



Summer Writing Packet

(Grades 3-8 & English II)





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Summer Writing Requirements

Grades 3-6

- Review the vocabulary list on the next page.*
- Keep a journal of the new words you learn each day. Write their meanings and begin to use the words in your conversations and in your writing.*
- Review the RACE Writing Strategy and MAAP Writing Rubric.*
- Read the passage for your grade level.*
- Write a well-developed response to the passage read.*
- Review your work by using the RACE checklist and rubric.*
- Present your work to your new teacher on August 9, 2019.*



3-6 Vocabulary List

During the summer months, students should learn the meanings of the words from the list below. The goal is to learn at least two new words daily. As new words are acquired, students should begin to use them in daily conversation and in writing.

Student Challenge: When crafting your writing response, use words from the list below to improve the clarity of your writing.

abolish	convince	evidence	interest	simplify
accomplish	culture	examine	maximum	sincerely
actually	curious	example	minimum	someone
adaptation	curve	exhausted	navigate	source
afraid	daily	expectation	numerous	state
almost	decade	experiment	obvious	stumble
among	decide	fascinating	opposed	summarize
annoy	describe	fatal	ordinary	superior
approach	develop	fortunate	passage	support
argued	difference	frequent	persuade	tension
attention	dinner	gigantic	possible	themselves
automatically	directions	grumpy	predict	through
avoid	disappear	harsh	prediction	together
before	disappointed	heart	prefer	tolerate
border	dissatisfied	heavy	previous	traditions
briskly	distribute	heroic	rarely	tremble
brought	dominate	hesitate	reason	type
built	during	hilarious	receive	typical
busy	edible	horizontal	recognize	tyrant
calculate	effective	hostile	recommend	under
calm	either	identify	reference	undo
cease	eliminate	ignore	region	upper
comfortable	embarrassed	illegible	represent	urge
compare	enormous	immigrate	revolt	vain
complete	entire	increasing	scarce	vehicle
conclude	equivalent	infer	scared	vein
concluding	escalate	influence	separate	very
consistent	especially	inform	several	volunteer
context	essential	insert	significant	vote
contrast	everybody	instead	simple	wonder



3-6 Writing Strategy RACE Graphic Organizer

Writing Prompt Question:			
R	Restate the Question	<input type="checkbox"/> Did you restate the question in your own words?	
A	Answer the Question	<input type="checkbox"/> Does your answer to the question express a main idea (a point you are going to prove)?	
C	Cite Evidence	<input type="checkbox"/> Did you transition from your "A" (main idea sentence)? <input type="checkbox"/> Do you have indirect information from the text to prove your main idea? <input type="checkbox"/> Do you have evidence from the text to prove your main idea? <input type="checkbox"/> Do all the details address the question?	
E	Explain the Answer	<input type="checkbox"/> Does it begin with something like: <i>This ...shows that...</i> <input type="checkbox"/> Does it answer "Why?" and/or "How?" <input type="checkbox"/> Does it use some key words from the citation? <input type="checkbox"/> Does it explain fully, using because... ? <input type="checkbox"/> Does it reuse the (A) main idea with some new wording? <input type="checkbox"/> Did you make sure all parts connect using transition words?	



MAAP Writing Rubric

<p style="text-align: center;">Development of Ideas (4 Possible Points)</p> <ul style="list-style-type: none"> • Clear, focused, fully developed • Reasoning is convincing • Text Based evidence is well chosen • Details-relevant, specific, accurate 	<p style="text-align: center;">Grammar (2 Possible Points)</p> <ul style="list-style-type: none"> • Tone is appropriate to task • Word choice is precise, effective, purposeful • Sentences are fluent and varied in length and structure
<p style="text-align: center;">Organization of Ideas (4 Possible Points)</p> <ul style="list-style-type: none"> • Logical progression of ideas (easy to follow) • Effective Introduction • Clarify using words, clauses, transitions • Evidence used effectively and appropriately • Conclusion for cohesiveness and clarity 	<p style="text-align: center;">Mechanics (2 Possible Points)</p> <ul style="list-style-type: none"> • Punctuation • Capitalization • Spelling

Sample Transition Words and Phrases

Addition	Time	Place	Comparison	Contrast	Example
further	meanwhile	At that point	similarly	however	For example
Furthermore	presently	Opposite to	comparable	nevertheless	For instance
moreover	At last	Adjacent to	In the same way	On the other hand	That is
In addition	finally	On the other side	likewise	On the contrary	Such as
Additionally	immediately	In the front	As with	Even so	As revealed by
then	thereafter	In the back	equally	alternatively	Illustrated by
also	At that time	there	Just as	At the same time	Specifically
too	subsequently	here	In the manner	otherwise	In particular
besides	eventually	beyond	By the same token	instead	For one thing
again	currently	nearby	Given these points	nonetheless	This can be seen in
First, second	In the meantime	Next to	For the most part	conversely	An instance of this
Finally, last	In the past	At that point	overall	though	because



3rd Grade Summer Writing Prompt Passage

DIRECTIONS: Read the passage and write a response to the prompt that follows.

Excerpt from *The Adventures of Grandfather Frog*

by Thornton W. Burgess

1 Grandfather Frog looked very solemn as he sat on his big green lily-pad in the Smiling Pool. He looked very much as if he had something on his mind. A foolish green fly actually brushed Grandfather Frog's nose and he didn't even notice it. The fact is he did have something on his mind. It had been there ever since his cousin, old Mr. Toad, had called the day before and they had quarreled as usual over the question whether it was best never to leave home or to go out into the Great World.

