks over the summer, students will not lose the skills they have already worked so hard to gain during the school year. We believe that with encouragement, students love learning and get bored without it! The learning targets across the grade levels for each task are as follows:

**Humanities Learning Targets:**

- I can read a book to enhance my reading skills and prepare me for future reading
- I can synthesize my knowledge of a novel in writing
- I can prepare to actively discuss a novel with my peers

**Math Learning Targets:**

- I can establish and maintain a growth mindset for math
- I can use numbers flexibly to identify patterns, make mathematical models, and engage in math talk
- I can correct my misunderstandings about what math is

Students will know they have been successful this summer if they can say with confidence that each of the learning target statements for both math and humanities tasks are true. We welcome families to offer support and encouragement to students as needed as they complete each task, while recognizing that the tasks should be reflective of current student ability and often serve as a baseline for teachers as they get to know new students. If questions arise over the summer, feel free to reach out to the teachers listed on each task directly, or contact the administration. We wish you a restful and relaxing summer and are excited to welcome you back in the fall!

Best,

Laina N. Cox  
Principal  
[lcov@ccpcs.org](mailto:lcov@ccpcs.org)

Katie Pick  
Instructional Coach  
[kpick@ccpcs.org](mailto:kpick@ccpcs.org)

Nakia Dow  
Director of Student Services  
[ndow@ccpcs.org](mailto:ndow@ccpcs.org)



Junio 2018

Estimadas Familias de la Escuela Intermedia,

Esperamos que estan listos para empezar el verano! Tendremos dos meses de diversion, pero tambien la oportunidad de preparar para el proximo ana escolar 2018-2019. Es importante que los estudiantes sigan con el mismo impulse para el aprendizaje durante el verano para estar preparado para un buen inicio este otonio. Par eso, hay dos trabajos (uno de matematicas, y otro de humanidades) que cada estudiante debe hacer para estar preparado para el rigor de un grade nuevo en Capital City. Estudiantes pueden escribir a mano o a maquina. Cada trabajo tiene que ser entregado el primer dia de escuela (27 de agosto, 2018) al maestro apropiado (trabajo de matematicas a su nuevo maestro de matematicas, trabajo de humanidades a su nuevo maestro de humanidades). Esperamos que su estudiante se dedicara a estos trabajos y no perdiera los habilidades que han obtenido durante el ana. Creemos que, con apoyo, los estudiantes les encanta el aprendizaje, y se aburren si no aprenden! Los metas de aprendizaje para cada trabajo son:

Metas de Aprendizaje para Humanidades:

- = Puedo leer un libro para mejorar mis capacidades de lectura y preparame para leer en el futuro
- Puedo sintetizar mi conocimiento de un libro en forma escrita.
- Puedo prepararme para discutir un libro con mis compafieros de clase.

Metas de Aprendizaje para Matematicas:

- Puedo establecer y mantener una mentalidad de crecimiento para matematicas.
- Puedo usar los numeros de manera flexible para identificar patrones, crear modelos matematicos, y usar el lenguaje de las matematicas.
- Puedo corregir malentendidos sobre "que son las matematicas?"

Estudiantes sabran que han alcanzado exito este verano si pueden decir con confianza que cada de estas frases de Metas de Aprendizaje para ambas materias (matematicas y humanidades) son verdades. Esperamos que las familias puedan ofrecer apoyo y animo a los estudiantes cuando estan haciendo cada trabajo, reconociendo que los trabajos deben reflejar las habilidades actuales de los estudiantes, y a menudo sirven como un punta de referencia por los maestros cuando estan conociendo a sus estudiantes nuevas. Si tienen preguntas durante el verano, no duden en llamar a los maestros (detalles de contacto estan en cada trabajo) o contacta a la administraci6n. Esperamos que tengan un verano relajante y estamos emocionados darles el bienvenido de nuevo en Septiembre!

Atentamente

Laina N. Cox  
Directora de la Escuela Intermedia  
[lcx@ccpcs.org](mailto:lcx@ccpcs.org)

Nakia Dow  
Directora de Servicios Estudiantes  
[ndow@ccpcs.org](mailto:ndow@ccpcs.org)

Katie Pick  
Asesora de Instruccion  
[kpick@ccpcs.org](mailto:kpick@ccpcs.org)



June 2018

Dear Students,

Are you ready for math next year? This summer you will have two options of math assignments to complete to make sure you are on track for the first day of school!

**Option A: Imagine Math** (computer access required, **returning CCPCS students only**)-If you choose this option you will complete a diagnostic assessment and then 5 lessons at your level in the Imagine Math program. Your teacher will print a report of your progress on the first day of school. Information on how to access the program is attached.

**Option B: Summer Math Journal** (no computer access required, **new CCPCS students**)-If you choose this option, you will complete 5 of the pages explained in the Math Journal assignment that is attached. If you completed this assignment in previous summers, be sure to choose 5 pages that you have not already completed. Your teacher will collect your journal on the first day of school.

