

Entering 8th Grade 2026-2027 Summer Reading Instructions:

STEP ONE: READ

Read *Gathering Blue* by Lois Lowry

STEP TWO: READING JOURNAL

- Keep a handwritten reading journal that tracks your reading. There is no formal or specific required format, but the following are suggested:
 - A brief summary of key events in each chapter
 - Main characters and descriptions of those characters
 - CLICKS, CLUNKS and CLARITY (clicks are “aha!” moments from the text-- things that are surprising, interesting, or left an impression; clunks are confusing moments, or questions that you have; clarity is when a clunk turns into a click-- either the book answers the question, or you figured it out yourself!)
 - Notes do not have to be written in full sentences. Bullet points are fine.

The goal of the journal is to provide students a place to track key points in the book, ensure they are fully engaging with the novel, and help prepare them for the creative project.

The journal should be the equivalent of about three notebook pages. It must be handwritten.

STEP THREE: CREATIVE PROJECT

Choose one of the following projects.

- **Create a new and different ending for the novel or play.** Rewrite the ending to the novel. Try to incorporate the same writing style as the original author. This project should be 2-3 paragraphs.

You should also include 1 paragraph explaining your decisions in changing the ending and explaining how you tried to emulate the original author’s writing style.

- **Create a visual rendering of an essential scene, part, or event in the book.**

Collages, drawings, or paintings are acceptable. On a separate Google document, explain the significance of your picture in a paragraph: describe how the visual relates to the story.

HOW TO SUBMIT: All digital assignments should be emailed to your English teacher. Physical assignments can be brought to your English teacher during the first week of the school year (regardless of whether you have English in the Fall or Spring!).

MLA Expectations:

Adapted from the [Purdue University Online Writing Lab](#):

- Double-space the text of your paper and use Times New Roman. The font size should be 12 pt.
- Leave only one space after periods or other punctuation marks.
- The margins should be 1-inch on all sides (the default setting on Google Docs).
- Indent the first line of each paragraph one half-inch from the left margin. MLA recommends that you use the “Tab” key as opposed to pushing the space bar five times.
- Use italics throughout your essay to indicate the titles of longer works like the title of your novel: *The Great Gatsby*. Chapter titles should be referred to in quotes: “Chapter Seven: Digbee Makes a Friend”.
- In the upper left-hand corner of the first page, list your name, your instructor's name, the course, and the date. Again, be sure to use double-spaced text.
- Double space again and center the title. Do not underline, italicize, or place your title in quotation marks. Write the title in Title Case (standard capitalization), not in all capital letters.

- Use quotation marks and/or italics when referring to other works in your title, just as you would in your text. For example: Color Symbolism in *The Great Gatsby*; “Harrison Bergeron”: A Rope of Sand.
- Double space between the title and the first line of the text.
- Create a header in the upper right-hand corner that includes your last name, followed by a space with a page number. Number all pages consecutively with Arabic numerals (1, 2, 3, 4, etc.), one-half inch from the top and flush with the right margin.

RUBRIC:

CATEGORY:	MASTERY	DEVELOPING	BEGINNING
Content:	<p>Student has thorough and accurate understanding of the text;</p> <p>all parts of assignment are thoroughly complete;</p> <p>completed project shows student’s personal insight into the text.</p>	<p>Student has working, if somewhat inaccurate, understanding of the text;</p> <p>assignment is missing minor pieces;</p> <p>completed project shows some personal insight in the text which student could develop more.</p>	<p>Student has basic, or inaccurate, understanding of the text;</p> <p>portions of the assignment are missing;</p> <p>completed project shows surface-level thinking.</p>
Clarity:	<p>Project goal is delivered clearly and effectively.</p>	<p>Project goal is delivered vaguely or is unclear in some parts.</p>	<p>Project goal is delivered unclearly, confusingly, or without clear organization.</p>
Conventions:	<p>Project has no errors (spelling, blotches, other mistakes) and is attentive to detail.</p>	<p>Project has minor errors (spelling, blotches, etc) or other distracting mistakes.</p>	<p>Project has major distracting errors or mistakes.</p> <p>Project looks rushed or completed last-minute.</p>