

## 8th Grade Honors ELAR Summer Reading Assignment

### **Contact Information:**

Shelley Varnado

[shelleyvarnado@hjhawks.net](mailto:shelleyvarnado@hjhawks.net) or [shelleyvarnado@hjsd.net](mailto:shelleyvarnado@hjsd.net)

### **Google Classroom Code:**

27rx2ew

All project information is posted here along with a video explanation

### **Summer Novel:**

*Fever 1793*



### **Assignment Overview:**

After reading the novel, complete BOTH PARTS of *Fever 1793* assignment.

**PART 1: Choice Board** (100 possible points)

-choose ONE project from the board

**PART 2: Extended Constructed Response** (100 possible points)

-write a four paragraph essay using the outline and prompt provided

You will complete these assignments using Google Docs, Google Slides, any other program that works well with Google Classroom, or on paper. Once you have completed the assignments, you will submit each part to the project post in Google Classroom. If you have completed the assignment on paper, it will be turned in to me by the due date.

These assignments must be completed by the first week of school. School starts on Wednesday, August 16. The project will be turned in absolutely no later than Friday, August 18. This project will be the first TEST grade of the year. We will also have a comprehension test over the book as well as a few daily assignments that will come from the reading.

You have the option of purchasing your own copy of the novel to complete this project. It can be found on Amazon or most bookstores. Please be sure that your book matches the cover above. There will also be copies of the book available to check out in the school office. All copies checked out from the school must be returned at the beginning of the school year.

# Choice Board

## Part 1. Choice Board

Choose ONE of the following projects below from the choice board to complete. Be sure your work is neat and presentable. You can do the work on paper or digitally.

Total Possible Points: 100

1

Choose three character traits to describe Mattie. Consider her thoughts, feelings, actions, and words. Provide text evidence to support your choices.

2

Create a new book jacket for the novel. Your cover must look different from the original. Don't forget to include a short summary about the book on the back of the book jacket.

3

Create a figurative language booklet in which you collect at least 5 examples of figurative language. You must identify the type of figurative language and explain its meaning.

4

Create a Quote Quilt using Powerpoint, Google Slides, or Google Docs. "Fold" (divide) your paper into 4 sections. Write 1 important quote in each part. On the back, explain why each quote is so important.

# Choice Board Guidelines



All work can be done either digitally or by hand on paper.

## *1. Digital Work -*

you may choose to use Google Draw, Google Slides, Google Docs or any other program you feel comfortable with that can be submitted to Google Classroom.

## *2. Work done by hand -*

anything done by hand should be written neatly and should be well organized and easy to follow. Nothing should be done on notebook paper. Instead, use solid white paper or colored paper where the information can be clearly and easily read.

All work should be colored if the assignment calls for drawing or creativity.

Neatness counts!

Take your time and be sure to include all necessary information.

## Part 2: Extended Constructed Response

Based on your reading of the novel, “Fever 1793” by Laurie Halse Anderson, write a well organized essay responding to the following:

*How do the conflicts that Mattie experiences help to develop her character over the course of the novel? Use at least two examples from the novel to support your ideas. Be sure to cite your evidence.*

Remember to —

- clearly state your central idea
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selection
- plan your response
- write your response
- revise and edit your response

You may choose to either write your response on the lined paper that is included in this packet, or you may type your response using Google Docs. Before completing your final draft, be sure to look through the following information that is provided in the next couple of pages:

- Grading rubric
- Explanation/example slides to help organize your ideas
- Planning page

Each of the above documents will help walk you through the writing process. Please use them as a guide.

