Introduction: As your 8th grade Language Arts teacher, it is my joy to introduce you to your summer reading assignment. This summer, you will be required to read Nothing but the Truth by Avi. Nothing but the Truth is written in documentary style format rather than the more common narrative form. The author, Avi, patterned this work after the “living newspaper,” which is a style of theatre launched in the 1930s that explored social issues through speeches, dialogues, and readings. As a reader, this documentary style will require you to think critically and make inferences about and connections between each document in order to discern the “truth” for yourself without the help of a narrator. This is a great book to read and discuss. I hope that you enjoy reading it. I look forward to working with you in the fall. Enjoy your summer. Mrs. Luhrs

Directions:

2. Please bring the book, and all related assignments, with you to school on the first day. Work not turned in at this time will receive late grade deductions, as outlined in the Student Handbook. Note: I am a stickler for turning in assignments on time.
3. Complete all related assignments. The applicable worksheets and scoring rubric are attached. Each assignment is worth 25 points.
4. Note: The Middle School Language Arts Focus Work Books for the Governor’s Cup Competition are the companion books Stargirl and Love, Stargirl by Jerry Spinelli. Students who are interested in participating in the Language Arts portion of Governor’s Cup may want to get these books read over the summer.
5. If you have any questions, you may contact me via e-mail at luhrs@frankfortchristian.org or by cell phone at 330-1736.
**Nothing but the Truth Assignment Sheet**

Type your initials in the box when you have completed each assignment. Bring the completed form to class on the first day of school.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Parent Initials</th>
<th>Student Initials</th>
<th>Points possible</th>
<th>Points received</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read <em>Nothing but the Truth</em> by Avi.</td>
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<td></td>
<td>25</td>
<td></td>
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<tr>
<td>2. Complete the Story Map Worksheet. (Attached worksheet)</td>
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<td>25</td>
<td></td>
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<td>3. Take one day in the novel and rewrite it in narrative form on a piece of lined notebook paper. Which style – documentary or narrative do you prefer? Write several sentences defending your choice.</td>
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<td>25</td>
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<tr>
<td>4. Complete the character sketch graphic organizer for the character of your choice. (Attached worksheet).</td>
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<td>25</td>
<td></td>
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<tr>
<td>5. Research a political issue in our community. What is/was the problem? What is/was the outcome? What factors contributed to the outcome? Do you agree with the outcome? Why or why not? What biblical principles apply to this issue? Explain. Write a brief summary of your findings, views, and applicable biblical principles on notebook paper. Bring any newspaper articles or other documentation to class with you on the first day of school. Be prepared to share in class. Save a copy of your work and all documentation.</td>
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<td>25</td>
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</table>
Introduction: The **plot** is the sequence of events that makes up a story. A plot is comprised of exposition (background information), rising action, climax, and falling action (resolution). A plot is usually driven by a **conflict**, or problem experienced by the character. The main conflict unfolds, suspense builds, and the plot is developed in the **rising action** portion of the plot. The turning point of the story – or the **climax** – is the moment when suspense reaches its peak and results in some kind of change for the main character. The **falling action** or **resolution** portion of the plot ties up loose ends and may resolve the conflict. A **story map** is a graphic organizer that helps you to understand what you read by showing how the story’s parts fit together.

Directions: Answer the questions in complete sentences.

1. List the protagonist (main character). List other important characters in the book.

2. Where does the novel take place (setting)?

3. Briefly describe the main conflict of the novel.

4. Briefly summarize the rising action of the novel.

5. What is the climax (turning point) of the story?

6. Briefly describe the resolution of the conflict.
3. Name:___________________________________________________________

Character Sketch Graphic Organizer

Introduction: A character sketch highlights several important characteristics or personality traits of the literary character and provides evidence from the text for each identified trait. Some examples of character traits are as follows: honest, lazy, fearful, industrious, loyalty, kindness, determination, etc.

Directions: Choose one of the major characters from the novel. Reflect on his/her character, as portrayed in the book. Using the graphic organizer below, list a minimum of three character traits that he/she exhibits. Look back through the book. Find excerpts from the book that support the character traits you choose. List the page number(s) for reference.

Character Sketch Format/Graphic Organizer

Character Chosen:______________________________________________

Character Trait # 1:___________________________________________
Supporting evidence from text: ________________________________
________________________________________________________________

Character Trait # 2: _________________________________________
Supporting evidence from text: ________________________________
________________________________________________________________

Character Trait # 3: _________________________________________
Supporting evidence from text: ________________________________
________________________________________________________________

Character Trait # 4: _________________________________________
Supporting evidence from text: ________________________________
________________________________________________________________
## 8th Grade Summer Reading Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>0 points</th>
<th>10 points</th>
<th>15 points</th>
<th>20 points</th>
<th>25 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Story map:</strong></td>
<td></td>
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<tr>
<td>Parts of the plot</td>
<td>Answers show lack of content knowledge.</td>
<td>Answers show vague knowledge of content.</td>
<td>Answers demonstrate a general knowledge of the content.</td>
<td>Most parts of the map are answered correctly. One or two small mistakes.</td>
<td>All parts of map are answered correctly, thoroughly, and neatly.</td>
</tr>
<tr>
<td><strong>Character sketch</strong></td>
<td>Character sketch is incomplete or missing.</td>
<td>One or two character traits are applicable, but not defended OR are defended but not applicable.</td>
<td>Three character traits are applicable, but not defended from text OR character traits are not applicable to character.</td>
<td>Three applicable character traits are defended from the text</td>
<td>Four applicable character traits are defended from the text</td>
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<tr>
<td>Graphic Organizer</td>
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<tr>
<td>Research Community problem</td>
<td>Missing or incomplete</td>
<td>Community problem is identified but discussion lacks focus. Biblical principles are identified but may not tie to topic. Student opinion is not clearly stated or absent.</td>
<td>Community problem is identified and discussed. Biblical principles are identified. Student opinion is clearly stated.</td>
<td>Community problem is identified, contributing factors and solution are discussed. Applicable Biblical principles are identified/ explained with application to student life. Student opinion is clearly stated.</td>
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</tbody>
</table>