

Young Women's and Men's Leadership Academy

English Language Arts Summer Reading Assignment

Required reading: Life as We Knew It by Susan Beth Pfeffer

Students are to read Life as We Knew It for their summer reading assignment. At the beginning of the school year for 2018-2019, students will be required to write an expository essay explaining the importance of survival. Within the essay, students will provide text evidence to support their understanding and provide text-to-world connections. This assignment will be done in class the first couple weeks of school. It is very important that you are prepared for this assignment.

Choose **ONLY ONE** of the three following projects below:

Project #1 Write Letters between Characters

Using any two characters from the story, write a letter from one character to the other. Choose this project if you think interaction between characters is more interesting than introspection from one character. Each letter must be a minimum of one page long. Neatness and creativity matter!

Informal letters are letters to friends or people you know well.

Structure:

- The sender's address should always appear on the top right hand corner of the page.
- Greeting -There are several variations that can be used depending on how well you know the person: Dear Mary, Hi Mary, Greetings.
- Complimentary close — short comment, for example Love, Lots of love, With thanks, See you soon.



Project #2 — Design a CD Cover and Make a Playlist Based on the Novel

Choose this project if music is your life or if you are artistic. If the characters or themes in the book reminded you of songs you love, use that inspiration for your project. The design of your CD cover must relate to your book, and inside the CD booklet you must include commentary for the five songs. For each song you choose include the title of the song, the artist, and the reasons why you chose each song (i.e. how they are related to the story's characters, plot points, theme, or tone). You will present your project to the class. Your project will include original artwork, a playlist of songs selected and arranged by you and a short, written (typed) commentary for each song selected. **NOTE:** For the five selected songs you choose, you're just creating a playlist of music, not burning an actual CD of music.

Project Instructions:

- **Size:** Your album should be about the size of a CD case.
- **Materials:** Materials may include copy paper, card stock paper, poster board, cardboard, etc. It should not be made out of notebook paper. Your artwork must be original. Be creative and have fun!
- **Front Cover:** Include the title of the book, the author's name and artwork that represents the novel. Your artwork may be hand drawn, painted, collaged or scrapbooked.
- **Inside Cover (Left side):** On an inside, print and paste in an approximately 200-300 word summary of the book. Include major plot line and characters. The summary must include the book's ending.
- **Inside Cover (Right Side):** Write a 2-3 sentence commentary for the five songs you chose: one sentence explains the song, and one sentence connects the song to your book and why you chose it. Include the song titles and the artists.
- **Back Cover:** Type the playlist with the title and artist of each song in order on the back. At the bottom of the back cover, include your full name.
- You may research or look at any CD's you have at home as a resource to help guide you in creating your CD cover.
- Your final product should demonstrate quality work and should be colorful and visually attractive.
- The summary and playlists must be typed.
- You are designing this album as if someone should want to buy it based off how it looks.
- You may choose to enhance the project beyond these requirements.
- Your presentation to the class will include the artwork and what it represents, the summary of the book, the five songs from your playlist and the commentary for each song.

Project #3

Dialectical Journal Entry

Example and Guidelines

The term “Dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical journal as a series of conversations with the texts we read during this course. The process is meant to help you develop a better understanding of the texts we read. Use your journal to incorporate your personal responses to the texts, your ideas about the themes we cover and our class discussions. You will find that it is a useful way to process what you’re reading, prepare yourself for group discussion, and gather textual evidence for your Literary Analysis assignments.

PROCEDURE:

As you read, choose passages that stand out to you and record them in the left-hand column the chart (*ALWAYS include page numbers*). In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage) You **must** label your responses using the following codes:

- (Q) Question – ask about something in the passage that is unclear
- (C) Connect – make a connection to your life, the world, or another text
- (P) Predict – anticipate what will occur based on what’s in the passage
- (CL) Clarify – answer earlier questions or confirm/disaffirm a prediction
- (R) Reflect – think deeply about what the passage means in a broad sense – not just to the characters in the story/author of the article. What conclusions can you draw about the world, about human nature, or just the way things work?
- (E) Evaluate - make a judgment about what the author is trying to say

Sample Dialectical Journal Entry: Beyond the Yellow Highlighter

Quote from Text	Page #	Your Response/Connection (find personal meaning)	Explanation of Quote (explain why this quote is important to the story)
1. "The yellow marks in my college textbooks...did not help me very much."	82	(C) I can relate since I often used to highlight what I thought was important and then end up with most of the page highlighted.	The author uses this quote to help the reader understand that annotating should not require everything to be highlighted in the text.

CHOOSING PASSAGES FROM THE TEXT:

- Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:
- Effective &/or creative use of stylistic or literary devices
- Passages that remind you of your own life or something you’ve seen before
- Structural shifts or turns in the plot
- A passage that makes you realize something you hadn’t seen before
- Examples of patterns: recurring images, ideas, colors, symbols or motifs.
- Passages with confusing language or unfamiliar vocabulary
- Events you find surprising or confusing
- Passages that illustrate a particular character or setting

RESPONDING TO THE TEXT:

You can *respond* to the text in a variety of ways. The most important thing to remember is that your observations should be *specific and detailed*. You can write as much as you want for each entry.

