

June 9, 2019

Dear Rising Eighth-Grader,

You will find your summer reading assignments for Reading/English Language Arts (R/ELA) on the following pages. While I recommend purchasing the books, you can check your local library for available copies. A provisional list of school supplies for the coming year can be found on the last page of this document. Additional supplies may be required as we go along, but you can save money by shopping for the basics at the summer sales at office supply stores and at general merchandisers like Target. As the vacation weeks progress, these merchants will feature Back-to-School specials, offering substantial price reductions on things you will need during the year.

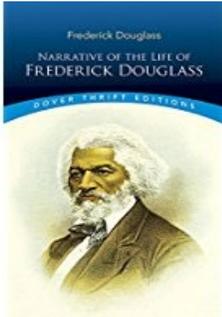
When not travelling, I can be reached at: [martha.leighty@pgcps.org](mailto:martha.leighty@pgcps.org).

Happy Summer!

M. Leighty

**Note:** Your “Character Sketch Assignment” will be due on September 4, 2019. The following week (9/9-9/13) you will be given a written assessment on the summer readings.

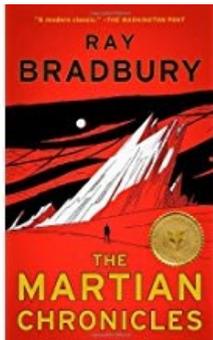
**Summer Reading List**  
**High School Class of 2023 (Rising 8<sup>th</sup> Graders):**



*Narrative of the Life of Frederick Douglass*  
by Frederick Douglass

\$ 2<sup>56</sup> Prime | FREE One-Day

[https://www.amazon.com/Narrative-Life-Frederick-Douglass/dp/0486284999/ref=sr\\_1\\_2?crid=FPK1GZ14ZR0A&keywords=frederick+douglass+narrative+of+the+life+of+f+rederick+douglass&qid=1560307012&s=gateway&srefix=douglass+%2Caps%2C134&sr=8-2](https://www.amazon.com/Narrative-Life-Frederick-Douglass/dp/0486284999/ref=sr_1_2?crid=FPK1GZ14ZR0A&keywords=frederick+douglass+narrative+of+the+life+of+f+rederick+douglass&qid=1560307012&s=gateway&srefix=douglass+%2Caps%2C134&sr=8-2)



*The Martian Chronicles*  
by Ray Bradbury

\$7.99 Prime | FREE One-Day

[https://www.amazon.com/Martian-Chronicles-Ray-Bradbury/dp/1451678193/ref=sr\\_1\\_1?crid=1KHPV3QOGT7KB&keywords=bradbury+martian+chronicles&qid=1560306922&s=gateway&srefix=bradbury+mar%2Caps%2C124&sr=8-1](https://www.amazon.com/Martian-Chronicles-Ray-Bradbury/dp/1451678193/ref=sr_1_1?crid=1KHPV3QOGT7KB&keywords=bradbury+martian+chronicles&qid=1560306922&s=gateway&srefix=bradbury+mar%2Caps%2C124&sr=8-1)

**Note:** You will be given a classroom assessment on your summer reading when you return to school in September.

## Character Sketch Assignment

Frederick Douglass was twenty-seven years old in 1845 when *Narrative of the Life of Frederick Douglass, An American Slave* first appeared in print. A self-educated speaker, writer, and thinker, Douglass stands as a unique example of the power of the American Dream. An international leader of the Abolition movement, he inspired men and women on both sides of the Atlantic to recognize the dignity of all human beings and to take a firm stand against slavery.

Why should Americans remember Frederick Douglass as a heroic advocate of our nation's highest principles and aspirations? Your assignment is to complete the "Character Analysis Plan Sheet" as preparation for an essay on Frederick Douglass. Using his *Narrative*, identify evidence illustrating three important traits of Douglass' character.

### Assignment Requirements:

- "Character Analysis Plan Sheet" notes
- 400 to 500 word essay, double-spaced
- Typed, Times New Roman 12 point.
- MLA heading which includes your name, Mrs. Leighty, 8<sup>th</sup> Grade R/ELA, and the date due in international style, with the month written out between the two numerals. (4 September 2019). This heading is double-spaced and appears in the upper left-hand corner of the page. In addition, your surname and an inserted page number appear in the upper right hand corner of the *header*. (Use the <insert page # function, and the number will update automatically on each new page.) MLA style prescribes one-inch margins on all sides.