*Additionally, during the 2018-2019 school year, we'll host our first annual Math Bee competition. Be sure to spend some time this summer brushing up on your multiplication facts and fact fluency so you are ready to participate!*

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I, \_\_\_\_\_ chose:

\_\_\_\_\_ **Option A: Imagine Math**

\_\_\_\_\_ **Option B: Summer Math Journal**

for my summer math assignment to help prepare me for the upcoming school year.

*Please return this slip to your math teacher on the first day of school along with a hard copy of the Math Journal if you selected Option B. If you have any questions about the math assignment, please reach out to the following teachers:*

Rising 5<sup>th</sup> Grade: Mr. Forys ([jforys@ccpcs.org](mailto:jforys@ccpcs.org)), Mrs. Villaflor ([bvillaflor@ccpcs.org](mailto:bvillaflor@ccpcs.org))

Rising 6<sup>th</sup> Grade: Ms. Clark ([sclark@ccpcs.org](mailto:sclark@ccpcs.org))

Rising 7<sup>th</sup> Grade: Mr. Goles ([ggoles@ccpcs.org](mailto:ggoles@ccpcs.org))

Rising 8<sup>th</sup> Grade: Ms. Miller ([lmiller@ccpcs.org](mailto:lmiller@ccpcs.org))



junio del 2018

Estimado estudiante,

¿Estás listo para las matemáticas del próximo año? ¡Este verano tendrás dos opciones de asignaciones matemáticas para completar y dar por seguro que estás bien encaminado para el primer día de la escuela!

**Option A: Imagine Math** (se requiere acceso a una computadora, **solo estudiantes que regresan**)-Si escoges esta opción, harás una evaluación diagnóstica y 5 lecciones a tu nivel del programa Imagine Math. Tu maestro imprimirá un informe de tu progreso el primer día de la escuela. Se adjunta información sobre cómo acceder al programa.

**Opción B: Diario Matemático del Verano** (no se requiere acceso a una computadora, **nuevos estudiantes**) no computer access required)- Si escoges esta opción, harás 5 de las páginas que se explica la asignación del Diario Matemático adjunta a esta carta. Si hiciste esta asignación en los veranos anteriores, asegúrate que escoges 5 páginas que no ya has completado. Tu maestro recogerá tu diario el primer día de la escuela.

*Además, durante el año escolar 2018-2019, organizaremos nuestra primera competencia anual Math Bee. ¡Asegúrate de pasar algún tiempo este verano revisando tus tablas de multiplicación y tu fluidez para que estés listo para participar!*

Yo, \_\_\_\_\_ escojo:

\_\_\_\_\_ **Opción A: Imagine Math**

\_\_\_\_\_ **Opción B: Diario Matemático del Verano**

como mi asignación del verano para ayudarme a preparar para el próximo año escolar:

*Por favor, entrega esta carta a tu maestro de matemáticas el primer día de la escuela junto como tu copia del Diario Matemático si escogiste Opción B. Si tiene alguna pregunta sobre la asignación matemática, por favor, ponte en contacto con los maestros de abajo:*

Estudiantes que ingresan al 5° grado: Sr. Forys ([iforys@ccpcs.org](mailto:iforys@ccpcs.org)), Sra. Villaflor ([bvillaflor@ccpcs.org](mailto:bvillaflor@ccpcs.org))

Estudiantes que ingresan al 6° grado: Sra. Clark ([sclark@ccpcs.org](mailto:sclark@ccpcs.org))

Estudiantes que ingresan al 7° grado: Sr. Goles ([ggoles@ccpcs.org](mailto:ggoles@ccpcs.org))

Estudiantes que ingresan al 8° grado: Sra. Miller ([lmiller@ccpcs.org](mailto:lmiller@ccpcs.org))





June 2018

Dear Students,

Are you ready for math next year? This summer you will have two options of math assignments to complete to make sure you are on track for the first day of school!

**Option A: Imagine Math** (computer access required, **returning CCPCS students only**)-If you choose this option you will complete 5 lessons in the DC Summer Pathway within the Imagine Math program. Your teacher will print a report of your progress on the first day of school. Information on how to access the program through Clever is attached.

**\*Note: no diagnostic necessary**  
**Option B: Summer Math Journal** (no computer access required, **new CCPCS students**)-If you choose this option, you will complete 5 of the pages explained in the Math Journal assignment that is attached. If you completed this assignment in previous summers, be sure to choose 5 pages that you have not already completed. Your teacher will collect your journal on the first day of school.

*Additionally, during the 2018-2019 school year, we'll host our first annual Math Bee competition. Be sure to spend some time this summer brushing up on your multiplication facts and fact fluency so you are ready to participate!*

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for my summer math assignment to help prepare me for the upcoming school year.

