

Appendix D: Writing Scoring Rubric

Degree of Proficiency	Does Not Meet the Standard	Meets the Standard	Exceeds the Standard
Domain			
<u>Ideas</u> 40 points Focus on the topic / purpose Controlling Idea Development of Supporting Ideas Sense of completeness	Limited focus Unclear writer's position Ideas are listed, not developed Limited or no conclusion	Sufficiently focused Writer's position is clear Supporting ideas developed with some examples Sense of completeness	Clearly & consistently focused Well developed writer's position Fully elaborated supporting ideas Fully complete response
<u>Organization</u> 20 points Intro-Body-Conclusion Sequence of Ideas Use of Transitions	Limited or missing Intro or conclusion Minimal sequencing Lacks or uses repetitive transitions	Clear Intro/ conclusion Clear sequence of events Some clear transitions	Effective Intro/ conclusion Logical & appropriate sequencing of ideas Effective/ varied transitions (not just words or phrases)
<u>Style</u> 20 points Awareness of Audience Voice Word Choice Sentence structure	Little awareness of reader concerns Inconsistent or controlled voice Imprecise or confusing word choice Little or no sentence variety	Awareness of audience in majority of paper Clear, appropriate voice Generally interesting & appropriate word choice Some sentence variation in length & structure	Awareness of audience throughout Sustained distinctive voice Varied, precise, & engaging language Extensive variety in length, structure, & beginnings
<u>Conventions</u> 20 points Sentence formation Usage/ Mechanics	Frequent run-ons, fragments, & incorrect sentences Frequent errors	Sentence level meaning is generally clear Few errors interfere with meaning	Consistent clarity of meaning evening complex sentences All usage & mechanics elements are consistently correct

Total Score: _____

Comments:

Name: _____



2009 Summer Reading Program Grades 9-12

Savannah-Chatham County Public School System
 Office of Curriculum and Instruction
 208 Bull Street, Room 208
 Savannah, GA 31401
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High School Assignments

- Students will choose **two** books to read. All assignments are due by Thursday, **September 17, 2009**. (Students who are not enrolled in an English class until second semester must turn their work into the department chairperson by the same deadline.)
- The total score for all three completed assignments (log, activity, and writing assignment) will represent 5% of the student's **first nine weeks' grade**.
- **Students in AP or IB English** classes need to check with your school/teacher for your reading list.

Assignments:

I. All students will keep a **Reader's Log** of time spent reading for both books and have it signed by a parent. (See Appendix A for blank Reader's Log.)

Sample Reading Log

Date	Title of Book	Pages Read	Time Spent Reading
6-30-09	<i>The Alchemist</i>	Pgs. 8-40	30 min.
7-4-09	Z for Zachariah	Pgs. 1-30	35 minutes

II. Choose **one** activity from the list in Appendix C to show comprehension of one book read. Be sure to include a one page explanation of what was learned while completing the project. (Score Sheet for activity is found in Appendix B.)

III. **Classroom Assignment** – Upon returning to school, each student will be responsible for presenting the above activity in class. Grades 9-12 students will be given a written assignment in which the student will respond to specific prompts:

For Nonfiction books:

Write a letter to the author of the book explaining what you deem to be the most useful aspects of its contents. Explain what impact this new information will have on the readers' lives. Include some suggestions as to how the book could be improved upon in subsequent editions.

For Fiction books for Ninth Grade:

Consider the main characters in the novel. Discuss the central characters and three or four of their key personality traits. Analyze the changes in these characters over the time frame of the novel. How do the relationships between characters contribute to the action and meaning of the book?

Appendix C: High School Activity List

Poster- Create a visual representation of the novel based upon eight story elements: theme, characters, problem, exposition, rising action, climax, falling action and resolution. Include the book title and author's name.

Power Point Presentation- Design eight to ten slides that showcase the novel. Create a slide for each of the following: book title, author's name, main character(s), setting, theme, plot, conflict and conclusion. Graphics are optional.