Insert in Header, 0.5 inches from top edge.

Heading:  
double-spaced

The diagram shows a rectangular box representing the MLA heading. On the left side, the text "Heading: double-spaced" is written in red. A black line starts from this text, goes up, then right, then down, and finally right into the left side of the box. On the top right side of the box, the text "Surname #" is written in black. A black arrow points from the text "Insert in Header, 0.5 inches from top edge." (located above the box) down to the top edge of the box.

**Your Name**

**Mrs. Leighty**

**8<sup>th</sup> Grade R/ELA**

**4 September 2019**

**Surname #**

## *Character Sketch Rubric*

Key traits	4 20 pts.	3 15 pts.	2 10 pts.	1 5 pts.
<b>IDEAS</b>	<ul style="list-style-type: none"> <li>• The person is clearly identified.</li> <li>• A central impression of the person is clearly stated.</li> <li>• Relevant details and examples explain each key character trait.</li> </ul>	<ul style="list-style-type: none"> <li>• The person is identified, but a central impression is vague.</li> <li>• Most key character traits are explained through details and examples.</li> </ul>	<ul style="list-style-type: none"> <li>• A central impression of the character can be inferred with careful reading.</li> <li>• More details and examples are needed to explain the key character traits.</li> </ul>	<ul style="list-style-type: none"> <li>• The person is named, but no central impression is explained.</li> <li>• Details and examples are irrelevant or missing.</li> </ul>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>• The introduction presents the character in an interesting way.</li> <li>• The conclusion summarizes the ideas and offers an observation.</li> <li>• Transitional words and phrases show how ideas connect.</li> <li>• The organization is consistent and logical.</li> </ul>	<ul style="list-style-type: none"> <li>• The introduction presents the character.</li> <li>• The conclusion summarizes the ideas.</li> <li>• A few more transitions are needed.</li> <li>• The organization is logical but has a few inconsistencies.</li> </ul>	<ul style="list-style-type: none"> <li>• The introduction vaguely presents the character.</li> <li>• The conclusion summarizes some of the ideas.</li> <li>• Many more transitions are needed.</li> <li>• The organization shows some logic but is often inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>• The introduction does not identify the subject of the essay.</li> <li>• The essay lacks a conclusion.</li> <li>• No transitions are used.</li> <li>• The organization seems random; the reader often feels confused.</li> </ul>
<b>WORD CHOICE &amp; VOICE</b>	<ul style="list-style-type: none"> <li>• Words and phrases precisely describe the character's appearance, actions, speech, and personality.</li> <li>• The writing has an appropriate tone and shows enthusiasm for the character.</li> </ul>	<ul style="list-style-type: none"> <li>• Words and phrases describe the character's appearance, actions, speech, and personality.</li> <li>• The writing has an acceptable tone and usually reflects engagement with the character.</li> </ul>	<ul style="list-style-type: none"> <li>• Words and phrases sometimes describe the character's appearance, actions, speech, and personality.</li> <li>• The tone is sometimes inappropriate, and the writing only occasionally reflects engagement with the character.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited vocabulary and/or frequent misuse of parts of speech interfere with understanding.</li> <li>• The writing is lifeless or mechanical.</li> </ul>
<b>SENTENCE FLUENCY</b>	<ul style="list-style-type: none"> <li>• Sentence beginnings, lengths, and structures vary.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence beginnings, lengths, and structures vary somewhat.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence beginnings, lengths, and structures do not significantly vary, and some fragments and run-on sentences are present.</li> </ul>	<ul style="list-style-type: none"> <li>• Repetitive sentence structure, fragments, and run-on sentences make the writing difficult to follow.</li> </ul>
<b>CONVENTIONS</b>	<ul style="list-style-type: none"> <li>• Spelling, capitalization, and punctuation are correct.</li> <li>• Grammar and usage are correct.</li> <li>• Paragraphing tends to be correct and reinforces the organization.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling, capitalization, and punctuation are sometimes incorrect.</li> <li>• Grammar and usage do not distort meaning but are not always correct.</li> <li>• Paragraphing is attempted but is not always sound.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling, capitalization, and punctuation are uneven.</li> <li>• Grammar and usage errors distract from meaning.</li> <li>• Paragraphing is irregular or too frequent.</li> </ul>	<ul style="list-style-type: none"> <li>• Common words are misspelled and almost all punctuation is missing or incorrect.</li> <li>• Grammar and usage mistakes are frequent and distort meaning.</li> <li>• Paragraphing is missing.</li> </ul>