2 Right in the midst of their quarrel along had come Farmer Brown's boy. Now Grandfather Frog is afraid of Farmer Brown's boy, so when he appeared, Grandfather Frog stopped arguing with old Mr. Toad and with a great splash dived into the Smiling Pool and hid under a lily-pad. There he stayed and watched his cousin, old Mr. Toad, grinning in the most provoking way, for he wasn't afraid of Farmer Brown's boy. In fact, he had boasted that they were friends. Grandfather Frog had thought that this was just an idle boast, but when he saw Farmer Brown's boy tickle old Mr. Toad under his chin with a straw, while Mr. Toad sat perfectly still and seemed to enjoy it, he knew that it was true.

3 Grandfather Frog had not come out of his hiding-place until after old Mr. Toad had gone back across the Green Meadows and Farmer Brown's boy had gone home for his supper. Then Grandfather Frog had climbed back on his big green lily-pad and had sat there half the night without once leading the chorus of the Smiling Pool with his great deep bass voice as he usually did. He was thinking, thinking very hard. And now, this bright, sunshiny morning, he was still thinking.

4 The fact is Grandfather Frog was beginning to wonder if perhaps, after all, Mr. Toad was right. If the Great World had taught him how to make friends with Farmer Brown's boy, there really must be some things worth learning there. Not for the world would Grandfather Frog have admitted to old Mr. Toad or to any one else that there was anything for him to learn, for you know he is very old and by his friends is accounted very wise. But right down in his heart he was beginning to think that perhaps there were some things which he couldn't learn in the Smiling Pool. So he sat and thought and thought. Suddenly he made up his mind.

5 "Chugarum!" said he. "I'll do it!"

6 "Do what?" asked Jerry Muskrat, who happened to be swimming past.



7 “I’ll go out and see for myself what this Great World my cousin, old Mr. Toad, is so fond of talking about is like,” replied Grandfather Frog.

8 “Don’t you do it,” advised Jerry Muskrat. “Don’t you do anything so foolish as that. You’re too old, much too old, Grandfather Frog, to go out into the Great World.”

9 Now few old people like to be told that they are too old to do what they please, and Grandfather Frog is no different from others. “You just mind your own affairs, Jerry Muskrat,” he retorted sharply. “I guess I know what is best for me without being told. If my cousin, old Mr. Toad, can take care of himself out in the Great World, I can. He isn’t half so spry as I am. I’m going, and that is all there is about it!”

10 With that Grandfather Frog dived into the Smiling Pool, swam across to a place where the bank was low, and without once looking back started across the Green Meadows to see the Great World.



“Grandfather Frog Starts Out to See the Great World” from THE ADVENTURES OF GRANDFATHER FROG by Thornton W. Burgess. Copyright © 1915, Little, Brown, and Company.



3rd Grade Summer Writing Prompt

Read the following prompt and write your complete response on regular notebook paper.

You have read an excerpt from “The Adventures of Grandfather Frog,” a story about an old, wise frog who decides to go out into the Great World to learn something new. Explain how Mr. Toad and Jerry Muskrat help Grandfather Frog decide to go into the Great World. What did each character do to push Grandfather Frog to make this choice? Provide key details and examples from the story to support your writing.

Your writing will be scored based on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics. Be sure to use vocabulary from the vocabulary list provided on page 4.

Summer Writing Prompt is Due August 9, 2019.



4th Grade Summer Writing Prompt Passage

DIRECTIONS: Read the passage and write a response to the prompt that follows.

Seed Travel

by Ann Ackroyd

1 We like to think only humans use rockets, helicopters, parachutes, and gliders, but that's not true. Other travelers used such methods long before we did. These travelers are seeds! But why would a seed need to travel?

2 Seeds need to get away from their parent plants. If they remain too close, young plants starve. Their bigger, stronger parents overshadow them, hogging sunlight and water. It's also a seed's job to claim new living space for its species.

3 Have you ever watched a toy rocket take off with a small explosion? The Mediterranean squirting cucumber behaves like a rocket—without the fire. The little cucumber fills with juice until it's so full, it bursts off its stalk. A trail of slime follows it as it shoots through the air. This slime contains the seeds.

4 Plants with pods launch their seeds using another kind of explosion. When broom seeds are ready, the sun warms one side of the pod and dries it. The other side remains in shadow and dries more slowly. The sides pull against each other until the pod splits, hurling the seeds away from the parent plant. A Brazilian tree called the monkey's dinner bell does the same. It pops so loudly, strangers think they are under attack. The seeds can travel 40 feet, so it's best not to be in the way.

5 Many seeds use parachutes. Think of dandelion puffs—they contain hundreds of tiny seeds, each with its own silky parachute for riding the wind. Milkweed seeds come in pods instead of blow balls. If you open a ripe milkweed pod, you will see a packaging miracle. Hundreds of seed heads overlap neatly, while their closed parachutes lie flat, resembling hair

6 Some seeds have wings to help them glide away from their parent plants. The simplest designs have one wing. Have you ever seen pine seeds leave an open cone? If so, you know that each seed sits at the base of a paper-thin wing. As the seed falls, it whirls through the air like a helicopter blade. The seeds of the alsomitra, an Asian creeper, also have one wing, but instead of spinning like helicopter blades, they sail like gliders. This is because the seed sits in the middle of the wing.



7 The Asian anisoptera has seeds with two wings instead of one. They spin because one wing is shorter than the other. If you live near maples or sycamores, you might think their seeds have two wings. Actually, each seed has one wing, and the seeds grow in pairs.

8 Some seeds travel in water by floating. The coconut is one example. Air spaces between its outer shell and the hairy inner seed keep it from sinking. A sweet, milky liquid in the center nourishes the seed.

9 The sea bean provides its seeds with wooden cases that can stay afloat for a year. These seeds ride the Gulf Stream and sometimes land in Europe—4,000 miles away from their parents in the Caribbean.

10 Many seeds hitchhike. Some use hooks to grab an animal’s fur or a person’s clothing. The next time you pull cockleburs from your socks, remember that you are helping the burdock plant expand its territory.