Basic Responses

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author or character(s)
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Agree or disagree with a character or the author

Sample Sentence Starters:

I really don't understand this because...

I really dislike/like this idea because...

I think the author is trying to say that...

This passage reminds me of a time in my life when...

If I were (name of character) at this point I would...

This part doesn't make sense because...

This character reminds me of (name of person) because...

The author uses this quote....

Higher Level Responses

- Analyze the text for use of literary devices (tone, structure, style, imagery)
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc...)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole

Name: _____

Title/Author of Book: _____

Dialectical Journal Entry

Directions:

You may write or type this assignment. This document is an editable word document.

In the first column: Write down a direct quote from the text.

In the second column: Cite the page number.

In the third column: Write your response/connection to the quote.

In the fourth column: Explain the significance of the quote--explain why it is important to the plot/character development, etc.

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Dialectical Journal Template

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Criteria	Achievement Level	Level Descriptor		Task-Specific Clarification for Dialectical Journal
Criterion A: Analyzing	7-8	The student: <ul style="list-style-type: none"> • Provides perceptive identification and comment upon significant aspects of texts. • Provides perceptive identification and comment upon the creator’s choices. • Gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology. • Compares and contrasts features within and between texts. 		5-7 entries <ul style="list-style-type: none"> • Discuss the theme of bullying throughout the novel – three clear examples and/or explanation of details and commentary on relevance and believability • Discuss the theme of learning to live with physical and mental challenges – three clear examples and/or explanation of details and commentary on relevance and believability
	5-6	The student: <ul style="list-style-type: none"> • Provides substantial identification and comment upon significant aspects of texts. • Provides substantial identification and comment upon the creator’s choices. • Sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology. • Describes some similarities and differences in features across and within and between texts. 		4 entries <ul style="list-style-type: none"> • Discuss the theme of bullying throughout the novel – two clear examples and/or explanation of details • Discuss the theme of learning to live with physical and mental challenges - two clear examples and/or explanation of details
	3-4	The student: <ul style="list-style-type: none"> • Provides adequate identification and comment upon significant aspects of texts. • Provides adequate identification and comment upon the creator’s choices. • Justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology. Identifies some similarities and differences in features within and between texts .		3 entries <ul style="list-style-type: none"> • Discuss the theme of bullying throughout the novel –one example and/or explanation of details • Discuss the theme of learning to live with physical and mental challenges – one clear examples and/or explanation of details
	1-2	The student: <ul style="list-style-type: none"> • Provides minimal identification and comment upon significant aspects of texts. • Provides minimal identification and comment upon the creator’s choices. • Rarely justifies opinions and ideas with examples or explanations; uses little or no terminology. Identifies few similarities and differences in features within and between texts .		2 entries <ul style="list-style-type: none"> • Discuss the theme of bullying throughout the novel – no clear examples and/or explanation of details • Discuss the theme of learning to live with physical and mental challenges – no clear examples and/or explanation of details
	0	The student does not reach a standard described by any of the descriptors above.		Assignment is incomplete or has not been submitted
Your Score:		Feedback:		

Criterion B: Organizing

Criteria	Achievement Level	Level Descriptor	Task-Specific Clarification
Criterion B: Organizing	7-8	<p>The student:</p> <ul style="list-style-type: none"> • Makes sophisticated use of organizational structures that serve the context and intention effectively. • Effectively organizes opinions and ideas in a logical manner with ideas building on each other in a sophisticated way. • Makes excellent use of referencing and formatting tools to create an effective presentation style. 	<ul style="list-style-type: none"> • Size: Your album should be about the size of a CD case. • Materials: Materials may include copy paper, cardstock paper, poster board, cardboard, etc. It should not be made out of notebook paper. Your artwork must be original. Be creative and have fun! • Front Cover: Include the title of the book, the author's name and artwork that represents the novel. Your artwork may be hand drawn, painted, collaged or scrapbooked. • Inside Cover (Left side): On an inside, print and paste in an approximately 200-300 word summary of the book. Include major plot line and characters. The summary must include the book's ending. • Inside Cover (Right Side): Write a 2-3 sentence commentary for the five songs you chose: one sentence explains the song, and one sentence connects the song to your book and why you chose it. Include the song titles and the artists. • Back Cover: Type the playlist with the title and artist of each song in order on the back. At the bottom of the back cover, include your full name.
	5-6	<p>The student:</p> <ul style="list-style-type: none"> • Makes competent use of organizational structures that serve the context and intention. • Organizes opinions and ideas in a logical manner, with ideas building on each other. • Makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention. 	<ul style="list-style-type: none"> • Size: Your album should be about the size of a CD case. • Materials: Materials may include copy paper, cardstock paper, poster board, cardboard, etc. It should not be made out of notebook paper. Your artwork must be original. Be creative and have fun! • Front Cover: Include two out of the three items. • Inside Cover (Left side): On an inside, print and paste in an approximately 100-200 word summary of the book. Include major plot line and characters. The summary must include the book's ending. • Inside Cover (Right Side): Write a 1-2 sentence commentary for the five songs you chose: one sentence explains the song, and one sentence connects the song to your book and why you chose it. Include the song titles and the artists. • Back Cover: Type the playlist with the title and artist of each song in order on the back. At the bottom of the back cover, include your full name.
	3-4	<p>The student:</p> <ul style="list-style-type: none"> • Makes adequate use of organizational structures that serve the context and intention. • Organizes opinions and ideas with some degree of logic • Makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention. 	<ul style="list-style-type: none"> • Size: Your album should be about the size of a CD case. • Materials: Materials may include copy paper, cardstock paper, poster board, cardboard, etc. It should not be made out of notebook paper. Your artwork must be original. • Front Cover: Include two out of the three items. • Inside Cover (Left side): On an inside, print and paste in an approximately 100-200 word summary of the book. The summary must include the book's ending. • Inside Cover (Right Side): Write a 1-2 sentence commentary for the five songs you chose: one sentence explains the song. • Back Cover: Type the playlist with the title and artist of each song in order on the back. At the bottom of the back cover, include your full name.
	1-2	<p>The student:</p> <ul style="list-style-type: none"> • Makes minimal use of organizational structures, though these may not always serve the context and intention. • Organizes opinions and ideas with a minimal degree of logic. • Makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention. 	<ul style="list-style-type: none"> • Size: Your album should be about the size of a CD case. • Materials: Materials may include notebook paper. • Front Cover: Includes one out of the three items. • Inside Cover (Left side): No summary. • Inside Cover (Right Side): No explanation for each song. • Back Cover: Playlist without artist name.
	0	The student does not reach a standard described by any of the descriptors below.	Assignment is incomplete or has not been submitted
Your Score:		Feedback:	

