Summer 2020

Dear Grade 8 Parents and Students:

This summer Cambridge English assignments contain paired passages to help students build background knowledge and extend learning, discussion questions to build student engagement and standards-aligned reading and writing questions that allow me to measure student growth and obtain an insight of where we need to begin in the fall. This informational guide and website information in the subsequent pages will help you and your student stay prepared and geared up for Cambridge English grade 6. Please peruse the documents following this letter to guide you in accessing our 2020 Summer Cambridge English work.

Did you know that all students experience learning losses when they do not engage in educational activities during the summer? Did you know that on average, students lose approximately 2.6 months of grade-level equivalency in mathematical computation skills during the summer months? Did you know that if your child does not read at least four books over the summer, they could lose approximately a whole grade-level in reading?

For an extra reading component, I recommend that the students also enjoy the Pasco County Public Library's Summer Reading offerings. It is a good way to motivate kids to read over the summer break. Try to read for at least 30 minutes each day. Here is the link to get a free library card Free Pasco County Library Card.

Let's keep our skills sharp. Have a great summer!

Sincerely,

Ms. Mallon

COMMONLIT

How to Set Up Your CommonLit Student Account

At CommonLit.org, you will read articles and other reading passages your teacher has assigned you, answer reading comprehension questions, complete written responses, and receive feedback. Let's get started!

Create Your Account:

1. Open an internet browser. In the URL field, type in www.commonlit.org/enroll You should see this:

ENTER CLASS CODE

| ZEK84Z |
| SUBMIT |

I don't have class code   Existing User? Log In

2. In the field above, type in the **class code** provided by your teacher (see below), then click the "Submit" button.

   Class Name: _____ Grade 8 _____

   Code: _____ ZEK84Z _____

3. Enter your information on the "Set Up Your Account" page. Make sure to write down your username and, if you're worried you'll forget, the password you created. You will need these to log in to your account next time. When you're finished filling in the form, click the "Set Up Your Account" button. Please make your usenname your first and last name- example- KellieMallon

   My Username: _____

   My Password: _____ Please make your password your lunch/student id #

4. Congratulations, you've created your CommonLit account! Now that you're logged in, you can view and begin completing assignments from your "My Assignments" page.

   ***If your the system wont take your username, just add a number or two after your name. You will have to remeber that username, so write it down somewhere ot taek a picture of it for safekeeping.

_____

Go to www.CommonLit.org. You will read articles and other reading passages Ms. Mallon has assigned you for summer work.

Please answer the reading comprehension questions, written responses and end of unit essay with proper grammar/punctuation.
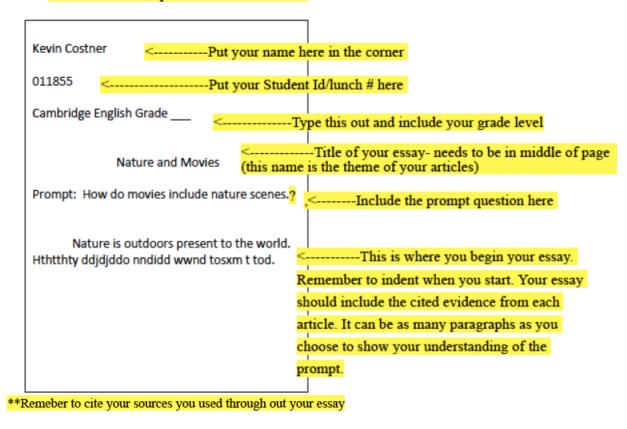
Complete all assignments by the assigned due date 9/4/2020 (Friday)

 Education Final Assessment: use the texts and articles from the CommonLit site to write an essay in in as many paragraphs as you choose to provide a clear understanding/explanation of this prompt:

Prompt Task: How can education be used to create change? After reading/listening to the literary texts and informational texts on the variety of ways that education can be used to create or resist change in the CommonLit platform, write an essay in which you explain how education can be used to create change. Support your response with 2 or more cited evidences from **each of the texts** and use complete sentences.

- Send this task by email to kmallon@pasco.k12.fl.us when finished or hand in typed/written by 9/4/2020 (Friday).
- Completed essays can be turned in on summer camp day as well. Include your name, date and student number in the left corner.

- See sample essay format below and rubric for grading below that. ☺

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Kevin Costner   <------------Put your name here in the corner

011855   <-------------------Put your Student Id/lunch # here

Cambridge English Grade ___   <--------------Type this out and include your grade level

          Nature and Movies   <-------------Title of your essay- needs to be in middle of page (this name is the theme of your articles)

Prompt: How do movies include nature scenes.?   ,<---------Include the prompt question here

          Nature is outdoors present to the world.
Hthtthty ddjdjddo nndidd wwnd tosxm t tod.   <-----------This is where you begin your essay. Remember to indent when you start. Your essay should include the cited evidence from each article. It can be as many paragraphs as you choose to show your understanding of the prompt.

**Remeber to cite your sources you used through out your essay

** If you choose to hand write this you can start writing on your title page after you have included the above heading features.

Literacy Design Collaborative

Student Work Rubric: Informational/Explanatory Task, Grades 6–8

SCORING ELEMENTS	EMERGING 1	1.5	APPROACHES EXPECTATIONS 2	2.5	MEETS EXPECTATIONS 3	3.5	ADVANCED 4
	D grade 60-65	D+ 66-69	C grade 70-75	C+ 76-79	B grade 80-85	B+ 86-89	A grade 90-100
CONTROLLING IDEA	Presents an unclear or unfocused controlling idea.		Presents a **general** controlling idea that **addresses the prompt**, with an **uneven focus.**		**Presents and maintains a clear** controlling idea that addresses **all aspects** of the prompt.		Presents and maintains a clear and **specific** controlling idea that addresses all aspects of the prompt and **takes into account the complexity of the topic.**
SELECTION AND CITATION OF EVIDENCE	Includes minimal details from sources. Sources are used without citation.		Includes **details, examples, and/or quotations** from sources that are **relevant to the controlling idea.** **Inconsistently** cites sources.		Includes details, examples, and/or quotations from sources that are relevant to the controlling **and supporting ideas.** **Consistently** cites sources with **minor formatting errors.**		Includes **well-chosen** details, examples, and/or quotations from sources that **support** the controlling and supporting ideas. Consistently cites sources **using appropriate format.**
DEVELOPMENT/ EXPLANATION OF SOURCES	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.		Explanation of ideas and source material is **minimal** or **contains minor errors.**		**Accurately** explains ideas and source material and **how they support the controlling idea.**		**Thoroughly** and accurately explains ideas and source material, **using reasoning** to support **and develop** the controlling idea.
ORGANIZATION	Lacks an evident structure. Makes unclear connections among ideas, concepts, and information.		**Groups ideas and uses some transitions to** connect ideas, with **some lapses in coherence or organization.**		**Groups and sequences** ideas to **develop the controlling idea.** Uses transitions **to clarify the** relationships among ideas, concepts, and information.		Groups and sequences ideas **logically** to develop the controlling idea **and create cohesion.** Uses **varied** transitions to clarify the relationships among ideas, concepts, and information.
CONVENTIONS	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.		**Errors** in standard English conventions **sometimes interfere** with the clarity of the writing. Uses language and tone that are **sometimes inappropriate** to the audience and purpose.		**Consistently applies** standard English conventions; **minor errors**, while noticeable, **do not interfere** with the clarity of the writing. Uses language and tone **appropriate to the audience and purpose.**		Consistently applies standard English conventions, **with few errors.** Demonstrates **varied syntax** and **precise word choice.** **Consistently** uses language and tone appropriate to the audience and purpose.