11 Other hitchhiking seeds ride inside the animals that eat them. They do this by hiding in fruits like strawberries and raspberries. All such hitchhikers have the advantage of landing in a pile of fertilizer!

12 A number of plants use only one seed carrier. Oaks and hickories belong to this group. The armor around their seeds is so thick, only a squirrel can break it. However, a squirrel collects more acorns and hickory nuts than it can eat. It hides the extras to eat later. But the extras aren’t always needed, and sometimes a squirrel forgets its hidden treasure. The uneaten seeds grow into new trees far from their parents.

13 Look around and see if you can find more seedy rockets, helicopters, parachutes, hitchhikers, and floaters. Or what about seeds that travel in other ways? Look at a poppy, for instance. It acts like a salt shaker, shaking out its seeds. Once you start noticing how seeds travel, you’ll want to make your own list.



“Seed Travel” by Ann Ackroyd from SPIDER Magazine, Jun. 98, Vol. 5, Issue 6, copyright © 1998. Used by permission of Cricket Media Group.



4th Grade Summer Writing Prompt

Read the following prompt and write your complete response on regular notebook paper.

You have read the passage “Seed Travel.” Write an essay explaining how the author organizes the passage to describe how and why a seed travels. Be sure to use details from the passage to explain how the author structures the passage to describe how and why seeds travel.

Your writing will be scored based on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics. Be sure to use vocabulary from the vocabulary list provided on page 4.

Summer Writing Prompt is Due August 9, 2019.



5th Grade Summer Writing Prompt Passage

DIRECTIONS: Read the passage and write a response to the prompt that follows.

Excerpt from *The Secret Garden*

by Frances Hodgson Burnett

1 Mistress Mary went a step nearer to the robin and looked at him very hard.

2 “I’m lonely,” she said.

3 She had not known before that this was one of the things which made her feel sour and cross. She seemed to find it out when the robin looked at her and she looked at the robin.

4 The old gardener pushed his cap back on his bald head and stared at her a minute.

5 He began to dig again, driving his spade deep into the rich black garden soil while the robin hopped about very busily employed.

6 “What is your name?” Mary inquired.

7 He stood up to answer her.

8 “Ben Weatherstaff,” he answered, and then he added with a surly chuckle, “I’m lonely mysel’ except when he’s with me,” and he jerked his thumb toward the robin. “He’s th’ only friend I’ve got.”

9 “I have no friends at all,” said Mary. “I never had. My Ayah didn’t like me and I never played with any one.”

10 It is a Yorkshire habit to say what you think with blunt frankness, and old Ben Weatherstaff was a Yorkshire moor man.

11 “Tha’ an’ me are a good bit alike,” he said. “We was wove out of th’ same cloth. We’re neither of us good lookin’ an’ we’re both of us as sour as we look. We’ve got the same nasty tempers, both of us, I’ll warrant.”

12 Suddenly a clear rippling little sound broke out near her and she turned round. She was standing a few feet from a young apple-tree and the robin had flown on to one of its branches and had burst out into a scrap of a song. Ben Weatherstaff laughed outright.

13 “What did he do that for?” asked Mary.

14 “He’s made up his mind to make friends with thee,” replied Ben. “Dang me if he hasn’t took a fancy to thee.”



15 “To me?” said Mary, and she moved toward the little tree softly and looked up.

16 “Would you make friends with me?” she said to the robin just as if she was speaking to a person. “Would you?” And she did not say it either in her hard little voice or in her imperious Indian voice, but in a tone so soft and eager and coaxing that Ben Weatherstaff was as surprised as she had been when she heard him whistle.

17 “Why,” he cried out, “tha’ said that as nice an’ human as if tha’ was a real child instead of a sharp old woman. Tha’ said it almost like Dickon talks to his wild things on th’ moor.”

18 “Do you know Dickon?” Mary asked, turning round rather in a hurry.

19 “Everybody knows him. Dickon’s wanderin’ about everywhere. Th’ very blackberries an’ heather-bells knows him. I warrant th’ foxes shows him where their cubs lies an’ th’ skylarks doesn’t hide their nests from him.”

20 Mary would have liked to ask some more questions. She was almost as curious about Dickon as she was about the deserted garden. But just that moment the robin, who had ended his song, gave a little shake of his wings, spread them and flew away. He had made his visit and had other things to do.

21 “He has flown over the wall!” Mary cried out, watching him. “He has flown into the orchard—he has flown across the other wall— into the garden where there is no door!”

22 “He lives there,” said old Ben. “He came out o’ th’ egg there. If he’s courtin’, he’s makin’ up to some young madam of a robin that lives among th’ old rose-trees there.”

23 “Rose-trees,” said Mary. “Are there rose-trees?”

24 Ben Weatherstaff took up his spade again and began to dig.

25 “There was ten year’ ago,” he mumbled.

26 “I should like to see them,” said Mary. “Where is the green door? There must be a door somewhere.”

27 Ben drove his spade deep and looked as uncompanionable as he had looked when she first saw him.

28 “There was ten year’ ago, but there isn’t now,” he said.

29 “No door!” cried Mary. “There must be.”

30 “None as any one can find, an’ none as is any one’s business.”



Excerpt from THE SECRET GARDEN by Frances Hodgson Burnett. Copyright © 1911, Frederick A. Stokes Company Publishers. Accessed Nov. 2015.



5th Grade Summer Writing Passage

Read the following prompt and write your complete response on regular notebook paper.

You have read an excerpt from *The Secret Garden*. Mistress Mary and Ben Weatherstaff share similar character traits. Write an essay describing how Mistress Mary and Ben are alike. Describe the character traits they share with each other and how each character changes throughout the passage. Provide key details and examples from the passage to support your writing.

Your writing will be scored based on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics. Be sure to use vocabulary from the vocabulary list provided on page 4.

Summer Writing Prompt is Due August 9, 2019.



