

Grading Rubric:

100-90 (A) – All five questions have been answered for each book with effective explanation and detail. Answers show students have read the books and understand them. Students include details from the books as evidence for responses using direct and/or indirect quotations.

89-80 (B) – All five questions have been answered for each book with adequate explanation and detail. Answers show students have read the books and understand them. Students include some details from the books as evidence for responses using direct and/or indirect quotations.

79-70 (C) – All five questions have been answered for each book with minimal explanation and detail. Answers show students have read the books and some understand of them. Students include skimpy details from the books as evidence for responses using direct and/or indirect quotations.

69-60 (D) – All five questions have been answered for each book with little to no explanation and detail. Answers do not show clearly that students have read the books and understand them. Students include little to no details from the books as evidence for responses using direct and/or indirect quotations.

Not completing the work is unacceptable and is not an option for an English 1 Honors student.

Grades may be adjusted from the above scores at the teacher's discretion based on students' work and completion.

Why should students read during the summer?

University of Tennessee, Knoxville, faculty members Richard Allington and Anne McGill-Franzen have completed a three-year study showing that students lose up to three months of learning every summer – skills they worked hard to acquire during the school year. However, the study showed a significantly higher level of reading achievement in students who took part in summer reading at home.

Allington compares the slide in reading ability to an athlete's fitness. "Just like hockey players lose some of their skills if they stay off their skates and off the ice for three months, children who do not read in the summer lose two to three months of reading development." Allington said.

- from <http://www.sciencedaily.com/>

Read more about it:

https://www.washingtonpost.com/blogs/answer-sheet/post/how-to-prevent-summer-reading-loss/2011/06/06/AGxmlqKH_blog.html

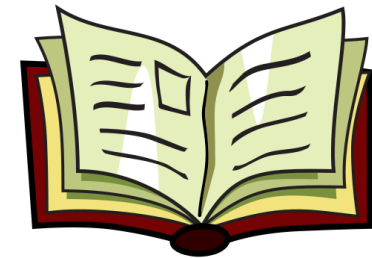
<http://www.scholastic.com/teachers/article/bridging-summer-reading-gap>



Anderson School District
Five

Summer Reading

Rising English 1 Honors Students



"Isn't it odd how much fatter a book gets when you've read it several times? Mo had said . . . and then, when you look at the book again many years later, you find yourself there, too, a slightly younger self, slightly different, as if the book had preserved you like a pressed flower . . . both strange and familiar."

Author Cornelia Funke

Theme:
Heroes & Obstacles

Heroes & Obstacles



The Themes

Many of the things students will read and write in English 1 Honors explore the ideas of what it means to be a hero, what actions one might take that define one as an antihero, and what we can learn from the experiences of both, and the obstacles that cause hindrances. All of these books explore these themes through events (plot), characters, and conflicts.

Summer Reading Project

Consult with teachers and/or librarians to choose one book from each list, fiction and informational, that fit the theme. With parent approval of the choices, students will read the **two** books over the summer.

All rising 8th grade English 1 Honors students must complete two response journals, one for each book chosen. Both of these journals are due the first day of class (or on a different day specified by the teacher). Both journals will be graded together, using the included rubric, as one test grade for one nine weeks.

Fiction Texts:

- *The Selection*, Kiera Cass (or others in this series)
- *Diary of a Teenage Superhero*, Darrell Pitt (or other in this series)
- *Uglies*, Scott Westerfield (or other in this series)
- *The SYLO Chronicles*, D.J. MacHale (book one, two, or three)
- *The Lost Hero*, Rick Riordan (or others in this series or by this author)
- *Matched*, Ally Condie (or others in this series)

Informational Texts:

- *50 American Heroes Every Kid Should Meet*, Dennis Desenberg
- *Chasing Lincoln's Killer*, James Swanson (or others in this series)
- *I Am Malala*, Malala Yousafzai
- *Bomb: The Race to Build – and Steal – the World's Most Dangerous Weapon*, Steve Sheinkin
- *This Star Won't Go Out: The Life and Words of Esther Grace Earl*, Ester Grace Earl
- *Courage Has No Color, The True Story of the Triple Nickles: America's First Black Paratroopers*, Tanya Lee Stone

These books are available in your public libraries and local book stores. Have a great summer and enjoy the magic of books!

Response Journal:

Part of growing as a reader is learning how to think about what you read. When you finish each book, answer the questions below. See the back of this brochure for specific directions and grading expectations.

- What was most important to you about what you just read? Explain.
- How did the characters change over time? Did any inspire you? How?
- What was your favorite part of the book and why?
- What did you read that impacted your life or ideas? How?
- How does this text remind you of something you have read, seen, or heard before? Explain.



Choose Wisely And Enjoy!

Look through your choices carefully. Pull up summaries of the ones you are unfamiliar with to see what they are about before deciding. Choose two books that you are interested in and can get excited about reading. Enjoy your time reading!