*Please return this slip to your math teacher on the first day of school along with a hard copy of the Math Journal if you selected Option B. If you have any questions about the math assignment, please reach out to the following teachers:*

Rising 5<sup>th</sup> Grade: Mr. Forys ([jforys@ccpcs.org](mailto:jforys@ccpcs.org)), Mrs. Villafior ([bvillafior@ccpcs.org](mailto:bvillafior@ccpcs.org))

Rising 6<sup>th</sup> Grade: Ms. Clark ([sclark@ccpcs.org](mailto:sclark@ccpcs.org))

Rising 7<sup>th</sup> Grade: Mr. Goles ([ggoles@ccpcs.org](mailto:ggoles@ccpcs.org))

Rising 8<sup>th</sup> Grade: Ms. Miller ([lmiller@ccpcs.org](mailto:lmiller@ccpcs.org))



# Clever

## Student Login Guide

Your district uses Clever to sync with many of the learning programs you use in the classroom.

### What is Clever?

Clever is a platform that makes it easier to use classroom technology. Clever allows students to go to one website to access many of the tools they need for school. You don't have to remember links to many sites.

### Instant Login

Instant Login lets students log into multiple applications without having to enter different usernames and passwords for each one.

### To log in with Clever:

1. Go to the Capital City PCS portal: <https://clever.com/in/ccpcs>

2. Choose the option  Log in with Google

### 3. Enter your login information:

**Student username:** username.student@ccpcs.org (example = thaliarivera.student@ccpcs.org)

**Student password:** initials + graduation year + go (example= tr2016go)

Contact your homeroom teacher if you have reset your Gmail password.



*\*para preguntas en Español pueden llamar a la Sra. Ramirez al 202-808-9728*

## Clever

Check out [clever.com/in/help](https://clever.com/in/help) to learn more about Clever.

If you have questions, ask your teacher or contact Chip Chase, Director of Library Services & Technology Integration, [schase@ccpcs.org](mailto:schase@ccpcs.org)





Summer Math Journal Cover

By:

**Math Journal Table of Contents**

<b><u>Journal Entry Question #</u></b>	<b><u>Page #</u></b>



Name: \_\_\_\_\_

### Summer Math Journal Project

For your math homework for this summer vacation, you will be creating a **math journal** in which you will answer math related questions. From the below list you will choose 5 journal topics out of 20 to answer using words and pictures. *Your journal will be recorded as a Habits of Scholars grade and submitted to your new math teacher on the first day of school.*

Using the blank pages provided, you will use at least one page per journal entry to write a detailed answer.

1. **Cover:** Please make sure that your cover has your name, a title, and some sort of math related drawing.
2. **Table of Contents:** The first page inside your journal should be the table of contents in which you list your journal entries and the page that they are on. (You must number each page in your journal)
3. **Inside of the journal:** At the top of each page, you should have your journal question written out. Below that, you should have a detailed answer (which is at LEAST one page long) to the journal question and a drawing relating to that journal question.

From the list below, choose 5 out of 20 questions that you would like to answer:

1. Write a humorous paragraph describing what it would be like to live in a world without numbers.
2. Create a money system the students in your grade could use. What items will be valuable? What will each item be worth? Explain why you think all countries should or should not have the same money system.
3. If zero represents "nothing" why is this numeral so important?
4. How could you calculate the number of minutes you have been alive? (You do not have to do the actual calculation, just describe the steps you would take to do it)
5. List as many examples as you can of ways you use fractions in your daily life?
6. Imagine you are a news anchor person. Write the lead story for the evening news in the city of Arithmetown, where everything that happens involves math.
7. Write an advertisement that would attract new students to join our math class. Be sure to make the class sound exciting and useful.
8. Imagine you have just walked into a local department store. Describe all the ways you might use numbers while you are shopping there.
9. Choose any profession and tell how a person in that profession might use math each day.
10. Write a paragraph describing how our lives would be different if we didn't have any round objects. Be creative.
11. Plan a class field trip to the moon. Describe all the things that would need to be done prior to taking the trip. Be sure to write the steps in order.
12. Think of a business you might like to own someday. Write a paragraph telling what things you would have to estimate before opening your business. Describe how you would come up with these estimates.
13. What is meant by "mental math"? Discuss where and how you use mental math other than in math class.
14. Albert Einstein was a genius, but he received poor math grades in school. Do you think students should be graded on their schoolwork or not? Defend your argument.
15. Using math terms and their definitions, create a crossword puzzle with at least ten clues.

16. Imagine you are opening a store that sells only math-related items. Write an ad for your store.
17. If you could invent a new machine for use in schools, what would it be? Describe its function, size, price, etc. Give as many details as you can.
18. Write a word problem about your favorite summer activity. Include some information that is unnecessary for solving the problem.
19. Write a letter to eventually give to your grandchildren. In it, explain what you use a computer for. How do you think computer use will be different for them?
20. Imagine you have just walked into a baseball stadium to see your favorite team play. Describe how you might use numbers while you are there.

