

# English I Summer Reading Project for 2018

## Part One: *Novel Assignment* - 100 points

Important information: On behalf of the English I team, welcome to Phillip O Berry Academy! We are delighted to have you as one of our outstanding scholars. To help you ease into the rigor of our team and our school, you will practice reading over the summer. This will help you to not have learning loss, and to get you to know a fantastic book. You will be reading and completing a project on a self-selected novel. Students are responsible for acquiring the text from the Charlotte-Mecklenburg library, a local bookstore, and some copies may be available at the school of the noted texts. Follow **ALL** the step below to complete the assignment. It is due on August 30, 2016 or if you have English in the spring, or on January 26, 2017. **You may do the assignment NEATLY in a notebook in pen, or you may TYPE AND PRINT it.**

### Novel Choices

- *Of Mice and Men* by John Steinbeck
- *I Know Why The Caged Bird Sings* by Maya Angelou
- *A Raisin in the Sun* by Lorraine Hansberry
- *Like Water for Chocolate* by Laura Esquivel
- *The Martian* by Andy Weir
- *Paper Towns* by John Green

### Pre-Reading: **Complete all three. ~ 20 points**

Before you begin reading,

1. Make the first page a title page and write the title of your book big enough to fill the page.
2. Read the back and front covers of the book. Write a prediction of what you think will happen in the book (1 paragraph).
3. Do some research on the author of your novel. Write down 10 things you learned about him/her.

### During Reading: **Complete both. ~ 30 points**

1. Write down 10 meaningful quotes from various parts of the book. For **each** quote, write a summary of what was happening during the quote and why you selected it. There is no minimum length for the quote, however **your explanation of the why you chose the quote must be at least 5 sentences.**
2. Annotate in the book if it is your copy you have purchased. If you are borrowing the book, you can use sticky notes and put your thoughts down and put them in the book.

### Post-Reading: **Choose one of the two to complete. ~ 50 points**

1. Create something that fits on one page that is a response to the book. It can be a collage, poetry, a detailed sketch, a cartoon, or something else that you develop. This part will be graded in three categories: appearance, relationship to the text, and creativity.
2. Write a 400 word reflection about what you took away from the book. What did it teach you or how did you connect to it? What did it teach you about storytelling and the individual? This part will be graded in three categories: writing stylistics (grammar, word choice, etc.); reflects the text; meaningful response.

In class after these projects are turned in, we will further investigate themes of the novel. Grading notes are below.

## Part Two: Personal Writing - 100 points

Select one of the choices and compose a personal essay in response. Your writing must be a typed, well-developed and organized piece of writing which demonstrates your command of the English language (no serious grammar errors). Your response should be 500 words **minimum**.

- In what ways has your life up to now been the perfect teacher for you?
- Discuss a mistake you have made and how it has helped you to grow.
- How do you want to improve yourself both academically and personally over the next year?
- Who are you and who do you hope to become?
- What does your education mean to you?

This essay will serve as my first introduction to you and is due the second day of class, August 30, 2017 (fall) or January 26, 2018 (spring).

## Grading

Part One and Part Two will each be a formal grade. Any assignment submitted late will lose 10% off their grade per day to a maximum of a 50.

### Rubric for Part 2:

Criterion	1	2	3
Grammar	contains several major errors in Standard English grammar and usage that block meaning	uses Standard English grammar and usage but with several minor errors in Standard English	includes occasional minor errors in Standard English grammar and usage
Development	lacks discernible organization; ignores relevant development of ideas	organizes material with little relation to the point or purpose of the essay	organizes material clearly and develops ideas with generally insightful evidence
Sentence Structure	includes sentence errors that sometimes interfere with meaning	contains minor sentence errors and little sentence variety	uses clear sentences with appropriately varied structures to create interest
Language Usage	contains awkward word choice and frequent errors in diction or idiom	uses ordinary vocabulary with some errors in diction and idiom	contains vocabulary that clearly and accurately convey meaning
Overall Purpose/	attempts to identify but falls short of defining a clear purpose that addresses prompt	identifies and defines an appropriate purpose that addresses prompt	clearly establishes and cogently defines an insightful purpose that addresses question