## Character Analysis Plan Sheet

Use the following organizer to develop notes for your essay. You are not limited to the lines on this page; this is just an example. Attach this and any lined paper notes to the essay as part of your submission.

Your name: \_\_\_\_\_

Adjective One: \_\_\_\_\_

Example from text: \_\_\_\_\_

\_\_\_\_\_

Example from text: \_\_\_\_\_

\_\_\_\_\_

Quote and page #: \_\_\_\_\_

\_\_\_\_\_

Adjective Two: \_\_\_\_\_

Example from text: \_\_\_\_\_

\_\_\_\_\_

Example from text: \_\_\_\_\_

\_\_\_\_\_

Quote and page #: \_\_\_\_\_

\_\_\_\_\_

Adjective Three: \_\_\_\_\_

Example from text: \_\_\_\_\_

\_\_\_\_\_

Example from text: \_\_\_\_\_

\_\_\_\_\_

Quote and page #: \_\_\_\_\_

\_\_\_\_\_

## Sample Character Traits

able	demanding	hopeless	restless
active	dependable	humorous	rich
adventurous	depressed	ignorant	rough
affectionate	determined	imaginative	rowdy
afraid	discouraged	impatient	rude sad
alert	dishonest	impolite	safe
ambitious	disrespectful	inconsiderate	satisfied
angry	doubtful	independent	scared
annoyed	dull dutiful	industrious	secretive
anxious	eager	innocent	selfish
apologetic	easygoing	intelligent	serious
arrogant	efficient	jealous kindly	sharp
attentive	embarrassed	lazy leader	short shy
average bad	encouraging	lively	silly
blue bold	energetic evil	lonely	skillful sly
bored	excited	loving loyal	smart
bossy	expert fair	lucky	sneaky
brainy	faithful	mature	sorry
brave	fearless	mean	spoiled
bright	fierce	messy	stingy
brilliant	foolish	miserable	strange
busy calm	fortunate	mysterious	strict
careful	foul fresh	naughty	stubborn
careless	friendly	nervous nice	sweet
cautious	frustrated	noisy	talented
charming	funny gentle	obedient	tall
cheerful	giving	obnoxious	thankful
childish	glamorous	old	thoughtful
clever clumsy	gloomy	peaceful	thoughtless
coarse	good	picky	tired tolerant
concerned	graceful	pleasant	touchy
confident	grateful	polite poor	trusting
confused	greedy	popular	trustworthy
considerate	grouchy	positive	unfriendly
cooperative	grumpy	precise	unhappy
courageous	guilty	proper	upset useful
cowardly	happy	proud	warm
cross	harsh	quick quiet	weak wicked
cruel	hateful	rational	wise worried
curious	healthy	reliable	wrong
dangerous	helpful	religious	young
daring dark	honest	responsible	
decisive	hopeful		

**Supply List**  
**R/ELA Eighth Grade**  
**School Year 2019-2020**

**Personal Supply List:**

- College-lined notebook paper (500 sheets)
  
- Two-pocket file folders (for handouts and projects)—four to begin with
  
- 3” x 5” index cards for vocabulary study and research activities (300 cards to start)
  
- #2 pencils (at least two available for class each day)
  
- Highlighters if they are useful to your child for reading and writing
  
- Pens (at least two available for class)
  
- 3 Marble composition notebooks for writing, vocabulary/grammar, and reading activities

**Contribution to Classroom Supplies:**

- 2 boxes of tissue to begin the school year
  
- 1 ream of copy paper