

*Ascent Classical Academy of Douglas County*



# 8<sup>th</sup> Grade Summer Reading Assignment

To prepare for 8th Grade Literature, students are required to read and annotate *Robinson Crusue* by Daniel Defoe.\* For a guide to annotating, please consult the following pages of this assignment. Please purchase the specific edition indicated by the ISBN.

**Book:** *Robinson Crusue*

**Author/Translator:** Daniel Defoe

**ISBN:** [ISBN-13 : 978-0451530776](#)

## **Deadline**

**The students will be expected to turn in their annotated copy of the book on the first day of school, Wednesday, August 21, 2024, at the beginning of class.** Students will receive an annotation score based on the attached rubric from their teacher. Students should bring their books everyday to class and be prepared to discuss and write on the text in class.

Please email your teacher, Ms. Connelly, at [saige.connelly@dc.ascentcolorado.org](mailto:saige.connelly@dc.ascentcolorado.org) with questions.

\*For eighth grade, there is no corresponding writing assignment. One will be assigned and given in-class at the beginning of the semester. Students simply need to read and annotate (**i.e. look for patterns, interesting/significant plot points, unknown words, repeated words, significant literary devices, etc.**) the book over the summer.

## A quick guide to annotating

Annotating means 'to note' or 'to make notes.' The purpose of annotating is to *notice* what's present in the text, and, if possible, make a connection with it. Annotations are a record of your thinking as you read the text. Annotation helps us become intentional readers by compelling us to think about and converse with the text we are reading. Annotations also provide footholds into difficult texts; annotating encourages you to take your time to understand confusing passages. Annotations help prepare you to discuss the text with your classmates and instructor. Therefore, annotations should not be a burdensome task! They are designed to help and serve the student. annotations prepare students for success in Socratic discussions by helping them recall and locate key passages quickly.

Annotating can be broken down into three steps:

1. As you read the page, ask yourself: What stands out about the passage? What seems important? What do you *notice* about the passage?
2. Mark (i.e. circle, highlight, underline, etc) line(s), phrase(s), or word(s) on the page that stood out or caught your eye.
3. Write a note in the margin next to your mark. The note should express why you marked those lines or phrases. Examples include commenting on ...
  - **character** ("Achilles is full of himself here"),
  - **plot** ("Achilles challenges Hector to a duel"),
  - **reader response or question** ("Oh no! Frodo fails the test!" or "Why are Odysseus' travels so famous?"),
  - **literary device** ("This simile compares Achilles to a lion - he is bloodthirsty" or "This metaphor shows how angry Achilles is at Agamemnon")
  - **pattern** ("The poet repeated these same lines on page 82 - I wonder why?"),
  - **a connection with another text or story** ("Achilles and Patroclus's friendship reminds me of Frodo and Sam's friendship in *Fellowship of the Ring*.").

As a general rule, anytime you make a mark on the page, write a note about why that word or line stood out to you. Be judicious with your annotations: you need not comment on every idea, but you should show intentionality in your comments.

## **Annotation Grade Scale**

**Summer Reading Annotations are due at the beginning of the period on the first day of school. If a student turns in the annotations later in the day of the deadline, it will be subject to late deductions.**

### **Grade Categories**

***Completion*** means there are neither too few, nor too many, annotations. Practically speaking, an annotation should appear every 1-2 pages. Not every page needs to be annotated, but the student's annotations should show frequent and widespread enough throughout the assigned reading to demonstrate the student completed the reading. On occasion or if desired, students can have more than one annotation on a page. Sustaining this frequency may result in the student spending more time than is required on the reading.

***Thoughtfulness*** means annotations are intentional. While the student is not required to analyze the text in his or her annotations, the student's notes demonstrate genuine engagement with the text in writing on the margins, such as by asking incisive questions or making apt observations.

If a student has only made a mark (i.e. highlight, circle, underline), but no writing accompanies that mark, then it is not considered an annotation.

**Annotations are graded on completion and thoughtfulness, using the following rubric:**

- **A:** Clear evidence that you completed the reading, engaged with the text in writing.
- **C:** Some evidence that you completed the reading, but not a lot of engagement with the text or writing.
- **F:** No evidence that you completed the reading.