

## Howard L. Goff Middle School Incoming Eighth Grade Summer Reading Assignment

Each incoming eighth grade student is required to read one book from the summer reading list. Then, each student must write a one to two page letter to the English department arguing whether or not this book should be kept on next year's summer reading list. Teachers will evaluate this assignment using the attached rubric, and this grade will count toward the student's first quarter average. This letter should include:

- an introduction that states your claim (your opinion as to whether the book should remain on the list or be eliminated)
- at least three specific details that support your claim (Consider the following questions: Did you like the characters? Was the author's writing style engaging? Did the book hold your attention? Did the book teach you anything?)
- a conclusion that wraps up your ideas
- correct spelling, capitalization, grammar, punctuation, etc.
- appropriate paragraphing
- sophisticated word choice

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Choose one of the following books to read during the summer between seventh and eighth grades:

*The Crossover* by Kwame Alexander

*Chains* by Laurie Halse Anderson

*Ender's Game* by Orson Scott Card

*Tears of a Tiger* by Sharon M. Draper

*The Omnivore's Dilemma: Young Reader's Edition* by Michael Pollan

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

*I Am Malala: Young Reader's Edition* by Malala Yousafzai and Patricia McCormick

*The Book Thief* by Markus Zusak





## Goff Middle School Argument Rubric

	<b>Pre-Novice</b>	<b>Novice</b>	<b>Semi-Pro</b>	<b>Pro</b>
<b>Writing an Introduction</b>	Does not effectively: State importance of issue (lead); Make a <b>claim</b>	Does one of the following effectively: States importance of the issue (lead); Makes a <b>claim</b>	Does all of the following effectively: Has a hook; States importance of the issue; Makes a <b>claim</b>	Does all of the following effectively: Has a hook; states the importance of the issue; Makes a <b>claim</b> ; Utilizes transitional phrasing to lead into the next phase of writing
<b>Developing an Argument</b>	States but does not explain <b>evidence</b> or details from documents or literature	States but provides limited <b>support</b> to explain <b>evidence</b> or details from documents or literature	States and <b>supports</b> the claims with <b>evidence</b> or details from documents or literature	States and thoroughly <b>supports</b> the claim with <b>evidence</b> or details from documents or literature
<b>Expressing Relationships between Ideas</b>	Simple sentences and structure; No clear tone	Sentences and structure contains examples of tone; <b>claim</b> is <b>supported</b> but contains some <b>organizational structures, transitional phrases and conjunctions</b>	Sentences and structure contain examples of tone; <b>claim</b> is <b>supported</b> with <b>organizational structure, transitional phrases and conjunctions</b>	Sentences and structure establish a clear <b>tone</b> and <b>voice</b> ; there is a clear and effective relationship between ideas <b>supporting</b> the claim using relevant <b>evidence</b> and <b>justification</b>
<b>Utilization of Academic Vocabulary</b>	Utilizes below or grade level appropriate vocabulary	Contains minimal academic or content specific vocabulary, however there are several instances where word choices could be substituted for higher level vocabulary. Vocabulary not used effectively	Academic and content specific vocabulary is effectively used, however there are some instances where word choices could be substituted for higher level vocabulary	Academic and content specific vocabulary is appropriate and utilized throughout the whole piece of writing
<b>Using Formal Writing Conventions</b>	Writing is informal. Writing consists of <b>“texting”</b> abbreviations, messiness, errors in spelling, punctuation, and grammar	Formal writing is used throughout. Requires proofreading to correct errors in spelling, punctuation, and grammar	Formal writing is used throughout. Requires minimal proofreading to correct errors in spelling, punctuation, and grammar	Formal writing is used throughout. There are few, if any, errors in spelling punctuation, and grammar
<b>Writing a Conclusion</b>	No conclusion	Conclusion simply restates the <b>claim</b>	Conclusion attempts to follow <b>evidence</b> to <b>support</b> the <b>claim</b> and leaves the reader with an <b>impact statement</b>	Conclusion <b>supports</b> the <b>claim</b> and <b>inspires</b> the reader to consider a <b>broader perspective</b>