Criterion C: Producing Text

	Achievement Level	Level Descriptor	Task-Specific Clarification
	7-8	<p>i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought or imagination and perceptive exploration of new perspectives and ideas</p> <p>ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience</p> <p>iii. selects extensive relevant details and examples to support ideas.</p>	<p>Content: Distinguished-The text includes thoughts and feelings of the character and it is clear which character is writing the letter. The text includes additional information about what is happening to the character with specific details from the text. The letter requests relevant information from the other character and it is accurate within the context of the novel.</p> <p>Voice: Distinguished-Second person is never used in the text (you, your).</p> <p>Grammar/Punctuation/Mechanics : Distinguished-No more than 3 grammatical errors are present in the text</p> <p>Requirement: Distinguished-Writing was well articulated and writer exceeded minimum requirement in a thoughtful and meaningful way to clarify ideas or add additional details important to understanding the content of the column.</p> <p>Format: Distinguished-Formatted correctly with addresses, countries, and dates.</p>
	5-6	<p>i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought or imagination and substantial exploration of new perspectives and ideas</p> <p>ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience</p> <p>iii. selects sufficient relevant details and examples to support ideas.</p>	<p>Content: Satisfactory-The letter is clear and articulate. It is clear which character is writing the letter. The context of the letter is clear regarding what is happening to the character. The information the character requests is clear.</p> <p>Voice: Satisfactory-The narrator stays in first person, never uses third person and only uses second person at appropriate times.</p> <p>Grammar/Punctuation/Mechanics : Satisfactory-The articles contain no more than 9 grammatical errors.</p> <p>Requirement: Satisfactory-Minimum number of paragraphs (containing 5-7 sentences each) achieved.</p> <p>Format: Satisfactory-Formatted Correctly.</p>
	3-4	<p>i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some thought or imagination and some exploration of new perspectives and ideas</p> <p>ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating some awareness of impact on an audience</p> <p>iii. selects some relevant details and examples to support ideas.</p>	<p>Content: Satisfactory-The letter is clear and articulate. It is clear which character is writing the letter. The context of the letter is clear regarding what is happening to the character. The information the character requests is clear.</p> <p>Voice: Satisfactory-The narrator stays in first person, never uses third person and only uses second person at appropriate times.</p> <p>Grammar/Punctuation/Mechanics : Satisfactory-The articles contain no more than 9 grammatical errors.</p> <p>Requirement: Satisfactory-Minimum number of paragraphs (containing 5-7 sentences each) achieved.</p> <p>Format: Satisfactory-Formatted Correctly</p>
	1-2	<p>i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought or imagination and minimal exploration of new perspectives and ideas</p> <p>ii. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience</p> <p>iii. selects few relevant details and examples to support ideas.</p>	<p>Content: Unsatisfactory-In the letter the information requested is unclear. The actions that are happening to the character are unclear. It is unclear who is writing the letter.</p> <p>Voice : Unsatisfactory-The narrator starts in first person, but may change at inappropriate times to third or second person</p> <p>Grammar/Punctuation/Mechanics : Unsatisfactory-More than 10 grammar, punctuation, or mechanical errors including but not limited to end punctuation, word choice, and agreement errors.</p> <p>Requirement: Unsatisfactory-Less than 4 sentences per paragraph used in each paragraph.</p> <p>Format: Unsatisfactory-Some formatting issues.</p>
	0	The student does not reach a standard described by any of the descriptors given below.	Assignment is incomplete or missing
	Feedback:		