

MYSTIC VALLEY REGIONAL CHARTER SCHOOL
2010 Summer Reading Program – Grades 9-12

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 will be issued copies of the required books during the last week of the 2009-2010 academic year, and will be responsible for returning them in good condition this August.

Grade	Book 1	Book 2
9	<i>1984</i> , George Orwell	
10	<i>Uncle Tom’s Cabin</i> , Harriet Beecher Stowe	<i>Hiroshima</i> , John Hersey
11	<i>Atlas Shrugged (IB); Anthem (CP and H)</i> , Ayn Rand	<i>The Language Police</i> , Diane Ravitch
12	<i>Our Town</i> , Thornton Wilder	

Assessment I: Response Entries (10% of first quarter English grade)

- Collected on the first day of school, August 23, 2010
- A total of eight entries, **to be completed as you read.**
 - Entries 1-7 should be approximately 300 words long.
 - If you are reading two books, devote four entries to one work and three entries to the other.
 - Entry eight should be an evaluation of the work(s), approximately 500 words long.
- Each entry **must be dated.**
- Teachers will assess the notebook according to the attached rubric.
- Within each notebook entry, students should reflect upon a specific, meaningful aspect of the reading.
 - A major or minor character.
 - A plot twist or conflict.
 - The author’s writing technique and style.
 - A relationship and how it develops.
 - A significant quote or passage.
- The assignment must be typed, double spaced, and in 12-point font.
- Teachers will collect entries on the first day of the 2010-2011 school year.
 - A penalty of 10% per day will be applied to late work.

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

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

The English Department will handle all instances of plagiarism in accordance with Mystic Valley’s academic honesty policy. **If a student fails to cite information acquired from an external source, including online study guides such as Spark Notes, the student must rewrite the assignment for up to 50% of its total value.** When in doubt, quote and cite your source!

If 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
Understanding of the Text	No understanding.	Little understanding of the thought and feeling expressed in the text; irrelevant and/or inappropriate references to the text.	Superficial understanding of the thought and feeling expressed in the text; some relevant references to the text.	Adequate understanding of the thought and feeling of the text; adequate and appropriate references to the text.	Good understanding of the thought and feeling expressed in the text as well as some of the subtleties of the text; detailed and pertinent references to the text.	Perceptive understanding of the thought and feeling expressed in the text as well as some of the subtleties of the text; detailed and persuasive references to the text.	
Interpretation of the Text	No interpretation.	The ideas presented are mainly insignificant and/or irrelevant.	The ideas presented are somewhat irrelevant; the composition consists mainly of generalizations or is mainly a paraphrase.	The ideas presented are generally relevant; the analysis is adequate and appropriately illustrated by some relevant examples.	The ideas presented are clearly relevant; the analysis is generally detailed and well illustrated by relevant examples.	The ideas presented are convincing; the analysis is consistently detailed and persuasively illustrated by carefully chosen examples.	
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; superficial analysis of the literary features mentioned	Adequate appreciation of the effects of the literary features of the text; the analysis is sometimes illustrated by relevant examples.	Generally detailed appreciation of the effects of the literary features of the text; the analysis is generally detailed and illustrated by relevant examples.	Detailed and persuasive appreciation of the effects of the literary features of the text; the analysis is detailed and illustrated by carefully chosen examples.	
Presentation and Structure	No structure or logical progression of ideas.	Little evidence of a structure to the composition; little attempt to present ideas in an ordered or logical sequence.	Some evidence of a structure to the composition; some attempt to present ideas in an ordered and logical sequence.	Adequate structure to the composition; ideas are generally presented in an ordered or logical sequence; supporting examples are sometimes appropriately integrated into the body of the composition.	Clear and logical structure to the composition; supporting examples are appropriately integrated into the body of the composition.	Purposeful and effective structure to the composition; supporting examples are well integrated into the body of the composition.	
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, idiom and style; the register is generally appropriate for literary analysis.	Clear, varied and precise use of language; no significant lapses in grammar, spelling and sentence construction; effective and appropriately varied use of vocabulary, idiom and style; suitable choice of register.	Clear, varied, precise and concise use of language; no significant lapses in grammar, spelling and sentence construction; precise use of wide vocabulary and varied idiom and style; effective choice of register.	