Total Possible Points: 100

## Writing Rubric for Extended Constructed Response

Point	Organization and Development of Ideas
3	<p><b>-Controlling idea/Thesis is clear and fully developed</b> The focus is consistent throughout, creating a response that is unified and easy to follow.</p> <p><b>-Organization is effective</b> A purposeful structure that includes an effective introduction and conclusion is evident. The organizational structure is appropriate and effectively supports the development of the controlling idea/thesis. The sentences, paragraphs, or ideas are logically connected in purposeful and highly effective ways.</p> <p><b>-Evidence is specific, well chosen, and relevant</b> The response includes relevant text-based evidence that is clearly explained and consistently supports and develops the controlling idea/thesis. The response reflects a thorough understanding of the writing purpose.</p> <p><b>-Expression of ideas is clear and effective</b> The writer's word choice is specific, purposeful, and enhances the response. Almost all sentences and phrases are effectively crafted to convey the writer's ideas.</p>
2	<p><b>-Controlling idea/Thesis is present and partially developed</b> A controlling idea/thesis is presented, but it may not be clearly identifiable because it is not fully developed. The focus may not always be consistent and may not always be easy to follow.</p> <p><b>-Organization is limited</b> A purposeful structure that includes an introduction and conclusion is present. An organizational structure may not be consistent and may not always support the logical development of the controlling idea/thesis. Sentence-to-sentence connections and clarity may be lacking.</p> <p><b>-Evidence is limited and may include some irrelevant information</b> The response may include text-based evidence to support the controlling idea/thesis, but it may be insufficiently explained, and/or some evidence may be irrelevant to the controlling idea/thesis.</p> <p><b>-Expression of ideas is basic</b> The writer's word choice may be general and imprecise and at times may not convey the writer's ideas clearly. Sentences and phrases are at times ineffective and may interfere with the writer's intended meaning and weaken the message.</p>
1	<p><b>-Controlling idea/Thesis is evident but not developed</b> A controlling idea/thesis is present but not developed appropriately in response to the writing task.</p> <p><b>-Organization is minimal and/or weak</b> An introduction or conclusion may be present. An organizational structure that supports logical development is not always evident or is not appropriate to the task.</p> <p><b>-Evidence is insufficient and/or mostly irrelevant</b> Little text-based evidence is presented to support the controlling idea/thesis, or the evidence presented is mostly extraneous and/or repetitious. Explanation of any evidence presented is insufficient and may be only vaguely related to the writing task.</p> <p><b>-Expression of ideas is ineffective</b> The writer's word choice is vague or limited and may impede the quality and clarity of the essay. Sentences and phrases are often ineffective, interfere with the writer's intended meaning, and impact the strength and clarity of the message.</p>
0	<p><b>-A controlling idea/thesis may be evident.</b></p> <p><b>-The response lacks an introduction and conclusion.</b> An organizational structure is not evident.</p> <p><b>-Evidence is not provided or is irrelevant.</b> The response reflects a lack of understanding of the writing purpose.</p> <p><b>-The expression of ideas is unclear and/or incoherent.</b></p> <p><i>Please note that if a response receives a score point 0 in the Development and Organization of Ideas trait, the response will also earn 0 points in the Conventions trait.</i></p>

### Writing Rubric for Extended Constructed Response (continued)

Point	Conventions
2	<p>Student writing demonstrates <b>consistent command</b> of grade-level-appropriate conventions, including correct:</p> <ul style="list-style-type: none"><li>• sentence construction</li><li>• punctuation</li><li>• capitalization</li><li>• grammar</li><li>• spelling</li></ul> <p>The response has few errors, but those errors do not impact the clarity of the writing.</p>
1	<p>Student writing demonstrates <b>inconsistent command</b> of grade-level-appropriate conventions, including limited use of correct:</p> <ul style="list-style-type: none"><li>• sentence construction</li><li>• punctuation</li><li>• capitalization</li><li>• grammar</li><li>• spelling</li></ul> <p>The response has several errors, but the reader can understand the writer's thoughts.</p>
0	<p>Student writing demonstrates <b>little to no command</b> of grade-level-appropriate conventions, including infrequent use of or no evidence of correct:</p> <ul style="list-style-type: none"><li>• sentence construction</li><li>• punctuation</li><li>• capitalization</li><li>• grammar</li><li>• spelling</li></ul> <p>The response has many errors, and these errors impact the clarity of the writing and the reader's understanding of the writing.</p>

#### Total Score -

*Total score is found by combining the points earned for **Organization and Development of Ideas and Conventions**.*

5 points      90-100

4 points      80-89

3 points      70-79


2 points      60-69

1 points      50-59

0 points      Below 50

**ROUGH**  
*drafts*

**TOPIC SENTENCE**  
(1 SENTENCE)




**PAUSE...**  
Begin by introducing the reason in your thesis, the topic of the paragraph.

Make sure your answer is supported by what was said or done in the selection.

**SENTENCE STARTERS...**  
Throughout the selection...  
The author makes it a point to...

**ROUGH**  
*drafts*

**TOPIC SENTENCE**  
(1 SENTENCE)



**EXTENDED CONSTRUCTED RESPONSE**

**INTRODUCTION** [1]


**BODY PARAGRAPH #1** [2]

**BODY PARAGRAPH #2** [3]

**CONCLUSION** [4]

**ROUGH**  
*drafts*

**EVIDENCE**  
(1-2 SENTENCES)




**PAUSE...**  
Provide words, a phrase, or a sentence from the text to support the answer.

Take the information out accurately in regards to spelling and punctuation.

