



8th Pre-AP Summer Reading  
2019-2020

*The receipt of this Summer Assignment by your student does not indicate their placement into a PAP/STEM class for 2019-20 school year. Placement decisions will be communicated this summer through your campus.*

All Dickinson Pre-AP students are expected to maintain and advance their literary thinking over the summer. To that end, students are expected to read one book which will add to their class discovery and discussion of quality literature.

Oscar Wilde said “If one cannot enjoy reading a book over and over again, there is no use in reading it at all.” We agree wholeheartedly. This summer, each 8th grade Pre-AP Language Arts will will choose a **book from the 2019 Texas Lone Star Reading List** for their independent reading and study over the summer. The options are numerous options to ensure each student and family are able to choose a book that reflects their reading abilities analysis skills, personal values, beliefs and interests.

Students are expected to read critically and to create a character analysis web which will aid them in recall and class discussion when they return in the fall. A detailed explanation of the assignment follows. The character analysis web and essay are **due** no later than **Tuesday, September 10, 2019.**

Resources will be available at your school library and at the Dickinson Public Library. If you have any questions or would like assistance with materials, please email us, chat with your school librarian, or visit the Dickinson Public Library. We look forward to your responses and ideas this fall.

Resources: 2019 Texas Lone Star Reading List may be accessed at:

<https://txla.org/tools-resources/reading-lists/lone-star/current-list/>

The Dickinson Public Library may be reached at <http://www.dickinsonpubliclibrary.org/> or visiting the library in person at 4411 Highway 3, Dickinson, Texas 77539 or by calling 281-534- 3812.

McAdam’s Junior High School Library:

<http://classroom.dickinsonisd.org/default.aspx?Linda%20Lanier%20Media%20Center>

If you have any questions, please feel free to contact any of the following:

Jennifer Brewer- ELA Curriculum Specialist: [Jbrewer@dickinsonisd.org](mailto:Jbrewer@dickinsonisd.org)

Stacey Hughes- MJHS Dean of Instruction: [Shughes@dickinsonisd.org](mailto:Shughes@dickinsonisd.org)

Glencora Rodgers- KJHS Dean on Instruction: [Grodgers@dickinsonisd.org](mailto:Grodgers@dickinsonisd.org)

Thank you for your continued support.

Sincerely,

Julie Abram

Director of Secondary Programs



**Please sign and return to your student's current English teacher.**

My child and I have received notice of the summer assignment for Eighth Grade PreAP and will  
comply. We understand that the completion date for this assignment is **September 10, 2019.**

Parent Printed Name \_\_\_\_\_

Parent Signature \_\_\_\_\_

Student Printed Name \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

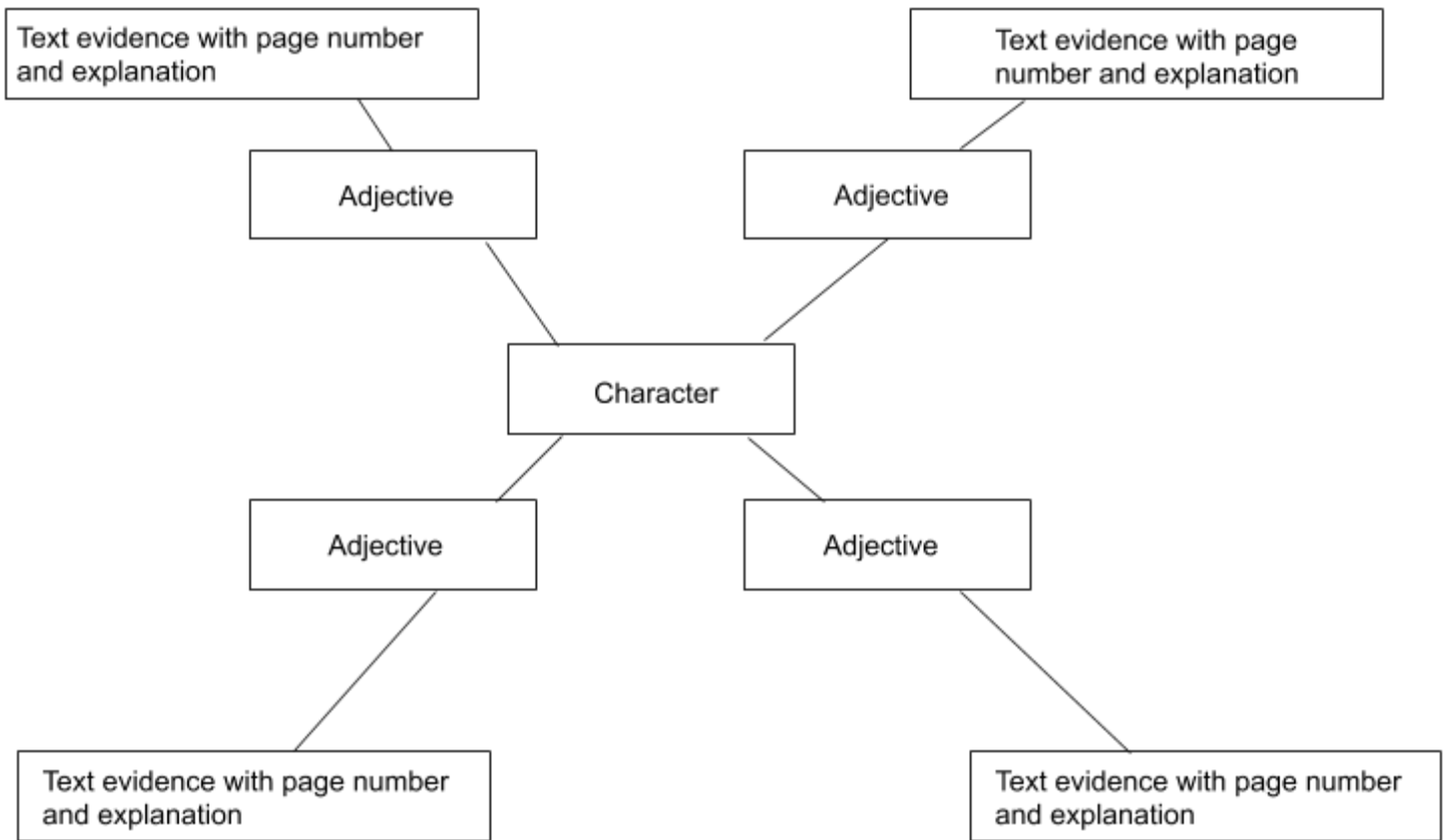
Current English Teacher's Name \_\_\_\_\_