6th Grade Summer Writing Prompt Passage

DIRECTIONS: Read the passage and write a response to the prompt that follows.

Icarus and Daedalus

by Josephine Preston Peabody

1 Among all those mortals who grew so wise that they learned the secrets of the gods, none was more cunning than Daedalus.

2 He once built, for King Minos of Crete, a wonderful Labyrinth of winding ways so cunningly tangled up and twisted around that, once inside, you could never find your way out again without a magic clue. But the king's favor veered with the wind, and one day he had his master architect imprisoned in a tower. Daedalus managed to escape from his cell; but it seemed impossible to leave the island, since every ship that came or went was well guarded by order of the king.

3 At length, watching the sea-gulls in the air,—the only creatures that were sure of liberty,—he thought of a plan for himself and his young son Icarus, who was captive with him.

4 Little by little, he gathered a store of feathers great and small. He fastened these together with thread, moulded them in with wax, and so fashioned two great wings like those of a bird. When they were done, Daedalus fitted them to his own shoulders, and after one or two efforts, he found that by waving his arms he could winnow the air and cleave it, as a swimmer does the sea. He held himself aloft, wavered this way and that, with the wind, and at last, like a great fledgling, he learned to fly.

5 Without delay, he fell to work on a pair of wings for the boy Icarus, and taught him carefully how to use them, bidding him beware of rash adventures among the stars. "Remember," said the father, "never to fly very low or very high, for the fogs about the earth would weigh you down, but the blaze of the sun will surely melt your feathers apart if you go too near."

6 For Icarus, these cautions went in at one ear and out by the other. Who could remember to be careful when he was to fly for the first time? Are birds careful? Not they! And not an idea remained in the boy's head but the one joy of escape.

7 The day came, and the fair wind that was to set them free. The father bird put on his wings, and, while the light urged them to be gone, he waited to see that all was well with Icarus, for the two could not fly hand in hand. Up they rose, the boy after his father. The hateful ground of Crete sank beneath them; and the country folk, who caught a glimpse of them when they were high above the tree-tops, took it for a vision of the gods,—Apollo, perhaps, with Cupid after him.

8 At first there was a terror in the joy. The wide vacancy of the air dazed them,—a glance downward made their brains reel. But when a great wind filled their wings, and Icarus felt



himself sustained, like a halcyon-bird in the hollow of a wave, like a child uplifted by his mother, he forgot everything in the world but joy. He forgot Crete and the other islands that he had passed over: he saw but vaguely that winged thing in the distance before him that was his father Daedalus. He longed for one draught of flight to quench the thirst of his captivity: he stretched out his arms to the sky and made towards the highest heavens.

9 Alas for him! Warmer and warmer grew the air. Those arms, that had seemed to uphold him, relaxed. His wings wavered, drooped. He fluttered his young hands vainly,—he was falling,—and in that terror he remembered. The heat of the sun had melted the wax from his wings; the feathers were falling, one by one, like snowflakes; and there was none to help.

10 He fell like a leaf tossed down the wind, down, down, with one cry that overtook Daedalus far away. When he returned, and sought high and low for the poor boy, he saw nothing but the bird-like feathers afloat on the water, and he knew that Icarus was drowned.

11 The nearest island he named Icaria, in memory of the child; but he, in heavy grief, went to the temple of Apollo in Sicily, and there hung up his wings as an offering. Never again did he attempt to fly.



“Icarus and Daedalus” by Josephine Preston Peabody from THE CHILDREN’S HOUR, VOLUME 3. Copyright © 1907, Houghton Mifflin Company.



6th Grade Summer Writing Prompt

Read the following prompt and write your complete response on regular notebook paper.

You have read “Icarus and Daedalus,” a passage about a son and father imprisoned in a tower. How does the tone of the passage change as a result of the characters’ decisions and actions? Provide key details and examples from the passage to support your writing.

Your writing will be scored based on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics. Be sure to use vocabulary from the vocabulary list provided on page 4.

Summer Writing Prompt is Due August 9, 2019.



Summer Writing Requirements

Grades 7-8

- Review the vocabulary list on the next page.*
- Keep a journal of the new words you learn each day. Write their meanings and begin to use the words in your conversations and in your writing.*
- Read the passage for your grade level.*
- Write a well-developed response to the passage read.*
- Review your work by using the rubric provided.*
- Present your work to your new teacher on August 9, 2019.*



7-8 Vocabulary List

During the summer months, students should learn the meanings of the words from the list below. The goal is to learn at least three or four new words daily. As new words are acquired, students should begin to use them in daily conversation and in writing.

Student Challenge: When crafting your writing response, use words from the list below to improve the clarity of your writing.

abuse	calculate	deprive	irrelevant	require
accumulate	catastrophe	dictate	legendary	retire
acknowledge	catastrophic	dimension	major	route
acquire	cause	diversity	mandatory	seldom
adapt	cautiously	document	manipulate	severe
addict	challenge	duplicate	massive	similar
adequate	character	endanger	miniature	sluggish
admonish	chronological	estimate	mischief	solution
allege	citizen	estrangle	moral	strategy
allocate	civilization	evaluate	myth	suffix
analyze	combine	exert	narrate	suffocate
anticipate	companion	exhibit	narrator	taunt
antonym	compassion	expression	negative	toxic
apparent	compel	extend	obedient	transfer
appropriate	compensate	extensive	obsolete	translate
aroma	competent	exult	occasion	tropical
artifact	comply	factor	oppress	unanimous
assume	compose	falter	origin	unique
attitude	concept	frigid	perceive	variable
authentic	conclusion	government	perish	viewpoint
available	concur	guardian	petrify	violate
banquet	confront	harass	prediction	visible
benefit	consecutive	hazy	provide	visual
beverage	consult	history	purchase	vivid
bias	contrast	identical	quote	wary
bland	contribute	illuminate	real	wholly
blizzard	crave	impressive	realistic	wilderness
boycott	declare	insist	recount	withdraw
budge	decline	intense	reign	yawn
bungle	democracy	irate	reinforce	yearn