Name \_\_\_\_\_

**Math Journal Entry**

Prompt # \_\_\_\_\_

Question: \_\_\_\_\_

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Name \_\_\_\_\_

## Math Journal Entry

Prompt # \_\_\_\_\_

Question: \_\_\_\_\_

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Name \_\_\_\_\_

**Math Journal Entry**

Prompt # \_\_\_\_\_

Question: \_\_\_\_\_  
\_\_\_\_\_  
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Name \_\_\_\_\_

### Math Journal Entry

Prompt # \_\_\_\_\_

Question: \_\_\_\_\_

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This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Name \_\_\_\_\_

**Math Journal Entry**

Prompt # \_\_\_\_\_

Question: \_\_\_\_\_

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## 8<sup>th</sup> Grade Summer reading: Summer, 2018

Hello new 8<sup>th</sup> Graders!

**Are you ready for 8<sup>th</sup> grade?** This summer, you will be required to read one book and complete two assignments for your classes next year. Both assignments **must** be completed by the first day of school. The assignments are listed and described below. If you need any help, please feel free to email Mrs. Johnson-Nouri at [jjohnsonnouri@ccpcs.org](mailto:jjohnsonnouri@ccpcs.org) or Mr. Shaw at [timothyshaw@ccpcs.org](mailto:timothyshaw@ccpcs.org).

Assignment 1: Argumentative Essay **Will be graded on Habits of Scholars for class**	Assignment 2: Movie Poster **Will be extra credit points for class**
<p><u>Write a 5-paragraph essay that argues for whether or not this book would be good to read in school.</u> In your essay please do the following:</p> <ul style="list-style-type: none"><li>- <b>Summarize the book and make a claim</b> as to why this book would be GOOD to read in school or NOT GOOD to read in school. (<u>intro paragraph 1</u>)</li><li>- Give two reasons and evidence two support your claim (<u>body paragraphs 1-2</u>)</li><li>- Address the counter claim/rebuttal (explain why the other side is wrong) (<u>body paragraph 3</u>)</li><li>- Restate your main claim and points (<u>conclusion</u>)</li></ul>	<p>Create a movie poster that advertises the novel you just read.</p> <ul style="list-style-type: none"><li>✓ This poster can be done on large poster board or large paper.</li><li>✓ The <u>title of book</u> must be in large writing and stand out</li><li>✓ <u>You name</u> should appear on the poster as the <u>director or producer</u></li><li>✓ A major <u>illustration or collage</u> to show the <u>theme</u> of the story.</li><li>✓ The <u>main characters of the novel are the "cast" in your movie.</u> Choose famous movie stars and "cast" them in different roles in your movie. You should write those names on your poster</li><li>✓ A rating of the novel (1-4 stars)</li></ul>

You must pick and read one independent reading book to do both assignments. The options are below:

### Realistic Fiction

#### **The Danger Box** – by Blue Balliett

An all-new mystery from the bestselling author of Chasing Vermeer and The Calder Game!

A boy in a small town who has a different way of seeing.

A curious girl who doesn't belong.

A mysterious notebook.

A missing father.

A fire.

A stranger.

A death.

#### **Waiting for Normal**- by Leslie Connor

Addie is waiting for normal. But Addie's mother has an all-or-nothing approach to life: a food fiesta or an empty pantry, her way or no way. All-or-nothing never adds up to normal, and it can't bring Addie all to home, where she wants to be with her half sisters. But Addie never stops hoping that one day, maybe, she'll find normal.

#### **The Fault in our Stars** – by John Boone

Despite the tumor-shrinking medical miracle that has bought her a few years, Hazel has never been anything but terminal, her final chapter inscribed upon diagnosis. But when a gorgeous plot twist named Augustus Waters suddenly appears at Cancer Kid Support Group, Hazel's story is about to be completely rewritten.



### **The Road to Paris-** by Nikki Grimes

Paris has just moved in with the Lincoln family, and she isn't thrilled to be in yet another foster home. She has a tough time trusting people, and she misses her brother, who's been sent to a boys' home. Over time, the Lincolns grow on Paris. But no matter how hard she tries to fit in, she can't ignore the feeling that she never will, especially in a town that's mostly white while she is half black. It isn't long before Paris has a big decision to make about where she truly belongs.

### **I Hadn't Meant to Tell You This –** Jacqueline Woodson

In this Coretta Scott King Honor Book, 12-year-old Marie is African American. She befriends Lena, a white girl, because both have lost their mothers. Lena has a terrifying secret, and Marie must decide if she can help Lena more by keeping her secret — or by telling it.