\*\*\* NOTE: If you do not wish to have your child enrolled in PreAP or AP English Language Arts, please contact the counselor at your child's school.

## Lone Star book Character Analysis Web Assignment Requirements

### Part one:

**Internal/External Characterization:** List the character *qualities* that give your character WORTH/VALUE. This should be in the form of 4 adjectives that describe the traits that are most outstanding in this character. List quotes for each adjective that are most revealing about your character, and give insight about your character's traits as indicated on the chart below.



**Part Two:**

**Reflection of Character Web Extended Paragraph**

Now, incorporate each quote into an explanation of your own to display the value and worth of the character into an extended paragraph. This should EXTEND the ideas of worth from above, but take us deeper into the character. This text will serve as an anchor text for reading skills and strategies throughout the school year.

**Part Three:**

**Synthesis:** Using your choice of **Lone Star book**, choose a topic or theme, and find a **news article** with a similar theme or topic. This article will be used during the first few weeks of school, be prepared to justify the connection between the two texts.

**Checklist for assignment:**

1. **Book**
2. **Character Web**
3. **Character Extended Paragraph**
4. **News article that connects to novel**

## Rubric

### Level 4

- Is cohesive and demonstrates a highly effective use and command of language.
- Includes a precise thesis statement.
- Includes a skillful introduction and conclusion. The response demonstrates a deliberate and highly effective progression of ideas both within paragraphs and throughout the essay.
- Has a wide variety in sentence structures. The response demonstrates a consistent use of precise word choice. The response maintains a formal style and objective tone.
- Shows a strong command of the conventions of standard written English and is free or virtually free of errors.

### Score of 3

- Is mostly cohesive and demonstrates effective use and control of language.
- Includes a thesis or implicit controlling idea.
- Includes an effective introduction and conclusion. The response demonstrates a clear progression of ideas both within paragraphs and throughout the essay.
- Has variety in sentence structures. The response demonstrates some precise word choice. The response maintains a formal style and objective tone.
- Shows a good control of the conventions of standard written English and is free of significant errors that detract from the quality of writing.

### Score of 2

- Demonstrates little or no cohesion and limited skill in the use and control of language.
- May lack a clear thesis or controlling idea or may deviate from the claim or idea over the course of the response.
- May include an ineffective introduction and/or conclusion. The response may demonstrate some progression of ideas within paragraphs but not throughout the response.
- Has limited variety in sentence structures; sentence structures may be repetitive.
- Demonstrates general or vague word choice; word choice may be repetitive. The response may deviate noticeably from a formal style and objective tone.
- Shows a limited control of the conventions of standard written English and contains errors that detract from the quality of writing and may impede understanding.

### Score of 1

- Demonstrates little or no cohesion and inadequate skill in the use and control of language.
- May lack a clear central claim or controlling idea.
- Lacks a recognizable introduction and conclusion. The response does not have a discernible progression of ideas.
- Lacks variety in sentence structures; sentence structures may be repetitive. The response demonstrates general and vague word choice; word choice may be poor or inaccurate. The response may lack a formal style and objective tone.
- Shows a weak control of the conventions of standard written English and may contain numerous errors that undermine the quality of writing.