Scrapbook/Creative Journal- Provide personal responses to five chapters or favorite scenes from the book. The reader's responses may include, but are not limited to: a poem, drawing, collage, or written journal entry. Design a creative cover to compile your work.

Travel Brochure- Design a brochure (pamphlet) advertising the setting of your book as a vacation spot. Use words and pictures to convince your readers that this setting is an exciting, interesting, educational, relaxing, scenic, historical, etc. place to visit.

Board Game- Create a board game based on the characters and events of the book you read. Include clearly written instructions, a board, and playing pieces. Players of the game should learn what happened in the book by playing your game. Nonfiction: Create a game designed to teach the most important information (scientific, historical, etc.) you learned from your book.

Quilt- Choose the major events in the book and design a quilt square for each. Each square is based on a different character or scene from the book. Draw your designs in pencil first and then paint your squares or glue materials such as felt or yarn to fill in the design. Sew your pieces together to complete the quilt. (Can be made of paper!) Make sure you include the title and author of the book on your quilt.

Comic Strip- Draw a four panel (or longer) comic strip based on the events of your book. Remember that a comic strip does not have to be humorous; the tone of your strip should be appropriate to the tone of your book. Nonfiction: Draw a comic strip designed to teach something you learned from your book. Make sure it clearly conveys the information.

Appendix A: Reading Log

Date	Title of Book	Pages Read	Time Spent Reading

Appendix B: Activity Assignment Score Sheet

SCCPSS Summer Reading Score Sheet Activity Assignment Grades 9-12		
Points Earned	Area Assessed	Points Possible
_____	Project represents real study and effort	20
_____	Project exhibits appropriate grade-level work	15
_____	Project includes written summary of what was learned by completing it	20
_____	Project shows creativity/ individuality	15
_____	Oral presentation to class	30
	Total	100
Student's Total Grade _____		
Comments:		

For Fiction books for Tenth Grade:

Consider the characters of the book and the overall significance of their experiences. What have the characters learned about life throughout the course of his or her adventures. Evaluate the significance of the author's attitude regarding what has happened in the book. What is the book meant to "teach" the reader about life?

For Fiction books for Eleventh and Twelfth Grades:

Consider the various multi-faceted characters in the novel. Choose a character whose mind is pulled in conflicting directions by two compelling desires, ambitions, obligations, or influences. Explain how this conflict within the character illuminates the meaning of the work as a whole. (Writing Scoring Rubric is found in Appendix D.)

SCCPSS High School Summer Reading List

Entering Ninth Grade Literature

Author	Title
Abelove, Joan	<i>Go and Come Back</i>
Album, Mitch	<i>The Five People You Meet in Heaven</i>
Anderson, Laurie	<i>Speak</i>
Carson, Ben	<i>Gifted Hands: The Ben Carson Story</i>
Cisneros, Sandra	<i>The House on Mango Street</i>
Coelho, Paul	<i>The Alchemist</i>
Covey, Sean	** <i>Seven Habits of Highly Effective Teens</i>
DuMaurier, Daphne	* <i>Rebecca</i>
Dickens, Charles	* <i>Oliver Twist</i>
Gaines, Ernest	<i>A Gathering of Old Men</i>
Gilbreth, Frank	<i>Cheaper by the Dozen</i>
Herroit, James	<i>All Creatures Great and Small</i>
Morrison, Toni	* <i>Sula</i>
Myers, Walter Dean	<i>Monster</i>
O'Brien, Robert C.	<i>Z for Zachariah</i>
Santiago, Esmerelda	<i>When I Was Puerto Rican</i>
Shaara, Jeff	<i>Gods and Generals</i>
Twain, Mark	<i>The Adventures of Tom Sawyer</i>

*Denotes a book for advanced readers.