### **Tangerine-** Edward Bloor

Paul Fisher's older brother Erik is a high school football star, but to Paul he's no hero. Paul's own game is soccer, which he plays even though he has to wear thick glasses because of a mysterious eye injury. When the Fishers move to Tangerine, Florida, Paul tries to make sense of things. Like why people live in a place where underground fires burn for years, a sinkhole swallows his school, and lightning strikes the same practice field everyday. Why he fits into the toughest group around, which just happens to be his new soccer team. And most of all, why no one but he can see the terrifying truth about Erik

### **Boy 21** By Matthew Quick

Basketball has always been an escape for Finley. He lives in broken-down Belmont, a town ruled by the Irish mob, drugs, violence, and racially charged rivalries. At home, his dad works nights, and Finley is left to take care of his disabled grandfather alone. He's always dreamed of getting out someday, but until he can, putting on that number 21 jersey makes everything seem okay.

Russ has just moved to the neighborhood, and the life of this teen basketball phenom has been turned upside down by tragedy. Cut off from everyone he knows, he won't pick up a basketball, but answers only to the name Boy21--taken from his former jersey number.

As their final year of high school brings these two boys together, a unique friendship may turn out to be the answer they both need.

### **Stargirl** by Jerry Spinelli

Stargirl. From the day she arrives at quiet Mica High in a burst of color and sound, the hallways hum with the murmur of "Stargirl, Stargirl." She captures Leo Borlock's heart with just one smile. She sparks a school-spirit revolution with just one cheer. The students of Mica High are enchanted. At first.

Then they turn on her. Stargirl is suddenly shunned for everything that makes her different, and Leo, panicked and desperate with love, urges her to become the very thing that can destroy her: normal. In this celebration of nonconformity, Newbery Medalist Jerry Spinelli weaves a tense, emotional tale about the perils of popularity and the thrill and inspiration of first love.

### **Kick**By Walter Dean Myers and Ross Workman

Written in collaboration with a teenage writer, Ross Workman, this is the story of a young soccer-playing teen who gets into serious trouble with the law. Sergeant Brown agrees to mentor the young man.

### **The Red Umbrella-** Christina Gonzalez

*The Red Umbrella* is the moving tale of a 14-year-old girl's journey from Cuba to America as part of Operation Pedro Pan—an organized exodus of more than 14,000 unaccompanied children, whose parents sent them away to escape Fidel Castro's revolution.

### **Petty Crimes-** Gary Soto

Meet Manuel, a young man who wears hand-me-downs from his older brothers until he finally gets a brand-new pair of shoes. And Jose Luis, who watches the vet bills rise after he buys a sick rooster to save it from becoming someone's dinner. And Alma, a young woman who runs to every shop and flea market in town buying back the clothes of her dead mother that her father has given away. These Mexican American youths meet life's challenges head-on in this hard-hitting collection of short stories.

### **The Breadwinner-** Deborah Ellis



The Breadwinner brings to life an issue that has recently exploded in the international media — the reality of life under the Taliban. Young Parvana lives with her family in one room of a bombed-out apartment building in Kabul, Afghanistan. Because he has a foreign education, her father is arrested by the Taliban, the religious group that controls the country. Since women cannot appear in public unless covered head to toe, or go to school, or work outside the home, the family becomes increasingly desperate until Parvana conceives a plan. She cuts her hair and disguises herself as a boy to earn money for her family.

### **Drums, Girls and Dangerous Pie** by Jordan Sonnenblick

Thirteen-year-old Steven has a totally normal life: he plays drums in the All-Star Jazz band, has a crush on the hottest girl in the school, and is constantly annoyed by his five-year-old brother, Jeffrey. But when Jeffrey is diagnosed with leukemia, Steven's world is turned upside down. He is forced to deal with his brother's illness and his parents' attempts to keep the family in one piece.

### **Into the Wild-** *Jon Krakauer*

In April 1992 a young man from a well-to-do family hitchhiked to Alaska and walked alone into the wilderness north of Mt. McKinley. His name was Christopher Johnson McCandless. He had given \$25,000 in savings to charity, abandoned his car and most of his possessions, burned all the cash in his wallet, and invented a new life for himself. Four months later, his decomposed body was found by a moose hunter. How McCandless came to die is the unforgettable story of *Into the Wild*.

### **Monster-** Walter Dean Myers

This *New York Times* bestselling novel and National Book Award nominee from acclaimed author Walter Dean Myers tells the story of Steve Harmon, a teenage boy in juvenile detention and on trial. Presented as a screenplay of Steve's own imagination, and peppered with journal entries, the book shows how one single decision can change our whole lives.

### **The Pigman-** *Paul Zindel*

In *The Pigman*, what begins as a teenage prank soon becomes a timeless examination of grief, acceptance, and the transformative power of friendship. High-school sophomores John and Lorraine had no idea what they were starting when they made a prank phone call to a stranger named Angelo Pignati. Virtually overnight, they befriended the old man. But now Mr. Pignati is dead. And for John and Lorraine, the only way to find peace is to write down their friend's story—the true story of the Pigman.