Check Your Writing

7th-8th Writing Rubric

Category	4 Advanced	3 Proficient	2 Basic	2 Minimal
Focus	My writing is clear and completely answers all parts of the prompt. I did not forget or lose the main idea when I added details.	Sometimes my writing moved away from the main focus of the prompt.	My writing is not clear and I drifted away from the prompt.	I did not stay focused on the topic or prompt.
Content	I used important details and information. I developed my ideas and made sure all of my sentences connected to the prompt.	I used some details from the text to support my topic but I needed to add more information.	I need to use more details to make my writing complete.	I did not use details from the text to support my topic or responses.
Organization	I wrote a strong introduction, body, and conclusion. I used appropriate transitions to connect my ideas.	I need to put my ideas in order. I need to strengthen all portion of my response.	I did not organize my response. I was missing details from the text.	I had no introduction, body, or conclusion. I have many mixed-up ideas.
Conventions	I had few, if any, errors in spelling, grammar, and punctuation.	I made a few errors in spelling, grammar, and punctuation, but my meaning and details are clear.	I had many mistakes. I did not use transition words.	My writing has many mistakes and is difficult to read and understand.

MAAP Writing Rubric

<p style="text-align: center;">Development of Ideas (4 Possible Points)</p> <ul style="list-style-type: none"> • Clear, focused, fully developed • Reasoning is convincing • Text Based evidence is well chosen • Details-relevant, specific, accurate 	<p style="text-align: center;">Grammar (2 Possible Points)</p> <ul style="list-style-type: none"> • Tone is appropriate to task • Word choice is precise, effective, purposeful • Sentences are fluent and varied in length and structure
<p style="text-align: center;">Organization of Ideas (4 Possible Points)</p> <ul style="list-style-type: none"> • Logical progression of ideas (easy to follow) • Effective Introduction • Clarify using words, clauses, transitions • Evidence used effectively and appropriately • Conclusion for cohesiveness and clarity 	<p style="text-align: center;">Mechanics (2 Possible Points)</p> <ul style="list-style-type: none"> • Punctuation • Capitalization • Spelling



7th Summer Writing Prompt Passage

DIRECTIONS: Read the passage and write a response to the prompt that follows.

Clover

by Billy Lombardo

1 By the time Graham entered the class, the go-around had already begun. What had developed over the past two months—without captaincy, it seemed, without organization or deliberation—was an informal Monday morning circle in which each student shared the best moment of her weekend with the rest of the class.

2 Graham waited for the ritual to feather away and for the girls to take out their novels and notebooks before he cleared his throat and pointed to his hair, which a couple of the girls had already noticed. Emma Neary seemed to look everywhere but at Graham during the Monday ritual. Leigh Fanning disguised her alarm at his hair by passing it off as a crick in her neck.

3 “Before I begin with a poem,” Graham said, “if I might just talk about my hair a moment.”

4 There were smiles, there was the folding of arms across chests, the lovely and generous gestures of smart and confident young women who appreciated the perquisites that sometimes came with being smart and responsible—these anecdotal asides, for example, from teachers who treated them like grownups.

5 “You know, of course,” Graham began, “that I’ve been working feverishly on my house since the day I bought it two years ago.”

6 Of course they knew. They had been in on the ongoing saga of Graham’s home renovations from the first day of class. They knew about his plumbing issues and the crumbling chimney, the gutter debacle, the ancient wiring, the plaster and lath. They knew about the never-ending trips to Peasley’s Hardware. Graham believed in these small revealings of his life to his students; they had been part of his pedagogy from early in his teaching career. There were teachers who complained incessantly about the lack of classroom time, about the chippings away of the day, about bathroom visits and early dismissals for swim meets and soccer games, but Graham made no apologies for the few minutes he allowed his students some respite from the rigors of the school day.

7 “You remember Previous Owner,” he said, and the girls smiled. The previous owner had taken on a kind of literary value in their class. He was a secondary character, a clown who had a habit of taking the easy way out. The girls sat back in relaxed anticipation while Graham reminded them of the time Previous Owner had painted over wallpaper and then wallpapered over that.



Graham reminded them of the layers of linoleum and tile built upon each other like kitchen strata.

8 “Well,” Graham continued, “one of the last remnants of Previous Owner’s terrible taste in everything is the bathroom mirror.”

9 He couldn’t say why he had kept the ancient relic up so long. He had cut his index finger twice before finally covering the bottom corner of the mirrored cabinet with duct tape. It was a rusting tin box with shelves, painted white, to which looking glass had been glued.

10 “Well,” Graham said, “I’ve finally taken the mirror down.” There was applause, smattered and light. Graham nodded, right-angled his arms at the front and back of his waist, and bowed at their recognition of this small triumph. But there was more.

11 The plan was to install the new mirror last night as well, but the installation turned out to be trickier than he had anticipated. He’d purchased the new mirror months before but had forgotten electrical work would be involved. There were lights.

12 “Anyway,” Graham said. “I realized late last night that it would have to wait until another day. It’s looking to become one of those projects that requires numerous trips to Peasley’s.”

13 “What does that have to do with your hair?” Leigh Fanning asked.

14 Graham set his palms in the air before him, two gentle stop signs for Leigh Fanning, and the class smiled. Leigh Fanning was not patient.

15 “The long and short of it is this,” Graham said. “In the morning, when I showered and dried my hair and otherwise prepared for the school day, I did so without the benefit of a bathroom mirror. Ergo this.” He pointed to the tuft.

16 “It’s like an ossicone,” McKenzie Caldwell said.

17 “I knew someone in this class would use that word,” Graham said.

18 “What’s an ossicone?” asked another girl.

19 “Giraffes have them,” someone said, and Ellery White raised her hand.

