

Bishop's 2016 Summer Reading Challenge

Basic Information
Grades 6-8

Middle School Students

√ The Challenge – What to Do!

- Research a great African American business or political leader in Baltimore.
 - Examples of African American business or political leaders include:
 - Osborne Payne
 - Reginald F. Lewis
 - William L. Jews
 - Eddie C. Brown
 - Former superintendent Alice Pinderhughes
 - ***Bishop Walter S. Thomas, Sr. is excluded as a possible essay topic.***
- Write a 2-3 page essay (this does not include the title page) about the person you have researched.

Essay Requirements

- Must have a title page. Include a title, author (you are the author), and grade.
- All essays must be double spaced and written in 12 pt. font.
- Please **do not** copy and paste from websites. You are to (1) read for information and then (2) write about the person using your own words.
- Use paraphrasing and citations (see below for an example).
- Use at least 3 sources for your information.
- Include a reference list.
- Use correct grammar and punctuation.
- Some points to include in your essay:
 - A description about the person's early years (when the person was born, where the person was born, how the person grew up, what problems (if any) the person had while growing up)
 - A description of how the person overcame problems in their life.
 - A description of the person's important contribution to society.

- Be sure to discuss what character traits you think the person has or had that helped to make him or her to be successful.

(Examples of a **few** character traits are listed below).

peaceful
stubborn
faithful
perseverance
integrity

compassion
responsibility
honesty
empathy
courage

determination
creativity
persistence
energetic
imaginative

- Send your completed essay to Bishop's Summer Challenge webpage at www.newpsalmist.org.
- Select "Click here to make your submission."

Example of Paraphrasing

Salva was one of the "lost boys of Sudan because he lived during a time when the only way that he could survive was to have faith in God that he would one day see his family again" (Park 56). After reading the book, I discovered that Salva and his friends were determined to persevere regardless of the hardship that they faced. Each day, they traveled through the hot African desert, looking for food, water, and shelter. Salva was only 13, but he became a leader of the boys from all of the villages (Park 100). Years later, Salva returned to southern Sudan to drill for clean water for the people of Sudan. His perseverance to

survive has provided the much needed water to many Africans living in Sudan.

Reference

Park, L.S. (2010). A long walk to water. New York, NY: Houghton Mifflin Harcourt Publishing

Bishop's 2016 Summer Reading Challenge – Informational/Expository Text-Based Rubric, Grades 6-8

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Information CCSS*: ➤ RIT - 1 ➤ W - 2	<ul style="list-style-type: none"> Responds skillfully to all parts of the prompt Demonstrates a strong understanding of topic/text(s) 	<ul style="list-style-type: none"> Responds to all parts of the prompt Demonstrates an understanding of topic/text(s) 	<ul style="list-style-type: none"> Responds to most parts of the prompt Demonstrates limited understanding of topic/text(s) 	<ul style="list-style-type: none"> Responds to some or no parts of the prompt Demonstrates little to no understanding of topic/text(s)
Organization CCSS: ➤ W - 2a ➤ W - 2c ➤ W - 2e ➤ W - 4	<ul style="list-style-type: none"> Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion Logically groups related information into paragraphs or sections, including formatting Uses varied transitions and syntax to link the major sections of text, create cohesion, and clarify relationship among complex ideas and concepts 	<ul style="list-style-type: none"> Organizes ideas and information into logical introductory, body, and concluding paragraphs. Groups related information into paragraphs or sections, including formatting (e.g., headings) Uses varied transitions and syntax to link the major sections of text, create cohesion, and clarify relationship among complex ideas and concepts 	<ul style="list-style-type: none"> Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive) Uses some simplistic transitions to connect ideas 	<ul style="list-style-type: none"> Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion Does not group related information together Uses no transitions to connect ideas
Support/ Evidence CCSS: ➤ RIT - 1 ➤ W - 2b ➤ W - 8 ➤ W - 9b	<ul style="list-style-type: none"> Skillfully uses relevant and substantial text support from the resources with accuracy Uses credible and varied sources Develops the topic with well integrated facts, definitions, concrete details, quotations, or other information and examples 	<ul style="list-style-type: none"> Uses relevant and sufficient text support from the resources with accuracy Uses credible sources Develops the topic with facts, definitions, concrete details, quotations, or other information and examples 	<ul style="list-style-type: none"> Uses mostly relevant text support but may lack sufficient evidence and/or accurate use Uses mostly credible sources Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples 	<ul style="list-style-type: none"> Does not use relevant or sufficient text support from the resources with accuracy Uses few to no credible sources Does not support opinion with facts, details, and/or reasons
Language CCSS: ➤ L - 1 ➤ L - 2 ➤ W - 2d	<ul style="list-style-type: none"> Uses purposeful and varied sentence structures Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning/readability Utilizes precise and domain-specific vocabulary accurately throughout student writing 	<ul style="list-style-type: none"> Uses correct and varied sentence structures Demonstrates grade level appropriate conventions; errors are minor and do not interfere with the readability Utilizes precise language and domain-specific vocabulary 	<ul style="list-style-type: none"> Uses some repetitive yet correct sentence structure Demonstrates some grade level appropriate conventions, but errors may interfere with the readability Utilizes some precise language and/or domain-specific vocabulary but minimally and/or inaccurately 	<ul style="list-style-type: none"> Does not demonstrate sentence mastery Demonstrates limited understanding of grade level conventions, and errors interfere with the readability Does not utilize precise language or domain-specific vocabulary