## **Fantasy or Science Fiction**

### **Legend – by Mary Wu**

What was once the western United States is now home to the Republic, a nation perpetually at war with its neighbors. Born into an elite family in one of the Republic's wealthiest districts, fifteen-year-old June is a prodigy being groomed for success in the Republic's highest military circles. Born into the slums, fifteen-year-old Day is the country's most wanted criminal. But his motives may not be as malicious as they seem.

### **The Maze Runner by James Dashner**

*If you ain't scared, you ain't human.*

When Thomas wakes up in the lift, the only thing he can remember is his name. He's surrounded by strangers—boys whose memories are also gone.

*Nice to meet ya, shank. Welcome to the Glade.*

Outside the towering stone walls that surround the Glade is a limitless, ever-changing maze. It's the only way out—and no one's ever made it through alive.

### **Artemis Fowl by Eoin Colfer**

From a strikingly original new voice comes the story of Artemis Fowl, a very unusual hero. Artemis is a genius, a criminal mastermind, and a millionaire...and he is only twelve years old!

### **Divergent by Veronica Roth**

In Beatrice Prior's dystopian Chicago world, society is divided into five factions, each dedicated to the cultivation of a particular virtue—Candor (the honest), Abnegation (the selfless), Dauntless (the brave), Amity (the peaceful), and Erudite (the intelligent). On an appointed day of every year, all sixteen-year-olds must select the faction to which they will devote the rest of their lives. For Beatrice, the decision is between staying with her family and being who she really is—she can't have both. So she makes a choice that surprises everyone, including herself.

### **The Uglies by Scott Westerfield**

Everybody gets to be supermodel gorgeous. What could be wrong with that?

Tally Youngblood is about to turn sixteen, and she can't wait. Not for her driver's license — for turning pretty. In Tally's world, your sixteenth birthday brings an operation that turns you from a repellent ugly into a stunningly attractive pretty and catapults you into a high-tech paradise where your only job is to have a really great time. In just a few weeks Tally will be there. Anticipating this happy transformation, Tally meets Shay, another female ugly, who shares her enjoyment of hoverboarding and risky pranks. But Shay also disdains the false values and programmed conformity of the society. She'd rather risk life on the outside and urges Tally to defect with her.

## **Historical Fiction**

### **Before We Were Free by Julia Alvarez**

Anita de la Torre never questioned her freedom living in the Dominican Republic. But by her 12th birthday in 1960, most of her relatives have emigrated to the United States, her Tío Toni has disappeared without a trace, and the government's secret police terrorize her remaining family because of their suspected opposition of el Trujillo's dictatorship.

Using the strength and courage of her family, Anita must overcome her fears and fly to freedom, leaving all that she once knew behind.

### **I know Why the Caged Bird Sings by Maya Angelou**

Sent by their mother to live with their devout, self-sufficient grandmother in a small Southern town, Maya and her brother, Bailey, endure the ache of abandonment and the prejudice of the local "powhitetrash." At eight years old and back at her mother's side in St. Louis, Maya is attacked by a man many times her age—and has to live with the consequences for a lifetime. Years later, in San Francisco, Maya learns about love for herself and the kindness of others, her own strong spirit, and the ideas of great authors ("I met and fell in love with William Shakespeare") will allow her to be free instead of imprisoned.

### **Milkweed by Jerry Spinelli**

He's a boy called Jew. Gypsy. Stopthief. Filthy son of Abraham.

He's a boy who lives in the streets of Warsaw. He's a boy who steals food for himself, and the other orphans. He's a boy who believes in bread, and mothers, and angels.

He's a boy who wants to be a Nazi, with tall, shiny jackboots of his own—until the day that suddenly makes him change his mind. And when the trains come to empty the Jews from the ghetto of the damned, he's a boy who realizes it's safest of all to be nobody.

### **Elijah of Buxton by Christopher**

Eleven-year-old Elijah lives in Buxton, Canada, a settlement of runaway slaves near the American border. He's the first child in town to be born free, and he ought to be famous just for that. Unfortunately, all that most people see is a "fra-gile" boy who's scared of snakes and talks too much. But everything changes when a former slave steals money from Elijah's friend, who has been saving to buy his family out of captivity in the South. Now it's up to Elijah to track down the thief—and his dangerous journey just might make a hero out of him, if only he can find the courage to get back home.

