

## Regular 9th and 10th Survey of Genres English 2022-2023 Summer Reading

Students are required to read, but are not limited to, the following two books during the summer:

### 1) *Tuesdays with Morrie* by Mitch Albom

#### Assignment part 1- Assessment

- Read the novel and expect a test over the material during the first week of school.

#### Assignment part 2- Written response

- You will construct a two paragraph response consisting of 6 well-developed sentences each, which include textual evidence to support your answer. Your response will need to be **typed**, include your **name**, and **be printed prior to coming to class the first day**. Points will be deducted if the response isn't printed.
- Prompt 1:** In "We Talk about the World," Mitch says he brings Morrie food because it's the only thing he feels he can contribute. How is sharing food a powerful and symbolic gesture for human beings?
- Prompt 2:** Pick one piece of advice that Morrie gives in "The Seventh Tuesday: We Talk About the Fear of Aging." Write down this quote, and then explain why it is important and meaningful to the story.

### 2) Book of choice from the list provided:

#### Assignment part 1- Book talk:

- You will be expected to give a book talk presentation during the 1st week of school. Please see the attached rubric to help ensure you understand the guidelines.
- Ensure that you have a hard copy of your book (or the copy of your book on your ipad) for the presentation
- You may use note cards if you desire and feel more comfortable

#### Assignment part 2- Reader response journal

- As you read your novel, you will keep a reader response journal (rrj) in which you notice and respond to specific passages in the novel. You will note:
  - Questions ask something about the passage that is unclear that you would like answered by the end of the story. (x4)
  - Connections make a connections to your life, the world, or another text as you read (x4)
  - Reflect- think deeply about what the passage means in a broad sense – not just to the characters in the story/author of the story. What conclusions can you draw about the world, about human nature, or just the way things work? (x4)
- Format your journal like this (use a dedicated spiral notebook)**
  - 1) Begin the entry by numbering it and then quoting the relevant passage (give page number also). If it is a long passage, use ellipsis to shorten it unless you are commenting about the writing style- then be sure to quote all of the relevant passages. At the end of your quoted passage, note page number in parentheses.
  - 2) Skip one line under the passage and then begin your commentary, which may vary in length depending on the type of response. Your commentary should be a minimum of 4 sentences long. Label your commentary with "Question", "Connections", or "Reflect".
  - 3) Skip another line and begin your next entry (be sure to number it)
  - \*\*You will need to have 4 entries of each type for your novel.** They should be evenly distributed throughout the novel.
  - These notes will be used during the first few weeks of school to help draft a response, so ensure that you are crafting thorough, useful entries

Category	Points Available
<p><b>Content and Details:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides thorough and interesting summary including plot, setting and characters, remembering not to give too much of the book away.</li> <li><input type="checkbox"/> Discusses the theme in an insightful, analytical way.</li> </ul>	<p>...../10</p>
<p><b>Personal Application:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student provides his/her opinion of whether or not to read the book with at least 3 supporting reasons.</li> <li><input type="checkbox"/> Student also provides 2 clear examples of his/her personal connection with the book.</li> </ul>	<p>...../10</p>
<p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student is prepared.</li> <li><input type="checkbox"/> Voice is clear, words are pronounced correctly and at an appropriate pace.</li> <li><input type="checkbox"/> Eye contact is maintained with the audience.</li> <li><input type="checkbox"/> Minimal “ums” or “uhs.”</li> <li><input type="checkbox"/> Notecards are used appropriately and not read off of.</li> </ul>	<p>...../10</p>
<p><b>Use of Persuasion:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Speaks in an enticing way to draw the audience to want to read the book.</li> </ul>	<p>...../5</p>
<p><b>Basics:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Book is brought in to show off.</li> <li><input type="checkbox"/> The 3-5 minute time limit is met.</li> <li><input type="checkbox"/> The student mentions the book title and author.</li> </ul>	<p>...../5</p>
<p><b>Participation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participation as an audience member is respectful, engaged and appropriate</li> </ul>	<p>...../5</p>
<p><b>Video Creation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will create a 20-30 second video using their device that summarizes the book they've read.</li> <li><input type="checkbox"/> Students are encouraged to use sounds, original dialogue, and video captions to enhance their videos.</li> <li><input type="checkbox"/> Must cover the entirety of the book.</li> </ul> <p>**Video <b>DOES NOT</b> contribute to the required 3-5 minute Book Talk time limit.</p>	<p>...../10</p>
<p><b>Total</b></p>	<p>...../55</p>