

Summer Reading Fiction/Non-Fiction Text Grades 9-12

Directions: Answer all of the following questions regarding your chosen book.

1. In an extended paragraph of 8+ sentences, describe the most impactful part of the book. Explain why it impacted you so greatly.
2. In an extended paragraph of 8+ sentences, describe which character from the book you are most like? In what ways? You must include a minimum of three quotes about this character. (If you are struggling with this question, think outside the box—you can be like your character emotionally, mentally, experientially, etc.)
3. In an extended paragraph of 12+ sentences, tell me where one of the characters from your book would go on vacation and why. Provide specific evidence from the text. (If you are struggling with this, think about what your chosen character would enjoy doing, and then where they could enjoy doing those things.)

Check your work: Refer to the summer writing editing checklist and rubric to make sure you've met the writing and formatting requirements of this assignment.

Summer Writing Editing Checklist

Formatting

Did you...

- Put your MLA heading at the top of your page?
Your name
Your teacher's name
English (grade level)
Date
- Have your writing double-spaced?
- Have everything typed in Times New Roman font size 12?
- Have each new paragraph indented?
- Use (last name page number) for each citation?
- Use present tense?
- Include an MLA Works Cited entry for your book? (See owl@perdue.edu for help)

Content

Did you...

- Answer the question that was asked?
- Use evidence to support EACH argument you make?
 - Cite each piece of evidence
- Explain how EACH piece of evidence proves your point?

Grammar and Diction

Did you...

- Avoid using first and second person in your writing?
- Write in complete sentences?
- Vary your sentence structure so you don't have just simple or just complex sentences?
- Use appropriate vocabulary for your audience?
- Avoid repeating phrases or ideas?

Rubric

	Exceeds Expectations (5)	Meets Expectations (4)	Approaching Expectations (3)	Does not Meet Expectations (2)
Critical Thinking	Discussion shows evidence of critical thought focused on the prompt. Discussion moves beyond the literal, superficial level of answering the question.	Discussion shows evidence of critical thought; discussion may be somewhat superficial and only briefly address the elements in the prompt.	Discussion shows lack of critical thought; discussion is superficial. There is doubt as to whether the student read the text.	Discussion lacks connected thought. Prompt may not be fully addressed.
Focus	Clear, focused, concise expression of ideas.	Fairly clear, but may lack focus or concise expression of ideas.	Unclear or vague in some references.	Lacking any focused discussion.
Textual Evidence	Provides evidence that best supports the topic.	Provides evidence, but not necessarily the best evidence to support the claim.	Provides evidence, but it is not effective to illustrate the point.	Does not provide textual evidence.
Conventions of writing	Author has observed the requirements listed on the writing checklist; his/her writing makes the review more interesting.	Author has observed most of the requirements listed on the writing checklist; writing style does not make the review difficult to understand.	Author observes some of the requirements on the writing checklist; some errors make the review difficult to understand.	Writing is confusing due to errors in writing.

It goes without saying that any of your work that is not your own (copied from another student or an online resource) will not be accepted.

Deductions for late work will be taken. Work that is submitted after September 2, 2022 will not be accepted for assessment.