20 Ellery was sitting that day where Caroline Dahl usually sat— between McKenzie Caldwell and Lizzy Bell. Always the first to enter the room, she took a different seat each day, and in this manner she worked her clockwise way around the oval table. Among the other ways she distinguished herself from the girls in the classroom was this: she was the only student who ever raised her hand.



21 “Yes, Ellery?” Graham said, and Ellery’s right hand drifted slowly and lightly downward before settling on her left. She was graceful and lovely and smart. “Don’t you have another mirror, Mr. Koglin?” she asked.



“Clover” by Billy Lombardo, from CICADA Magazine, Sep. 2011, Vol. 14. Copyright © 2011, Cricket Media. Used by permission.



7th Grade Summer Writing Prompt

Read the following prompt and write your complete response on regular notebook paper.

You have read “Clover,” a passage about a man named Graham. Write an essay describing Graham’s interactions with his students. Analyze how the author describes Graham’s unique characteristics in the classroom and at home and how the students react to him. Provide key details and examples from the passage to support your response.

Your writing will be scored based on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics. Be sure to use vocabulary from the vocabulary list provided on page 20.

Summer Writing Prompt is Due August 9, 2019.



8th Grade Summer Writing Prompt Passage

DIRECTIONS: Read the passage and write a response to the prompt that follows.

Noah Count and the Arkansas Ark

by Gary Blackwood

1 As best as I can recall, it all started when the cat sneezed.

2 “Rain a-comin’,” said Granny.

3 Now, that summer of nineteen-aught-eight was one of the driest in memory—even in Granny’s memory, and she was likely eighty years old. (I say likely because she never would admit to it.)

4 “Rain?” I said. “There’s nary a cloud in the sky!”

5 “Don’t matter,” says Granny. “A cat sneezin’ always means rain. My rheumatiz is worse’n usual, too.”

6 “Yesterday,” said Daddy, “I seen one of the sows a-carryin’ a stick in her mouth.” Mama looked up from the bowl of peas she was shelling. “This mornin’ the coffee pot boiled over. Another sure sign of rain.”

7 I sighed. “Them things got no basis at all in science.” I’d been going to school for a while, you see, and thought I knew just about everything. . . .

8 One day me and Daddy took a walk along the levee; that big ole dirt bank was all that lay between our farm and the mighty Mississippi.

9 “Wisht they’d a-built her a foot or three higher,” said Daddy. “If’n we get a real gully-washer, I don’t know that she’ll hold.”

10 He must’ve been even more worried than he sounded, because that very night he commenced to build the Ark. Daddy didn’t call it the Ark.

11 He just called it a raft, and that’s all it was, just logs tied together. It was sure enough a big one, though—big enough to carry us Appletons and most of our belongings, plus all the hens and pigs and cows and horses. The Ark was the name given to it by the neighbors when they drove by our place and saw what he was up to.

12 As you might expect, it wasn’t long before Daddy got him a new name, too. Folks took to calling him Noah, or sometimes Noah Count—like No Account, you see? I guess they thought they were being funny. I didn’t see the humor. To me it was just downright embarrassing. When



we were in town buying nails, I overheard one feller say, “He’s a-tryin’ to be the whole Old Testament when he ain’t nothin’ but a plain, common Arkansas farmer.”

13 Lucky for me school was out, or I’d’ve had my hands full, fighting all the boys that would’ve called my Daddy crazy.

14 All that joshing didn’t seem to bother Daddy much. “When that big rain comes,” he said, “they’ll be laughing out the other side of their mouths.” . . .

15 In the middle of the night, I woke up to the sound of thunder and the feel of rain blowing in through the open window.

16 It kept on pouring rain all the next day, and the next, and the day after that. The Mississippi rose up between its banks, all muddy and full of tree limbs and such, until it was most of the way to the top of the levee. Finally a section of the levee just gave way, and the river came rushing across our fields.

17 “Get the animals onto the Ark—I mean the raft!” shouted Daddy.

18 The cows and horses and hens were spooked by the sight of all that water, but finally we got them on board. And then we fetched food and water and valuables, including my schoolbooks. By that time, the Ark was commencing to float.

19 “Pole her out into the river!” said Daddy.

20 “Cain’t we just stay here?” said Granny.

21 “This whole place’ll be underwater for days and days,” said Daddy. “We got to find us some high ground.”

22 We had a hard go of it, keeping that raft steady in the raging river, but we were a sight better off than the folks on land. Some were rowing around in jon boats, trying to rescue their bedraggled livestock. Some were sitting up on the roofs of their houses. We waved to them. It was about all we could do. . . .

23 The river swept us along so fast, we must’ve floated twenty miles or more before Daddy said, “There’s a good spot.” He steered us in toward the bank, and Mama tossed out a line with a grappling hook that cotched on a tree.



24 We squatted on that high ground for more than a week before the water finally went down. Then, since we were a little bit famous, a steamboat captain offered to tow us back up the river to our farm. Some of the crops had got drowned, and the floor of the house was covered in mud, but all us Appletons and our animals were safe.

25 Come September, I went back to school, but never again did I think poorly of my folks for not being educated. I guess there's more than one kind of education.



Excerpt from “Noah Count and the Arkansas Ark” by Gary Blackwood from CRICKET Magazine, Mar. 2016, Vol. 43, Issue 6, copyright © 2016, Cricket Media Group. Used by permission.



8th Grade Summer Writing Passage

Read the following prompt and write your complete response on regular notebook paper.

You have read “Noah Count and the Arkansas Ark,” a passage about a young man who learns a valuable lesson from his family members.

Write an essay explaining how the author demonstrates the value of education and how the narrator’s point of view regarding his family’s lack of education changes over the course of the story. Use specific examples and details from the passage to support your response.

Your writing will be scored based on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics. Be sure to use vocabulary from the vocabulary list provided on page 20.

