

**Summer Reading Project:
All Grades
All Teachers
(Specific summer assignments will be mailed for English AP courses)**

Introduction:

Every student at AITE as well as your teachers and staff are reading the book *Refugee* by *Alan Gratz* this summer. In the fall, the novel will be discussed in all of your classes. It is available for purchase in bookstores. The other book is your choice; read whatever you like. Although the assignment asks for two books only, we hope that you will continue to read all summer.

Summer Procedures:

1. Read *Refugee* and a second novel of your choice.
2. Complete 5 passages and responses for each book (10 total). Make sure selections cover the length of the book.

The Responses

Use the format below for responding to the texts.

-These responses **prove** that you have done the reading: Only through submitting assigned responses can you receive credit for the summer reading project.

Directions & Reminders

Find five passages that span the length of the book (that means beginning, middle, and end).

- ◆ Include page #s.
- ◆ Check the sample for specific directions.
- ✓ Include the bibliographical information on the book.

+Anything copied from the text needs quotation marks.

+Quote=material copied (word for word)

From the text (Number each!)

1. Write the passage here and page number. **You must copy at least one complete sentence.**
2. Write background information to explain the context of your chosen quote.

Why I chose it (Not a plot summary!)

3. Explain in a short paragraph (5-7 complete sentences) why you have chosen the passage.

Response types

***Choose one bullet per response**

***Make sure to use a variety of response types**

- ❖ Sample of exemplary writing?
- ❖ Connection (between the text and your life, or between the text and other "entertainment forms")?
- ❖ Prediction?
- ❖ Key moment in a character's life, a place where you see a major change?
- ❖ Book's title and your interpretation of the title?
- ❖ Material about a key character?

DUE DATES: Thursday and Friday SEPTEMBER 13th and 14th!

STUDENT SAMPLE

Title of text (underlined or italicized): <u>Defiance</u>
Author: Nechama Tec
Copyright date: 1993
Total number of pages in book: 296
Total number of pages read for <i>this</i> assignment: 296

From the text

1. Pages 28-29

“The officer of this second group issued an order... Any Jew found at the time will be shot.”

2. Background Information: When German Army units arrive in a town checking for Jews who are not permanently living in that specific town to get them out.

3. Why I chose it

After reading this passage it showed to me that you have to be very careful who you trust. When they thought that they had a friend, he turned out to not be a friend at all and had them killed. This to me seems like a great line “Keep your friends close, but your enemies closer”. When reading this it brought back many memories, not necessarily of people being dishonest with me. More of things I have seen throughout my life of people being dishonest to others. This passage reminds you to not be so quick about who you trust and makes you sometimes think twice about it.

Summer Reading Rubric

	Above Goal	Goal	Approaching Goal	Below Goal
Organization	The ideas are clearly and consistently developed. The writing is fluent and polished with effective transitions and maintains consistency of voice. Consistently follows guidelines.	The ideas are usually clear and understandable. Fluency and transitions may be lacking. Voice is usually consistent. Usually follows guidelines.	Some ideas may be difficult to understand. Fluency and transitions are lacking. Consistency of voice is lacking. Sometimes follows guidelines.	Writing lacks an introduction, conclusion or both. Fluency and transitions are missing. Voice is not consistent. Rarely follows guidelines.
Development	Richly supported ideas are consistently developed. Information is accurate and relevant.	Supporting ideas are usually well developed. Information is mostly accurate and relevant	Supporting ideas are sometimes poorly developed, illogical and/or inconsistent. Information may be inaccurate or irrelevant.	Rarely shows development of ideas. Information is inaccurate, irrelevant or shows serious misunderstanding.
Usage and Mechanics	Writing has minor, if any, errors relative to length and complexity. Meaning is clear.	Writing has few errors but is fundamentally sound. Errors have little impact on meaning.	Writing has frequent errors that are not appropriate to grade level. Errors somewhat impact the meaning.	Writing has errors that are not appropriate to grade level and are so excessive that they severely obstruct the meaning, confuse or distract the reader.
Content	Consistently makes a variety of perceptive and detailed connections, interpretations and critical judgments that are richly supported by relevant and specific evidence from the text.	Usually makes a variety reasonable connections, interpretations, and critical judgments that are supported by relevant evidence from the text.	Sometimes makes a variety of reasonable connections, interpretations and critical judgments that are supported by somewhat relevant evidence from the text.	Rarely makes valid connections, interpretations, and critical judgments. Support is limited to little, or irrelevant evidence from the text.

***Please be advised that if you do not the follow formatting guidelines, you will receive a grade no higher than approaching goal.**