

8th Grade Summer Enrichment
English Language Arts
Summer 2022

Welcome to 8th grade, Saint Aloysius students! This coming school year will consist of many different adventures in Reading and Writing. I am very excited to start off the school year discussing this novel and diving into grammar!

In Reading, we will begin the year characterizing some of Literature's most beloved and infamous characters when we review the novel The Outsiders by S. E. Hinton. I ask that you please purchase your own copy of this novel, as students will be exploring the art of Annotation this summer and the beginning of next year.

For Writing, to stay refreshed on grammar skills, students will complete IXL throughout the summer. The specific topics to complete for IXL's "Summer Boost Skill Plan" are posted on the school website. IXL log-in information was passed out with the Math summer enrichment. Students will use the same IXL log-in for ELA and Math.

Have a wonderful summer! See you in August!

8th grade ELA Summer Enrichment Checklist:

- Purchase *The Outsiders* by S.E. Hinton
- Annotate chapters 1-3 following the annotation guide
- Finish reading novel & continue annotating if you wish
- Complete poem analysis using Literary Devices guide
- Complete “IXL Summer Boost Skill Plan” by practicing each category until achieving an 80 or higher in each.

The Outsiders

What is Annotation?

Annotating a text means to mark it up—with ink! Ah! We've lived most of our lives being told that novels are sacred and that we should treat each page with love and respect by not harming the pages... However, there is another way... annotating a text can be our own unique way of loving and respecting a novel by actively taking part in understanding the words on the pages!

How to Annotate

Every book's annotation should be a reflection of the annotator—YOU! You can mark up a book however best fits your note-taking style. Yet, this is a new concept to us, so we don't really know what our "style" is yet! This summer, you are going to annotate your copy of the novel according to the following guidelines. You can use whatever colors/writing utensils you desire, so long as your annotations meet the following criteria.

Task 1

As you read your own copy of *The Outsiders*, annotate chapters 1-3 of your book with the following categories. You only have to annotate chapters 1-3, but you must read the book in its entirety!

- At least 5 annotations labelling examples of **Characterization** – As each character is introduced, mark some of their characteristics and personality traits in the margins.
 - Ex: occupation, familial relations, hobbies, bold personality traits
- At least 1 annotation of **Theme** – One of the major themes of this novel is the discovery of identity. This theme will make itself known later in the book, but be on the lookout for any hints of self-discovery in chapters 1-3 and mark it in your book.
- At least 5 annotations of **Vocabulary** – As you encounter vocabulary words you do not know, take time to define them in the margins (This includes slang terms!).
- At least 5 annotations of **Literary Devices** – Use the attached Literary Devices guide to locate and annotate major literary devices in these chapters. The novel is FULL of them!
- At least 3 annotations of **Personal Thought** – Have a question about a character? Don't understand a sentence? Have a prediction about the future of the novel? Love a specific quote? Write it down in the margins!

Task 2

Complete the attached worksheet after reading the novel in its entirety.

The Outsiders
“Nothing Gold Can Stay” -Robert Frost
Annotation Guide

Directions

Use the provided Literary Devices sheet to find **at least one** literary device *per line*, underline it, and label them to the side.

1 Nature's first green is gold,

2 Her hardest hue to hold.

3 Her early leaf's a flower;

4 But only so an hour.

5 Then leaf subsides to leaf.

6 So Eden sank to grief,

7 So dawn goes down to day.

8 Nothing gold can stay.

Literary Devices

“Nothing Gold Can Stay”

Absolute – a word with no limits; suggests a final statement (“all,” “everything,” “perfect”)

Allegory – a word, phrase, or story that suggests a hidden meaning through the use of metaphors; the meaning of a grand concept of life is often shown through common, material things (ex: usually when someone says, “I need coffee,” they really mean, “I need energy.” In this case, coffee is an allegory for a needed boost of energy.)

Alliteration – repetition of sounds in words, back-to-back (“Peter Piper picked a pepper”)

Allusion – a reference to literary, mythological, or historical people, places, or actions; usually famous (“Getting through that crowd was like *parting the Red Sea*.”)

Connotation – the implied meaning of a word; not necessarily the dictionary definition (“She is an absolute *rose*, a delight.”)

Hyperbole – an exaggeration of a word or concept, either understated or overstated. (“That elevator took *forever* to get here!”)

Imagery – the use of figures of speech to create vivid descriptions that appeal to the senses (ex: The gentle ocean waves crept over the flat, shell-covered shores. Small crabs emerged from tiny holes in the sand to say, “Good morning.”)

Metaphor – comparison between two things not using “like” or “as” (“That car *was a rocket ship* flying through the street!”)

Mood – the emotional atmosphere of a work; the feeling a piece of literature invokes

Paradox – two opposites being paired together in a phrase that, once thought about, could make a much deeper statement (“I am a nobody.” *If you exist, you are technically a somebody.*)

Personification – giving humanlike qualities to unhuman things (ex: a raging fire)

Theme – the central idea of a work, a statement about the overall message of a work of literature (ex: A theme of Cinderella is “magic is only temporary, but love is forever.”)

Tone – the attitude of a writer, usually implied, toward the subject or audience.



IXL Summer Boost skill plan

Language arts - 8th grade



Use IXL's interactive skill plan to get up-to-date skill alignments, assign skills to your students, and track progress.

www.ixl.com/ela/skill-plans/ixl-summer-boost-grade-8

Days 1-5

Day	IXL skills
Day 1	Identify sensory details <small>PMB</small>
Day 2	Select the misplaced or dangling modifier <small>KSR</small>
Day 3	Order topics from broadest to narrowest <small>XQ2</small>
Day 4	Determine the themes of short stories <small>QQS</small>
Day 5	Use words as clues to the meanings of Greek and Latin roots <small>MCB</small>

Days 6-10

Day	IXL skills
Day 6	Which sentence is more formal? ZXT
Day 7	Positive and negative connotation 45Q
Day 8	Organize information by main idea LTH
Day 9	Identify gerunds and their functions UTQ
Day 10	Interpret the meaning of an allusion from its source VNX

Days 11-15

Day	IXL skills
Day 11	Identify supporting details in literary texts W8V
Day 12	Find words using context QAU
Day 13	Read and understand informational passages H5Q
Day 14	Analogies: challenge RZB
Day 15	Classify figures of speech E9A

Days 16-20

Day	IXL skills
Day 16	Is the sentence simple, compound, complex, or compound-complex? CCW
Day 17	Use the correct frequently confused word 9CZ
Day 18	Determine the meanings of words with Greek and Latin roots TSE
Day 19	Commas: review UXZ
Day 20	Correct errors with signs LW8