### **Sunrise Over Fallujah by Walter Dean Myers**

Robin "Birdy" Perry, a new army recruit from Harlem, isn't quite sure why he joined the army, but he's sure where he's headed: Iraq. Birdy and the others in the Civilian Affairs Battalion are supposed to help secure and stabilize the country and successfully interact with the Iraqi people. Officially, the code name for their maneuvers is Operation Iraqi Freedom. But the young men and women in the CA unit have a simpler name for it: WAR

### **Devil on My Heels by Joyce McCdonald**

It's 1959 in Benevolence, Florida, and life is as sweet as a Valencia orange for 15-year-old Dove Alderman. Whether she's sipping cherry Cokes with her girlfriends and listening to the Everly Brothers, eating key lime pie made by her housekeeper, Delia, or cruising around town with the coolest boy in school in his silver-blue T-bird convertible, Dove's days are as smooth and warm as the soft sand in her father's orange groves.

But there's trouble brewing among the local migrant workers. Mysterious fires have broken out, and rumors are spreading that disgruntled pickers are to blame. Suddenly, black and white become a muddy shade of gray, and whispers of the KKK drift through the Southern air like sighs. The Klan could never exist in a place like Benevolence, Dove tells herself. Or could it?

## **Non-Fiction**

### **Phineas Gage: A Gruesome But True Story about Brain Science By John Fleischman**

Phineas Gage was truly a man with a hole in his head. A railroad construction foreman, Phineas was blasting rock near Cavendish, Vermont, in 1848 when a thirteen-pound iron rod was shot through his brain. Miraculously, he survived another eleven years and became a textbook case in brain science. But he was forever changed by the accident, and what happened inside his brain will tell you a lot about how your brain works and what makes us who we are.

### **Uncommon Champions: Fifteen Athletes Who Battled Back by Marty Kaminsky**

Fifteen motivating stories prove that integrity and honor are not entirely missing from the playing fields. Despite facing incredible adversity, these athletic stars found the heart and stamina to persevere.

### **Hand in Hand: Ten Black Men Who Changed America by Andrea and Brian Pinkney**

HAND IN HAND presents the stories of ten men from different eras in American history, organized chronologically to provide a scope from slavery to the modern day. The stories are accessible, fully-drawn narratives offering the subjects' childhood influences, the time and place in which they lived, their accomplishments and motivations, and the legacies they left for future generations as links in the "freedom chain."

### **What a Great Idea! Inventions That Changed the World by Steve Tomecek**

Steve Tomecek discusses 45 inventions that really shook up society. These big ideas inspired many other inventions and illuminate the changes that technology has made throughout time.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Rising 8th Novel Essay **RUBRIC**: I can use **Habits of Scholars** to help me successfully read a novel and write an opinion essay over the summer.

4				3	2	1
Habits of Scholars Traits				Meets Expectations	Approaches Expectations	Does Not Meet Expectations
ACCOUNTABLE						
I can take responsibility for what I do by focusing on my learning and staying on task. <i>Self-assessment completed by student</i>	I work on this the first days/weeks after school lets out to make sure this assignment gets done. Then I can forget about it and enjoy the summer!  When I work, I'm dedicated. I pass up other activities to finish my work goal I've set for the day.	I get this assignment done sometime over the summer.  When I work, I'm dedicated. I don't multi-task.	I stay up the night before this assignment is due, cramming, but I get it done.  I admit, I can be distracted from my work, but I still come back to it.	I forget to do the assignment.  I put doing the assignment off until it's too late.  I blow off the assignment.		
REVISION & CRITIQUE						
I can edit my work to produce a work of quality. <i>Graded by teacher</i>	I read my work over silently, out loud, and to an adult in order to catch my mistakes. After making corrections, I reread again out loud to catch anything I missed and make final corrections. I submit at least a draft and a final version of my writing. There are clear revisions evident between the draft and the final.	I read my work over silently and out loud to catch mistakes. After making corrections, I reread again to make sure everything is correct. I submit a draft and a final.	I check my work over and make some corrections. I don't bother to reread after making corrections. It's good enough! I only submit one draft, though it may have been corrected.	I write the essay and don't check it over for errors.		
QUALITY						
I can produce work that is neat, accurate, and thorough. <i>Graded by teacher</i>	I think about what extras could enhance my presentation without buying anything extra: draw an illustration? Make a cover page? Focus on the font? I include these in my final submission.	I write clearly and my report is unwrinkled. I answer the entire prompt, and exactly what the prompt asks for.	My work is pretty legible, and I bet the teacher won't notice a wrinkle or torn page.	Can't read my handwriting.  Torn, crumpled, wet, stained, and/or holey pages.		
TIMELY						
I can come to class on the first day of school with my essay complete. <i>Graded by teacher</i>	I bring my work into my pre-beginning-of-school conference with my crew leader.	August 28th: Good morning, teacher. Here's my essay!	Um... can I have my essay to you by the end of the day, teacher? Or maybe the end of the week?	I do not turn in work.		

# Rising 7<sup>th</sup> & 8<sup>th</sup> Grade Novel Essay: I can craft argumentative writing that supports a claim with evidence and follows the 6 traits.