**Book is required summer reading at that grade level.

Entering Tenth Grade Literature

Author	Title
Adam, Richard	<i>*Watership Down</i>
Allende, Isabel	<i>The House of the Spirits</i>
Anaya, Rudolfo	<i>Bless Me, Ultima</i>
Bradbury, Ray	<i>Martian Chronicles</i>
Gibbons, Kaye	<i>Ellen Foster</i>
Haddock, Mark	<i>The Curious Incident of a Dog in the Night-Time</i>
Hansberry, Lorraine	<i>To Be Young, Gifted, and Black</i>
Hersey, James	<i>Hiroshima</i>
Mowat, Farley	<i>Never Cry Wolf</i>
McBride, James	<i>The Color of Water</i>
Neihardt, John G.	<i>Black Elk Speaks</i>
Rand, Ayn	<i>*Anthem</i>
Shakespeare, William	<i>Twelfth Night</i>
Sophocles	<i>*Oedipus Rex</i>
Tan, Amy	<i>The Joy Luck Club</i>
Truss, Lynne	<i>Eats, Shoots and Leaves: The Zero Approach to Punctuation</i>
White, T.H.	<i>The Once and Future King</i>
Winthrop, Elizabeth	<i>December</i>

Entering American Literature

Author	Title
Bragg, Rick	<i>All Over But the Shoutin'</i>
Cather, Willa	<i>O Pioneers</i>
Conroy, Pat	<i>My Losing Season</i>
Dorris, Michael	<i>Crown of Columbus</i>
Douglass, Frederick	<i>Narrative of the Life of Frederick Douglass</i>
Ellison, Ralph	<i>Invisible Man</i>
Faulkner, William	<i>Light in August</i>
Frazier, Charles	<i>*Cold Mountain</i>
Heller, Joseph	<i>*Catch 22</i>
Jacobs, Harriet	<i>Incidents in the Life of a Slave Girl</i>

**Denotes a book for advanced readers.*

***Book is required summer reading at that grade level.*

Johnson, James W.	<i>The Autobiography of an Ex-Colored Man</i>
Kesey, Ken	<i>One Flew Over the Cuckoo's Nest</i>
Malamud, Bernard	<i>The Natural</i>
Melville, Herman	<i>Moby Dick</i>
McCullars, Carson	<i>The Member of the Wedding: The Play</i>
Morrison, Toni	<i>Song of Solomon</i>
O'Connor, Flannery	<i>Wise Blood</i>
Sams, Ferrol	<i>Run with the Horseman</i>
Steinbeck, John	<i>Cannery Row</i>
Vonnegut, Kurt	<i>Slaughterhouse 5</i>
Welty, Eudora	<i>One Writer's Beginnings</i>
Wharton, Edith	<i>*The House of Mirth</i>

Entering English Literature (12th)

Author	Title
Austen, Jane	<i>Sense and Sensibility</i>
Chevalier, Tracy	<i>Girl with a Pearl Earring</i>
Foster, Thomas C.	<i>**How to Read a Novel Like a Professor</i>
Garcia Marquez, Gabriel	<i>*One Hundred Years of Solitude</i>
Hardy, Thomas	<i>Return of the Native</i>
Hosseini, Khaled	<i>The Kite Runner</i>
Ishiguro	<i>The Remains of the Day</i>
Joyce, James	<i>*A Portrait of the Artist as a Young Man</i>
Kafka, Franz	<i>*Metamorphosis</i>
Martel, Yann	<i>The Life of Pi</i>
Morrison, Toni	<i>Beloved</i>
Nafisi, Azar	<i>Reading Lolita in Tehran</i>
Remarque, Erich Maria	<i>All Quiet on the Western Front</i>
Shakespeare, William	<i>The Taming of the Shrew</i>
Shakespeare, William	<i>King Lear</i>
Silko, Leslie Marmon	<i>Ceremony</i>
Stevenson, Robert L.	<i>The Strange Case of Dr. Jekyll & Mr. Hyde</i>
Stoker, Bram	<i>*Dracula</i>
Zusak, Markus	<i>The Book Thief</i>

**Denotes a book for advanced readers.*

***Book is required summer reading at that grade level.*