Grade 8 Summer Reading (m)

Drums, Girls, and Dangerous Pie By: Jordan Sonnenblick

Your journey to 8ᵗʰ grade begins now! Over the summer you will be expected to read the novel *Drums, Girls, and Dangerous Pie.* You may use an online audio version of the novel to assist you as you read the text.

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.** Students will be completing a Linkit assignment and a writing assignment. They will be able to choose their writing assignment from the options given. Attached is the scoring rubric for the writing assignment. The rubric will be used to determine your grade for the writing assignment. The rubric provides the expectations for the assignment. Any questions on the assignments can be directed to your reading teacher or Mr. Deodino.

Assignment One: Linkit Assignment Code:

Assignment Two: Writing Options

Please complete *one* of the following options.

All writing prompts must be completed in a minimum of 3-4 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* <u>DIFFERENT</u> *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.*

SENTENCE STARTERS FOR ADDITIONAL IDEAS

- Furthermore...
- Also...
- Then...
- In addition...
- Moreover...
- As well as...
- Coupled with...
- Another reason...
- Indeed...
- Identically...
- Likewise...
- Additionally...

SENTENCE STARTERS TO SHOW EXAMPLES

- For example...
- Such as...
- For instance...
- As an example...
- You might consider...
- For one thing...
- Especially...
- As an illustration...
- To illustrate this...
- Markedly...
- In this case...
- This can be seen...

SENTENCE STARTERS TO SHOW TIME AND ORDER

- Firstly, secondly, thirdly...
- In the first instance...
- Afterwards...
- First of all...
- With this in mind...
- In addition...
- Finally...
- Earlier...
- After this...
- Additionally...
- To begin with...

COMPARISON AND CONTRAST SENTENCE STARTERS

- However...
- Nevertheless...
- That being said...
- Then again...
- On the other hand...
- Although...
- In comparison...
- Whereas...
- On the one hand...
- Other than...
- Outside of...
- Rather...

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New Jersey Holistic Scoring Rubric for Essay Writing– 6pt

Scoring Criteria	Inadequate Command 1	Limited Command 2	Partial Command 3	Adequate Command 4	Strong Command 5	Superior Command 6
CONTENT & ORGANIZATION • Communicates intended message to intended audience • Relates to topic • Opening and closing • Focused • Logical progression of ideas • Transitions • Appropriate details and information	• May lack opening and/or closing • Minimal response to topic; uncertain focus • No planning evident; disorganized • Details random, inappropriate, or barely apparent	• May lack opening and/or closing • Attempts to focus • May drift or shift focus • Attempts organization • Few, if any, transitions between ideas • Details lack elaboration, i.e., highlight paper	• May lack opening and/or closing • Usually has single focus • Some lapses or flaws in organization • May lack some transitions between ideas • Repetitious details • Several unelaborated details	• Generally has opening/closing • Single focus • Ideas loosely connected • Transition evident • Uneven development of details	• Opening and closing • Single focus • Sense of unity and coherence • Key ideas developed • Logical progression of ideas • Moderately fluent • Attempts compositional risks • Details appropriate and varied	• Opening and closing • Single, distinct focus • Unified and coherent • Well-developed • Logical progression of ideas • Fluent, cohesive • Compositional risks successful • Details effective, vivid, explicit, and/or pertinent
USAGE • Tense formation • Subject-verb agreement • Pronouns usage/agreement • Word choice/meaning • Proper modifiers	• No apparent control • Severe/ numerous errors	• Numerous errors	• Errors/ patterns of errors may be evident	• Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors
SENTENCE CONTRUCTION • Variety of type, structure, and length • Correct construction	• Assortment of incomplete and/or incorrect sentences	• Excessive monotony/ same structure • Numerous errors	• Little variety in syntax • Some errors	• Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors
MECHANICS • Spelling • Capitalization • Punctuation	• Errors so severe they detract from meaning	• Numerous serious errors	• Patterns of errors evident	• No consistent pattern of errors • Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors

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