

2018-2019 Collierville Schools Grades 6-8 Honors Language Arts Required Summer Work

Instructions: Students who are enrolled in Honors Language Arts in grades 6-8 have required summer reading and writing. Each grade has a required summer reading book and a required summer writing assignment. Students are responsible for finding the book on their own, completing the reading, and typing the required essay before the first day of school. For a list of recommended summer reading for **all students**, see your school librarian or visit the school webpage.

Rising Sixth Graders Enrolled in Honors Sixth Grade Language Arts:

Required Reading: *Hatchet*, Gary Paulsen

Required Writing: How is Brian changed by his experiences? Write an informative/explanatory essay in which you explain how Brian in *Hatchet* faces a life-changing experience, and analyze the impact of these changes on his life. Your essay should include an introductory paragraph, multiple body paragraphs, and a concluding paragraph. The essay should include multiple quotations from *Hatchet* to back up your points.

Rising Seventh Graders Enrolled in Honors Seventh Grade Language Arts:

Required Reading: *The Hobbit*, J. R. R. Tolkien

Required Writing: What drives Bilbo Baggins to undertake his mission? Write an informative/explanatory essay that explains what continues to motivate Bilbo throughout the text of *The Hobbit*. Your essay should include an introductory paragraph, multiple body paragraphs, and a concluding paragraph. The essay should include multiple quotations from *The Hobbit* to back up your points.

Rising Eighth Graders Enrolled in Honors Eighth Grade Language Arts:

Required Reading: *The Outsiders*, S. E. Hinton

Required Writing: Choose one character in *The Outsiders*, and write an informative/explanatory essay that explains how this character's experiences shape or change his values. In your essay, show how a character's personal experiences can change him for better or sometimes for worse. Your essay should include an introductory paragraph, multiple body paragraphs, and a concluding paragraph. The essay should include multiple quotations from *The Outsiders* to back up your points.

For all writing assignments:

- Write a paper of 2-3 **typed** pages (double spaced) on this topic. Your paper should be double spaced and typed in Times New Roman font, 12 point size. (This is standard MLA format - you will learn all about this next year if you don't know about it already). See TNReady essay rubric on second page of this assignment.
- Your paper must be written in your own words – never, ever copy someone else's words. That is called plagiarism and is cheating. You are expected to bring in quotations from the required reading using quotation marks.
- Print and bring this essay with you on **the first day of school**.
- Be sure to save your essay on your computer. We will discuss and edit this paper in class, so you will need to be able to make changes to your saved paper.
- We will be also talking about these books and essays the first week of school, so be ready to share what you wrote!

If you have questions about your assignments, email any 6-8 Honors Language Arts teacher at CMS or SFMS or contact Collierville Schools Curriculum Supervisor Megan Jackson (m1jackson@colliervilleschools.org).

TNReady Grades 6-8 Informational/Explanatory Rubric

Revised: May 2017

Score	Focus & Organization	Development	Language	Conventions
4	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains an effective and relevant introduction. utilizes effective organizational strategies to create a unified whole and to aid in comprehension. effectively clarifies relationships among ideas and concepts to create cohesion. contains an effective and relevant concluding statement or section. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes well-chosen, relevant, and sufficient evidence¹ from the stimuli to thoroughly and insightfully develop the topic. thoroughly and accurately explains and elaborates on the evidence provided, demonstrating a clear, insightful understanding of the topic, task, and stimuli. 	The writing: <ul style="list-style-type: none"> illustrates consistent and sophisticated command of precise language and domain-specific vocabulary² appropriate to the task. illustrates sophisticated command of syntactic variety for meaning and reader interest. utilizes sophisticated and varied transitional words and phrases. effectively establishes and maintains a formal style and an objective tone. 	The writing: <ul style="list-style-type: none"> demonstrates consistent and sophisticated command of grade-level conventions of standard written English.³ may contain a few minor errors that do not interfere with meaning.
3	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains a relevant introduction. utilizes adequate organizational strategies to create a mostly unified whole and to aid in comprehension. clarifies most relationships among ideas and concepts, but there may be some gaps in cohesion. contains a relevant concluding statement or section. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes relevant and sufficient evidence¹ from the stimuli to adequately develop the topic. adequately and accurately explains and elaborates on the evidence provided, demonstrating a sufficient understanding of the topic, task, and stimuli. 	The writing: <ul style="list-style-type: none"> illustrates consistent command of precise language and domain-specific vocabulary² appropriate to the task. illustrates consistent command of syntactic variety for meaning and reader interest. utilizes appropriate and varied transitional words and phrases. establishes and maintains a formal style and an objective tone. 	The writing: <ul style="list-style-type: none"> demonstrates consistent command of grade-level conventions of standard written English.³ contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning.
2	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains a limited introduction. demonstrates an attempt to use organizational strategies to create some unification, but ideas may be hard to follow at times. clarifies some relationships among ideas and concepts, but there are lapses in focus. contains a limited concluding statement or section. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes mostly relevant but insufficient evidence¹ from the stimuli to partially develop the topic. Some evidence may be inaccurate or repetitive. explains some of the evidence provided, demonstrating only a partial understanding of the topic, task, and stimuli. There may be some level of inaccuracy in the explanation. 	The writing: <ul style="list-style-type: none"> illustrates inconsistent command of precise language and domain-specific vocabulary.² illustrates inconsistent command of syntactic variety. utilizes basic or repetitive transitional words and phrases. establishes but inconsistently maintains a formal style and an objective tone. 	The writing: <ul style="list-style-type: none"> demonstrates inconsistent command of grade-level conventions of standard written English.³ contains frequent errors that may significantly interfere with meaning.
1	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains no or an irrelevant introduction. demonstrates an unclear organizational structure; ideas are hard to follow most of the time. fails to clarify relationships among ideas and concepts; concepts are unclear/or there is a lack of focus. contains no or an irrelevant concluding statement or section. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes mostly irrelevant or no evidence¹ from the stimuli, or mostly/only personal knowledge, to inadequately develop the topic. Evidence is inaccurate or repetitive. inadequately or inaccurately explains the evidence provided, demonstrating little understanding of the topic, task, and stimuli. 	The writing: <ul style="list-style-type: none"> illustrates little to no use of precise language and domain-specific vocabulary.² illustrates little to no syntactic variety. utilizes no or few transitional words and phrases. does not establish or maintain a formal style and an objective tone. 	The writing: <ul style="list-style-type: none"> demonstrates limited command of grade-level conventions of standard written English.³ contains numerous and repeated errors that seriously impede meaning.

¹Evidence includes facts, extended definitions, concrete details, quotations, or other information and examples as appropriate to the task and the stimuli.

² Domain-specific vocabulary refers to the terminology used in the stimuli and/or associated with the topic.

³ Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.