**SENTENCE STARTERS...**  
The author states...  
For example, / For instance,  
According to (title of text)...  
The selection points out that...

**ROUGH**  
*drafts*

**EVIDENCE**  
(1-2 SENTENCES)



**EXTENDED CONSTRUCTED RESPONSE**

**INTRODUCTION** [1]


**BODY PARAGRAPH #1** [2]

**BODY PARAGRAPH #2** [3]

**CONCLUSION** [4]

**ROUGH**  
*drafts*

**AUTHOR'S PURPOSE**  
(2+ SENTENCES)




**PAUSE AND ASK YOURSELF...**  
Why did the author include this support?  
What effect does it have on the reader?  
What can the reader conclude about it?  
What does the reader now realize?  
What is a detail in the evidence the author included on purpose?

**SENTENCE STARTERS...**  
By showing...  
If... then...  
The author's use of...  
This causes the reader to...

**ROUGH**  
*drafts*

**AUTHOR'S PURPOSE**  
(2+ SENTENCES)



**EXTENDED CONSTRUCTED RESPONSE**

**INTRODUCTION** [1]

**BODY PARAGRAPH #1** [2]

**BODY PARAGRAPH #2** [3]




**CONCLUSION** [4]

*drafts*

**CONCLUSION: PART ONE  
TIE-IT-TOGETHER**

**PAUSE AND ASK YOURSELF...**  
What insight do I want to leave my reader with from this analysis?

**SENTENCE STARTERS...**  
Without...  
Although/Even though...  
Overall...  
Certainly/Indeed...  
It is evident...



*drafts*

**CONCLUSION: PART TWO  
ECHO INSIGHT**

**Set the Scene**  
create a descriptive with sensory and on-scene

**Magic 3**  
three literary devices followed by connecting thought!

**Figurative Language**  
metaphor, personification, simile, hyperbole





*ROUGH drafts*

**CONCLUSION: PART ONE  
TIE-IT-TOGETHER**

**EXTENDED CONSTRUCTED RESPONSE**

**HOOK**  
I have been selling...  
**BODY PARAGRAPH 1**  
**BODY PARAGRAPH 2**  
**CONCLUSION**

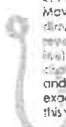


**HOOK & ECHO**

**set the scene**

For months, I had been selling aside money from my part time job for this very moment: it was 10:21 on October 14 for the Dallas Mavericks' quarterfinals. The lights dim, the fans go wild. I feel the responsibility these fans have (kiss) from the roaring crowd chanting, "No-ball! No-ball!" and I know what I'm feeling is exactly what 21,146 others are in this very moment.

The release blows the whistle—the entertainment starts for the fans and the work day starts for the players. It only makes sense that the people who draw the crowds are the ones appropriately rewarded.

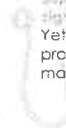


**HOOK & ECHO**

**Magic Three**

A Ronaldo Jersey: \$400,  
A Super Bowl ticket: \$5,000,  
A Babe Ruth signed baseball: \$23,000.  
Yet, we wonder why professional athletes make millions a year.

Until fans stop paying excessive amounts for jerseys, Super Bowl tickets, and signed baseballs, the players should be the ones compensated for what fans are willing to pay. It's on us to prioritize what should be valued most in life.

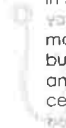


**HOOK & ECHO**

**figurative language**

Reason without logic is like a boat with no sail in the middle of the vast ocean. You may make a good point, but you'll never get anywhere with it and certainly won't make it back to shore.

Every strong argument has *working sails* and *good wind*. By using logic rather than emotion and opinion only, the author's voice is heard much clearer.





# Extended Constructed Response

## Planning Page

### Introduction

**Hook:** (1-2 sentences)

**Thesis:** (1 sentence)

### Body Paragraph 1

**Topic Sentence:** (1 sentence)

**Evidence:** Direct Quote (1-2 sentences)

**Author's Purpose:** What effect does this evidence have on the reader? (1-2 sentences)

### Body Paragraph 2

**Topic Sentence:** (1 sentence)

**Evidence:** Direct Quote (1-2 sentences)

**Author's Purpose:** What effect does this evidence have on the reader? (1-2 sentences)

### Conclusion

**Thesis:** restate and tie ideas together (1 sentence)

**Echo:** key insight from this explanation; connect back to Hook (1-2 sentences)