Summer Writing Prompt is Due August 9, 2019.



Summer Writing Requirements

English II

- Review the vocabulary list on the next page.*
- Keep a journal of the new words you learn each day. Write their meanings and begin to use the words in your conversations and in your writing.*
- Read the passage for your grade level.*
- Write a well-developed response to the passage read.*
- Review your work by using the rubric provided.*
- Present your work to your new teacher on August 9, 2019.*



English II Vocabulary List

During the summer months, students should learn the meanings of the words from the list below. The goal is to learn at least five new words daily. As new words are acquired, students should begin to use them in daily conversation and in writing.

Student Challenge: When crafting your writing response, use words from the list below to improve the clarity of your writing.

abbreviate	cohesive	dissent	glaring	novice
abjure	collaborate	distort	grueling	obscure
abrogate	compassion	distraught	hurtle	obsolete
absolve	comply	divergent	hydrogen	omnipotent
abstract	composure	diversion	hypocrisy	onset
accolade	comprehensive	dynamic	hypothesis	opportune
accommodate	compromise	elation	immobile	oppose
acrimony	concurrent	elusive	impervious	orator
admonish	conditional	empathy	incendiary	precipitation
adversity	connotation	engross	incentive	preclude
advocate	contingent	enhance	incidental	procrastinate
alleviate	contrast	escalate	incite	prolong
alternative	convergence	estrangle	incompatible	prosperity
ambivalent	cordial	ethereal	indict	provocative
analogy	credible	evaluate	indigenous	prudent
analyze	criteria	exacerbate	innovation	pungent
anecdote	cumbersome	exemplary	integrity	quantitative
appall	deficient	exemplify	intercede	redeem
astute	delirious	exit	interpret	redundant
attribute	deliberate	expedite	intimidate	reflect
augment	demeanor	explicit	intuition	relevant
authentic	demonstrate	explore	isolate	rescind
belligerent	deplore	exposition	jeopardize	resent
beneficial	derive	extant	justify	residual
benevolent	detract	fabricate	latter	resilient
biased	devastate	fallacious	lax	resolution
bolster	devious	falter	lucrative	revive
botany	devoid	feign	mandatory	rigorous
callous	digress	filth	mass	rudimentary
calumny	dilemma	fleeting	mediate	sanction
catalyst	diligent	florid	meticulous	scrutinize
censure	discredit	formulate	mishap	sensory
challenge	disdain	generalize	mortify	skeptical
chastise	disparity	gist	niche	solemn
chronological	disseminate	given	nonchalant	spontaneous
spurious	superlative	toxic	turbulence	vivid
static	surmise	translate	validate	void



Check Your Writing

English II Writing Rubric

Category	4 Advanced	3 Proficient	2 Basic	2 Minimal
Focus	My writing is clear and completely answers all parts of the prompt. I did not forget or lose the main idea when I added details.	Sometimes my writing moved away from the main focus of the prompt.	My writing is not clear and I drifted away from the prompt.	I did not stay focused on the topic or prompt.
Content	I used important details and information. I developed my ideas and made sure all of my sentences connected to the prompt.	I used some details from the text to support my topic but I needed to add more information.	I need to use more details to make my writing complete.	I did not use details from the text to support my topic or responses.
Organization	I wrote a strong introduction, body, and conclusion. I used appropriate transitions to connect my ideas.	I need to put my ideas in order. I need to strengthen all portion of my response.	I did not organize my response. I was missing details from the text.	I had no introduction, body, or conclusion. I have many mixed-up ideas.
Conventions	I had few, if any, errors in spelling, grammar, and punctuation.	I made a few errors in spelling, grammar, and punctuation, but my meaning and details are clear.	I had many mistakes. I did not use transition words.	My writing has many mistakes and is difficult to read and understand.

MAAP Writing Rubric

<p style="text-align: center;">Development of Ideas (4 Possible Points)</p> <ul style="list-style-type: none"> • Clear, focused, fully developed • Reasoning is convincing • Text Based evidence is well chosen • Details-relevant, specific, accurate 	<p style="text-align: center;">Grammar (2 Possible Points)</p> <ul style="list-style-type: none"> • Tone is appropriate to task • Word choice is precise, effective, purposeful • Sentences are fluent and varied in length and structure
<p style="text-align: center;">Organization of Ideas (4 Possible Points)</p> <ul style="list-style-type: none"> • Logical progression of ideas (easy to follow) • Effective Introduction • Clarify using words, clauses, transitions • Evidence used effectively and appropriately • Conclusion for cohesiveness and clarity 	<p style="text-align: center;">Mechanics (2 Possible Points)</p> <ul style="list-style-type: none"> • Punctuation • Capitalization • Spelling



English II Summer Writing Prompt Passage

DIRECTIONS: Read the following passage. Write a response to the prompt that follows the passage.

Excerpt from *Gulliver's Travels: Into Several Remote Nations of the World*

by Jonathan Swift, D.D.

Gulliver arrives in a land of giants and is discovered by a farmer. The farmer's 9-year old daughter, Glumdalclitch, takes a liking to Gulliver. The rest of the giants do not know what to make of Gulliver, who, to them is a tiny creature. The King's scholars determine that Gulliver is a freak of nature.

