

Savannah-Chatham Public Schools
High School Summer Reading 2009 Assignments

- Students will choose **two** books to read. All assignments are due by Thursday, **September 17, 2009**.
- The total score for all three completed assignments (log, activity, and writing assignment) will represent 5% of the student's **first nine weeks' grade**.

Assignments:

I. All students will keep a **Reader's Log** of time spent reading for both books and have it signed by a parent. (See Appendix A for blank Reader's Log.)

Sample Reading Log

Date	Title of Book	Pages Read	Time Spent Reading
6-30-09	<u>The Alchemist</u>	Pgs. 8-40	30 min.
7-4-09	<u>Z for Zachariah</u>	Pgs. 1-30	35 minutes

II. Choose **one** activity from the list in Appendix C to show comprehension of one book read. Be sure to include a one page explanation of what was learned while completing the project. (Score Sheet for activity is found in Appendix B.)

III. **Classroom Assignment** – Upon returning to school, each student will be responsible for presenting the above activity in class. Grades 9-12 students will be given a written assignment in which the student will respond to specific prompts:

For Nonfiction books:

Write a letter to the author of the book explaining what you deem to be the most useful aspects of its contents. Explain what impact this new information will have on the readers' lives. Include some suggestions as to how the book could be improved upon in subsequent editions.

For Fiction books for Ninth Grade:

Consider the main characters in the novel. Discuss the central characters and three or four of their key personality traits. Analyze the changes in these characters over the time frame of the novel. How do the relationships between characters contribute to the action and meaning of the book?

For Fiction books for Tenth Grade:

Consider the characters of the book and the overall significance of their experiences. What have the characters learned about life throughout the course of his or her adventures? Evaluate the significance of the author's attitude regarding what has happened in the book. What is the book meant to "teach" the reader about life?

For Fiction books for Eleventh and Twelfth Grades:

Consider the various multi-faceted characters in the novel. Choose a character whose mind is pulled in conflicting directions by two compelling desires, ambitions, obligations, or influences. Explain how this conflict within the character illuminates the meaning of the work as a whole. (Writing Scoring Rubric is found in Appendix D.)

Appendix A: Reading Log

Date	Title of Book	Pages Read	Time Spent Reading

Appendix B: Activity Assignment Score Sheet

Points Earned	Area Assessed	Points Possible
_____	Project represents real study and effort	20
_____	Project exhibits appropriate grade-level work	15
_____	Project includes written summary of what was learned by completing it	20
_____	Project shows creativity/ individuality	15
_____	Oral presentation to class	30
Total		+ _____ 100
Student's Total Grade _____		
Comments:		

Appendix C: High School Activity List

Poster- Create a visual representation of the novel based upon eight story elements: theme, characters, problem, exposition, rising action, climax, falling action and resolution. Include the book's title and author's name.

Power Point Presentation- Design eight to ten slides that showcase the novel. Create a slide for each of the following: book title, author's name, main character(s), setting, theme, plot, conflict and conclusion. Graphics are optional.

Scrapbook/Creative Journal- Provide personal responses to five chapters or favorite scenes from the book. The reader's responses may include, but are not limited to: a poem, drawing, collage, or written journal entry. Design a creative cover to compile your work.

Travel Brochure- Design a brochure (pamphlet) advertising the setting of your book as a vacation spot. Use words and pictures to convince your readers that this setting is an exciting, interesting, educational, relaxing, scenic, historical, etc. place to visit.

Board Game- Create a board game based on the characters and events of the book you read. Include clearly written instructions, a board, and playing pieces. Players of the game should learn what happened in the book by playing your game. **Nonfiction:** Create a game designed to teach the most important information (scientific, historical, etc.) you learned from your book.

Quilt- Choose the major events in the book and design a quilt square for each. Each square is based on a different character or scene from the book. Draw your designs in pencil first and then paint your squares or glue materials such as felt or yarn to fill in the design. Sew your pieces together to complete the quilt. (Can be made of paper!) Make sure you include the title and author of the book on your quilt.

Comic Strip- Draw a four panel (or longer) comic strip based on the events of your book. Remember that a comic strip does not have to be humorous; the tone of your strip should be appropriate to the tone of your book. **Nonfiction:** Draw a comic strip designed to teach something you learned from your book. Make sure it clearly conveys the information.

Sculpture- Use clay, wire, or paper-mache to construct a sculpture based on a character or scene in the book you read. Be sure to include a brief statement explaining the sculpture.

High School Writing Scoring Rubric

Degree of Proficiency	Does Not Meet the Standard	Meets the Standard	Exceeds the Standard
Domain			
<p style="text-align: center;"><u><i>Ideas</i></u> 40 points</p> <p>Focus on the topic / purpose</p> <p>Controlling Idea</p> <p>Development of Supporting Ideas</p> <p>Sense of completeness</p>	<p>Limited focus</p> <p>Unclear writer's position</p> <p>Ideas are listed, not developed</p> <p>Limited or no conclusion</p>	<p>Sufficiently focused</p> <p>Writer's position is clear</p> <p>Supporting ideas developed with some examples</p> <p>Sense of completeness</p>	<p>Clearly & consistently focused</p> <p>Well developed writer's position</p> <p>Fully elaborated supporting ideas</p> <p>Fully complete response</p>
<p style="text-align: center;"><u><i>Organization</i></u> 20 points</p> <p>Intro-Body-Conclusion</p> <p>Sequence of Ideas</p> <p>Use of Transitions</p>	<p>Limited or missing Intro or conclusion</p> <p>Minimal sequencing</p> <p>Lacks or uses repetitive transitions</p>	<p>Clear Intro/ conclusion</p> <p>Clear sequence of events</p> <p>Some clear transitions</p>	<p>Effective Intro/ conclusion</p> <p>Logical & appropriate sequencing of ideas</p> <p>Effective/ varied transitions (not just words or phrases)</p>
<p style="text-align: center;"><u><i>Style</i></u> 20 points</p> <p>Awareness of Audience</p> <p>Voice</p> <p>Word Choice</p> <p>Sentence structure</p>	<p>Little awareness of reader concerns</p> <p>Inconsistent or controlled voice</p> <p>Imprecise or confusing word choice</p> <p>Little or no sentence variety</p>	<p>Awareness of audience in majority of paper</p> <p>Clear, appropriate voice</p> <p>Generally interesting & appropriate word choice</p> <p>Some sentence variation in length & structure</p>	<p>Awareness of audience throughout</p> <p>Sustained distinctive voice</p> <p>Varied, precise, & engaging language</p> <p>Extensive variety in length, structure, & beginnings</p>
<p style="text-align: center;"><u><i>Conventions</i></u> 20 points</p> <p>Sentence formation</p> <p>Usage/ Mechanics</p>	<p>Frequent run-ons, fragments, & incorrect sentences</p> <p>Frequent errors</p>	<p>Sentence level meaning is generally clear</p> <p>Few errors interfere with meaning</p>	<p>Consistent clarity of meaning evening complex sentences</p> <p>All usage & mechanics elements are consistently correct</p>

Total Score: _____

Comments: