

MYSTIC VALLEY REGIONAL CHARTER SCHOOL
2010 Summer Reading Program – Grade Seven

In keeping with our philosophy of rigorous academic training and in anticipation of the upcoming school year, Mystic Valley’s English teachers would like students to read independently this summer. The school has chosen texts that are intended to cultivate reading skills and cultural literacy, and we hope students will find the material enjoyable and fulfilling.

Students are responsible for obtaining copies of the summer reading selections independently, and we encourage them to do so as soon as possible. All works are available at Barnes and Noble in Saugus, local libraries, and online bookstores such as Amazon.com and BarnesandNoble.com.

Grade	Book 1	Book 2
7	<i>The Red Pony</i> , John Steinbeck	<i>The Miracle Worker</i> , William Gibson

Assessment I: Reading Response Notebook (10% of first quarter ELA grade)

- A series of four typed entries for each book, to be completed as you read (a total of 8 for the two books)
- Collected on the first day of the 2010-2011 academic year
- Entry must be **at least one full paragraph** (5-7 sentences) double spaced, 12-point font.
- Each entry must be dated.
- Teachers will assess the notebook according to the attached rubric.
- Notebook entries must follow the following specifications:
 - Entry one
 - Write about the major characters in the novel, the plot, and what you predict will happen.
 - Entry two
 - Give examples of the following imagery – i.e., images that stay in your mind and describe persons, places, things, or events (choose **four**)
 - Visual, sound, touch, smell, and/or taste
 - Entry three
 - Explain the style of sentences the author uses. Are they long and flowery? Are they short and plain? Are they a mixture of both? Give **three** significant examples of sentence style to demonstrate what kind of writing each is. Label each type of sentence.
 - Entry four
 - Write about your feelings at the end of the book. Have they changed about the characters or plot? Were your predictions correct? What details would you have changed or added?
 - *Repeat for the second book*

Assessment II: Summer Reading Test (10% of first quarter ELA grade)

- Students will be tested on Wednesday, August 25, 2010

Should you have any questions about the reading requirements, please contact Alex Dan, MVRCS English Department Head, at adan@mvracs.org. Thank you on behalf of the English Department and the Leadership Team.

Summer Reading Notebook Rubric

	0 None	1-2 Little	3-4 Some	5-6 Adequate	7-8 Good	9-10 Excellent	Comments
Knowledge of the Text	No understanding.	Little understanding of the thought and feeling expressed in the text; almost no references to the text.	Some understanding of the thought and feeling expressed in the text; some references to the text.	Adequate understanding of the thought and feeling of the text; appropriate references to the text.	Good understanding of the thought and feeling expressed in the text; detailed references to the text.	Perceptive understanding of the thought and feeling expressed in the text; detailed and persuasive references to the text.	
Responses	No responses.	Journal entries respond to little of the assignment's specifications.	Journal entries respond to some of the assignment's specifications.	Journal entries respond adequately to the assignment's specifications.	Journal entries respond well to most of the assignment's specifications.	Journal entries respond to all of the assignment's specifications.	
Appreciation of Literary Features	No appreciation of literary features.	Little mention or consideration of the literary features of the text.	Some consideration of the literary features of the text.	Adequate appreciation of the effects of the literary features of the text.	Generally detailed appreciation of the effects of the literary features of the text.	Detailed and persuasive appreciation of the effects of the literary features of the text.	
Presentation, Structure, and Organization	No structure.	Little evidence of structure; sloppy presentation; little organization.	Some evidence of structure; somewhat organized.	Adequate structure; adequate organization; clean presentation.	Good structure; good organization; clean and thoughtful presentation.	Excellent structure; excellent organization; exceptional presentation.	
Formal Use of Language	The language is not clear or coherent.	The use of language is not readily comprehensible; many lapses in grammar, spelling and sentence construction; vocabulary is rarely accurate or appropriate.	Some degree of clarity and coherence in the use of language; some degree of accuracy in grammar, spelling and sentence construction; vocabulary is sometimes appropriate to the discussion of literature.	Adequately clear and coherent use of language; only a few significant lapses in grammar, spelling and sentence construction; some care shown in the choice of vocabulary.	Clear, varied and precise use of language; no significant lapses in grammar, spelling and sentence construction; effective and appropriately varied use of vocabulary.	Clear, varied, precise and concise use of language; no significant lapses in grammar, spelling and sentence construction; precise use of wide vocabulary.	