Part II, Chapter III

1 After this decisive conclusion, I entreated to be heard a word or two. I applied myself to the king, and assured his majesty, "that I came from a country which abounded with several millions of both sexes, and of my own stature; where the animals, trees, and houses, were all in proportion, and where, by consequence, I might be as able to defend myself, and to find sustenance, as any of his majesty's subjects could do here; which I took for a full answer to those gentlemen's arguments." To this they only replied with a smile of contempt, saying, "that the farmer had instructed me very well in my lesson." The king, who had a much better understanding, dismissing his learned men, sent for the farmer, who by good fortune was not yet gone out of town. Having therefore first examined him privately, and then confronted him with me and the young girl, his majesty began to think that what we told him might possibly be true. He desired the queen to order that a particular care should be taken of me; and was of opinion that Glumdalclitch should still continue in her office of tending me, because he observed we had a great affection for each other. A convenient apartment was provided for her at court: she had a sort of governess appointed to take care of her education, a maid to dress her, and two other servants for menial offices; but the care of me was wholly appropriated to herself. The queen commanded her own cabinet-maker to contrive a box, that might serve me for a bedchamber, after the model that Glumdalclitch and I should agree upon. This man was a most ingenious artist, and according to my direction, in three weeks finished for me a wooden chamber of sixteen feet square, and twelve high, with sash-windows, a door, and two closets, like a London bedchamber. The board, that made the ceiling, was to be lifted up and down by two hinges, to put in a bed ready furnished by her majesty's upholsterer, which Glumdalclitch took out every day to air, made it with her own hands, and letting it down at night, locked up the roof over me. A nice workman, who was famous for little curiosities, undertook to make me two chairs, with backs and frames, of a substance not unlike ivory, and two tables, with a cabinet to put my things in. The room was quilted on all sides, as well as the floor and the ceiling, to prevent any accident from the carelessness of those who carried me, and to break the force of a jolt, when I went in a



coach. I desired a lock for my door, to prevent rats and mice from coming in. The smith, after several attempts, made the smallest that ever was seen among them, for I have known a larger at the gate of a gentleman's house in England. I made a shift to keep the key in a pocket of my own, fearing Glumdalclitch might lose it. The queen likewise ordered the thinnest silks that could be gotten, to make me clothes, not much thicker than an English blanket, very cumbersome till I was accustomed to them. They were after the fashion of the kingdom, partly resembling the Persian, and partly the Chinese, and are a very grave and decent habit.

2 The queen became so fond of my company, that she could not dine without me. I had a table placed upon the same at which her majesty ate, just at her left elbow, and a chair to sit on. Glumdalclitch stood on a stool on the floor near my table, to assist and take care of me. I had an entire set of silver dishes and plates, and other necessaries, which, in proportion to those of the queen, were not much bigger than what I have seen in a London toy-shop for the furniture of a baby-house: these my little nurse kept in her pocket in a silver box, and gave me at meals as I wanted them, always cleaning them herself. No person dined with the queen but the two princesses royal, the eldest sixteen years old, and the younger at that time thirteen and a month. Her majesty used to put a bit of meat upon one of my dishes, out of which I carved for myself, and her diversion was to see me eat in miniature: for the queen (who had indeed but a weak stomach) took up, at one mouthful, as much as a dozen English farmers could eat at a meal, which to me was for some time a very nauseous sight. She would craunch the wing of a lark, bones and all, between her teeth, although it were nine times as large as that of a full-grown turkey; and put a bit of bread into her mouth as big as two twelve-penny loaves. She drank out of a golden cup, above a hogshead at a draught. Her knives were twice as long as a scythe, set straight upon the handle. The spoons, forks, and other instruments, were all in the same proportion. I remember when Glumdalclitch carried me, out of curiosity, to see some of the tables at court, where ten or a dozen of those enormous knives and forks were lifted up together, I thought I had never till then beheld so terrible a sight. . . .

3 I was frequently rallied by the queen upon account of my fearfulness; and she used to ask me whether the people of my country were as great cowards as myself? The occasion was this: the kingdom is much pestered with flies in summer; and these odious insects, each of them as big as a Dunstable lark, hardly gave me any rest while I sat at dinner, with their continual humming and buzzing about mine ears. They would sometimes alight upon my victuals, and leave their loathsome excrement, or spawn behind, which to me was very visible, though not to the natives of that country, whose large optics were not so acute as mine, in viewing smaller objects. Sometimes they would fix upon my nose, or forehead, where they stung me to the quick, smelling very offensively; and I could easily trace that viscous matter, which, our naturalists tell



us, enables those creatures to walk with their feet upwards upon a ceiling. I had much ado to defend myself against these detestable animals, and could not forbear starting when they came on my face. It was the common practice of the dwarf, to catch a number of these insects in his hand, as schoolboys do among us, and let them out suddenly under my nose, on purpose to frighten me, and divert the queen. My remedy was to cut them in pieces with my knife, as they flew in the air, wherein my dexterity was much admired.

4 I remember, one morning, when Glumdalclitch had set me in a box upon a window, as she usually did in fair days to give me air (for I durst not venture to let the box be hung on a nail out of the window, as we do with cages in England), after I had lifted up one of my sashes, and sat down at my table to eat a piece of sweet cake for my breakfast, above twenty wasps, allured by the smell, came flying into the room, humming louder than the drones of as many bagpipes. Some of them seized my cake, and carried it piecemeal away; others flew about my head and face, confounding me with the noise, and putting me in the utmost terror of their stings. However, I had the courage to rise and draw my hanger, and attack them in the air. I dispatched four of them, but the rest got away, and I presently shut my window. These insects were as large as partridges: I took out their stings, found them an inch and a half long, and as sharp as needles. I carefully preserved them all; and having since shown them, with some other curiosities, in several parts of Europe, upon my return to England I gave three of them to Gresham College, and kept the fourth for myself.



“Gulliver’s Travels,” by Jonathon Swift. <https://www.gutenberg.org/files/829/829-h/829-h.htm>



English II Summer Writing Prompt

Read the following prompt and write your complete response on regular notebook paper.

You have read the excerpt from *Gulliver's Travels: Into Several Remote Nations of the World*. Write an essay explaining how Gulliver's interactions with Glumdalclitch and the queen develop a theme of overcoming fear. Provide key details and examples from the passage to support your writing.

Your writing will be scored based on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics. Be sure to use vocabulary from the vocabulary list provided on page 31.

Summer Writing Prompt is Due August 9, 2019.