

# Grade 8 Summer Reading

## Drums, Girls, and Dangerous Pie

By: Jordan Sonnenblick

Your journey to 8<sup>th</sup> grade begins now! Over the summer you will be expected to read the novel ***Drums, Girls, and Dangerous Pie***.

The expectations for the summer reading will be the completion of **two** assignments, which will be handed in when you return to school on **September 5, 2024**. You will be completing a LinkIt assignment and ONE writing assignment, based on the novel Drums, Girls and Dangerous Pie. You will be able to choose your writing assignment from the options given. Attached is the scoring rubric. The rubric will be used to determine your grade and state the expectations for the assignment. Any questions on the assignments can be directed to your reading teacher or Mr. Deodino.

### LinkIt Classroom Code –

#### **Writing Options** (based on *Drums, Girls, and Dangerous Pie*)

Please complete **one** of the following options. *All writing prompts must be completed in a minimum of 5 paragraph essays. Please quote the text properly in your writing piece.*

- 1.) Character Comparison- Choose a character from Drums, Girls and Dangerous Pie and compare it to another character from a DIFFERENT novel or story you have read. Please make sure to include their similarities and differences in your writing.
- 2.) Narrative Writing Option- Re-write an alternate ending to the book. You must include, in your NEW ending, a description of the setting, characters, and a different solution to the problem that was present in the book.
- 3.) Opinion Writing Option-Loss is an important theme throughout the novel. In your opinion, which character lost the most? Make sure to include reasons why and use text evidence to support your opinion.
- 4.) Persuasive Writing Option-Jordan Sonnenblick chose to call this book Drums, Girls and Dangerous Pie, which is a unique name. Had you been the author of this story, what would you have named this book? Choose a new title and then explain why this title would work. You must include evidence from the text to support your new title.

5.) Character Analysis- Compare Steven's relationships with Renee and Annette. How do Steven's feelings towards both girls evolve over the course of the novel, and what does this change suggest about Steven's development as a character?

6.) Making Connections- Drums, Girls and Dangerous Pie contains many references to famous musicians and jazz pieces. Name three of these allusions and explain what they contribute to the novel?

**New Jersey Holistic Scoring Rubric for Essay Writing– 6pt**

| Scoring Criteria  | Inadequate Command<br><b>1</b>  | Limited Command<br><b>2</b>  | Partial Command<br><b>3</b>   | Adequate Command<br><b>4</b>  | Strong Command<br><b>5</b>  | Superior Command<br><b>6</b>  |
|---|---|--|---|---|---|---|
| <b>CONTENT &amp; ORGANIZATION</b><br><ul style="list-style-type: none"> <li>Communicates intended message to intended audience</li> <li>Relates to topic</li> <li>Opening and closing</li> <li>Focused</li> <li>Logical progression of ideas</li> <li>Transitions</li> <li>Appropriate details and information</li> </ul> | <ul style="list-style-type: none"> <li>May lack opening and/or closing</li> <li>Minimal response to topic; uncertain focus</li> <li>No planning evident; disorganized</li> <li>Details random, inappropriate, or barely apparent</li> </ul> | <ul style="list-style-type: none"> <li>May lack opening and/or closing</li> <li>Attempts to focus</li> <li>May drift or shift focus</li> <li>Attempts organization</li> <li>Few, if any, transitions between ideas</li> <li>Details lack elaboration, i.e., highlight paper</li> </ul> | <ul style="list-style-type: none"> <li>May lack opening and/or closing</li> <li>Usually has single focus</li> <li>Some lapses or flaws in organization</li> <li>May lack some transitions between ideas</li> <li>Repetitious details</li> <li>Several unelaborated details</li> </ul> | <ul style="list-style-type: none"> <li>Generally has opening/closing</li> <li>Single focus</li> <li>Ideas loosely connected</li> <li>Transition evident</li> <li>Uneven development of details</li> <li>Some errors that do not interfere with meaning</li> </ul> | <ul style="list-style-type: none"> <li>Opening and closing</li> <li>Single focus</li> <li>Sense of unity and coherence</li> <li>Key ideas developed</li> <li>Logical progression of ideas</li> <li>Moderately fluent</li> <li>Attempts compositional risks</li> <li>Details appropriate and varied</li> <li>Few errors</li> </ul> | <ul style="list-style-type: none"> <li>Opening and closing</li> <li>Single, distinct focus</li> <li>Unified and coherent</li> <li>Well-developed</li> <li>Logical progression of ideas</li> <li>Fluent, cohesive</li> <li>Compositional risks successful</li> <li>Details effective, vivid, explicit, and/or pertinent</li> <li>Very few, if any, errors</li> </ul> |
| <b>USAGE</b><br><ul style="list-style-type: none"> <li>Tense formation</li> <li>Subject-verb agreement</li> <li>Pronouns</li> <li>usage/agreement</li> <li>Word choice/meaning</li> <li>Proper modifiers</li> </ul>   | <ul style="list-style-type: none"> <li>No apparent control</li> <li>Severe/ numerous errors</li> </ul>  | <ul style="list-style-type: none"> <li>Numerous errors</li> </ul>  | <ul style="list-style-type: none"> <li>Errors/ patterns of errors may be evident</li> </ul>   | <ul style="list-style-type: none"> <li>Some errors that do not interfere with meaning</li> </ul>  | <ul style="list-style-type: none"> <li>Few errors</li> </ul>  | <ul style="list-style-type: none"> <li>Very few, if any, errors</li> </ul>  |
| <b>SENTENCE CONSTRUCTION</b><br><ul style="list-style-type: none"> <li>Variety of type, structure, and length</li> <li>Correct construction</li> </ul>  | <ul style="list-style-type: none"> <li>Assortment of incomplete and/or incorrect sentences</li> </ul>   | <ul style="list-style-type: none"> <li>Excessive monotony/ same structure</li> <li>Numerous errors</li> </ul>  | <ul style="list-style-type: none"> <li>Little variety in syntax</li> <li>Some errors</li> </ul>   | <ul style="list-style-type: none"> <li>Some errors that do not interfere with meaning</li> </ul>  | <ul style="list-style-type: none"> <li>Few errors</li> </ul>  | <ul style="list-style-type: none"> <li>Very few, if any, errors</li> </ul>  |
| <b>MECHANICS</b><br><ul style="list-style-type: none"> <li>Spelling</li> <li>Capitalization</li> <li>Punctuation</li> </ul>   | <ul style="list-style-type: none"> <li>Errors so severe they detract from meaning</li> </ul>  | <ul style="list-style-type: none"> <li>Numerous serious errors</li> </ul>  | <ul style="list-style-type: none"> <li>Patterns of errors evident</li> </ul>  | <ul style="list-style-type: none"> <li>No consistent pattern of errors</li> <li>Some errors that do not interfere with meaning</li> </ul>   | <ul style="list-style-type: none"> <li>Few errors</li> </ul>  | <ul style="list-style-type: none"> <li>Very few, if any, errors</li> </ul>  |

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|-------------------------------|---------------------------------|--|--------------------------|--|
| <b>Non-Scorable Responses</b> | <b>NR</b> = No Response         | Student wrote too little to allow reliable judgment of his/her writing.                        | <b>NE</b> = Not English  | Student wrote in a language other than English.                              |
|                               | <b>OT</b> = Off Topic/ Off Task | Student did not write on the assigned topic/task, or the student attempted to copy the prompt. | <b>WF</b> = Wrong Format | Student refused to write on the topic, or the writing task folder was blank. |