Writing Traits		3	2	1
IDEAS				
<ul style="list-style-type: none"> <li>- Main claim stated</li> <li>- 2 arguments to support your main claim</li> <li>- 1 argument to refute the opposing side</li> <li>- Support with evidence</li> </ul>	<ul style="list-style-type: none"> <li>- Main claim clearly stated. Answers the prompt</li> <li>- 2 arguments clearly support the main claim.</li> <li>- 1 argument clearly refutes the opposing claim.</li> <li>- All arguments are supported by the most relevant evidence.</li> </ul>	<ul style="list-style-type: none"> <li>- Main claim stated. Answers the prompt.</li> <li>- 2 arguments support the main claim.</li> <li>- 1 argument refutes the opposing claim.</li> <li>- All arguments are supported by evidence</li> </ul>	<ul style="list-style-type: none"> <li>- Main claim is stated but unclear. Somewhat answers the prompt</li> <li>- 3 arguments are stated but it is unclear how they support the main claim or refute the opposing claim.</li> <li>- At least one argument is supported or arguments may not be supported effectively</li> </ul>	<ul style="list-style-type: none"> <li>- Neither perspective is connected to the theme stated in the prompt</li> <li>- Arguments are not clearly stated.</li> <li>- No perspective is supported effectively with evidence in the text</li> </ul>
ORGANIZATION				
<ul style="list-style-type: none"> <li>- Paragraph structure</li> <li>- Introduction and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>- Organized into <u>well-written paragraphs</u> that explain each argument.</li> <li>- Each paragraph includes an <u>especially appealing topic sentence</u> that explains the argument and connects back to the claim.</li> <li>- <u>Introduction</u> summarizes book and presents main claim</li> <li>- <u>Conclusion</u> re-words claim in an original way, connects to bigger ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Organized</u> into paragraphs which explain argument</li> <li>- Each paragraph includes a <u>topic sentence</u> that explains the argument and connects back to the claim</li> <li>- <u>Introduction</u> summarizes book and presents main claim</li> <li>- <u>Conclusion</u> re-words claim in an original way.</li> </ul>	<ul style="list-style-type: none"> <li>- Organized into <u>paragraphs</u> that <i>somewhat</i> explain each argument, but are unclear at times</li> <li>- Includes a topic sentence that <i>somewhat</i> explains the argument and <i>somewhat</i> connects back to the claim</li> <li>- <u>Introduction</u> attempts to introduce book and tries to make a claim but is unclear.</li> <li>- <u>Conclusion</u> <i>somewhat</i> restates claim but does not reword.</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Not clearly organized</u> into paragraphs to explain each argument, arguments are hard to follow</li> <li>- <u>Missing topic sentences</u></li> <li>- <u>No clear introduction</u> or claim</li> <li>- <u>No conclusion</u></li> </ul>
VOICE				
<ul style="list-style-type: none"> <li>- Writing has purpose and personality.</li> </ul>	<ul style="list-style-type: none"> <li>- Writing reflects the purpose of the proposal, to persuade the reader that the book should or should not be used in school.</li> </ul>	<ul style="list-style-type: none"> <li>- Writing mostly reflects the purpose of the proposal, to persuade the reader that the book should or should not be used in school.</li> </ul>	<ul style="list-style-type: none"> <li>- Writing tries to reflect the purpose of the proposal, to persuade the reader that the book should or should not be used in school.</li> </ul>	<ul style="list-style-type: none"> <li>- No sense of purpose or audience in writing.</li> </ul>
Word Choice				
<ul style="list-style-type: none"> <li>- Uses proper vocabulary and variety of words.</li> </ul>	<ul style="list-style-type: none"> <li>- Uses a wide variety of words and vocabulary appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>- Uses a variety of words and vocabulary appropriately most of the time</li> </ul>	<ul style="list-style-type: none"> <li>- Words are somewhat repetitive and vocabulary is used appropriately most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>- Words are repetitive without appropriate vocabulary.</li> </ul>
Sentence Fluency				
<ul style="list-style-type: none"> <li>- Sentences flow with variety</li> </ul>	<ul style="list-style-type: none"> <li>- Sentences have variety and flow.</li> </ul>	<ul style="list-style-type: none"> <li>- Sentences have some variety and flow well</li> </ul>	<ul style="list-style-type: none"> <li>- Sentences have little variety and some flow.</li> </ul>	<ul style="list-style-type: none"> <li>- No clear sentences. Many run-ons</li> </ul>
Conventions				
<ul style="list-style-type: none"> <li>- Grammar, Capitalization, Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>- Very few errors in conventions.</li> </ul>	<ul style="list-style-type: none"> <li>- Few errors in conventions</li> </ul>	<ul style="list-style-type: none"> <li>- Some errors in conventions but does not distract from meaning.</li> </ul>	<ul style="list-style-type: none"> <li>- Errors in conventions make it hard to follow.</li> </ul>

Total = \_\_\_\_\_

FOR TEACHER BASELINE  
(not graded)

