Dear 9th Grade English 2 Honors Parents and Students,

At Anderson Christian School, we strive for academic excellence. One way we do this is by giving our students summer reading assignments so that they will not regress over the summer. Several studies have found that students can lose 1-2 months of reading and math skills by the end of the summer. This will help us keep our students' minds fresh and ready to begin the new school year.

We are changing up our summer reading a little this year to allow for more choice. Each grade will still have an assigned book that they must read and complete journals for, as well as prepare for an in-class essay on said book on the second day of school. However, instead of having to read a second required book, for Honors classes, students will get to read another book of their own choosing, based on certain parameters (see last page). Once s/he reads the book, s/he will have to record a "book talk" about the book using the Flipgrid link on Google Classroom. On Flipgrid, they will see a list of questions that they will need to answer in the video. S/he will receive an additional grade that will be averaged into the overall Summer Reading Assignment grade, which will be your student's first major (test) grade of the school year.

This year, 9th grade English 2 Honors students are required to read *The Joy Luck Club* by Amy Tan. On the following pages, you will find an explanation of the actual summer reading assignment that accompanies this book. You will also find an explanation of the choice reading portion as well.

In Him,

ACS English Department

SUMMER READING ASSIGNMENT
Part 1: Required Portion
Major Assignment Grade

DIRECTIONS: Read *The Joy Luck Club* and complete the activity below. **This project is independent and should be based solely upon your knowledge of the reading without the help of any outside source (including the internet).**

(a) Upload assignment to your English Google Classroom **(Class Code: xwtj2v7)** by 12:00AM on **Monday, August 17th**. *Late assignments will receive a late grade penalty.*
(b) Remember that a paragraph is 6-10 sentences in length.
(c) You must be prepared to take an essay test on the book on the second day of school (Please bring the book with you on the second day of school to use on the essay).

ASSIGNMENT:

METACOGNITIVE READERS JOURNAL: [NOTE: "Metacognitive" means "thinking about one's thinking." So in a metacognitive journal, you are recording the thoughts you have as you read.]

In addition to reading the book, I encourage you to start the process of "talking to the text"—reflecting critically on what you read, asking questions about it, noting passages that interest or confuse you or stand out to you, and connecting what you read to your own life and what you know about the world. We will be spending the year developing this process, but for now you are just going to try a bit on your own. This is the kind of reading that you will use throughout high school/college, and that really makes what you read your own.

To practice this kind of thinking, you will be answering questions about your reading of ***The Joy Luck Club***. You will write journal entries at **4 points** over the course of the book—after you have read about **25%** of the book, after you have read about **50%** of the book, after you have read about **75%** of the book, and after you have **finished** the book. At each of the 4 points, choose **at least 3** of the following questions to answer (NOTE: Please try to cycle through the questions before using them again):

1. What has been challenging for you so far? (Be specific.)
2. Have you gotten stuck (i.e. the book is not holding your attention) at all? What have you done to get unstuck?
3. What has been interesting for you so far?
4. What things are you doing (re-reading, asking questions, talking to friends, predicting, drawing pictures, summarizing, taking notes, etc.) to help you understand the book?
5. Is there anything you understand better now than you did earlier in the book?
6. What are you noticing about the plot, characters, style, conflict(s), or theme? What are you wondering?

You will stop 4 times, and will answer at least 3 questions each time, which means you will answer *12 questions total*. ***Each question must produce at least one paragraph.***

OPTIONAL: Although not required, it might be helpful to highlight passages that seem important to you as you read. Look for passages that reveal character development, themes, conflicts, symbolism, etc. You will get to use your book on your essay test, so having these quotes pre-marked will help you greatly. Also, consider using sticky notes to summarize each chapter so you can quickly find what you are looking for.

***** **HONOR PLEDGE:** At the end of the journal, type the following **honor** pledge:
I pledge that I read (not skimmed) all of *The Joy Luck Club*. I pledge that I did not plagiarize any part of my assignment.

If you do not include the honor pledge, I will subtract 10 points from the final grade.

Also, your work will be checked using the Originality Report function on Google Classroom. There should be no plagiarism detected. You can check your Originality Report before you turn in the assignment. If you plagiarize, you will not receive credit for the assignment.

Rubric:

Additional Requirements (you will receive 1 pt. for each of the following):

- ➔ Font: Use 12 pt. Times New Roman
- ➔ Double-Space (make sure the *before* and *after* under the paragraph section are both at zero)
- ➔ Indent each paragraph
- ➔ MLA Heading on the first page only
- ➔ Last name/page number in the upper right-hand corner header
- ➔ Proper spelling, grammar, sentence structure, and punctuation.
- ➔ A variety of sentence structures are used.
- ➔ Proper length for each section (6-10 sentences)
- ➔ The question being answered is listed before the answer is given.
- ➔ Use of direct quotes and concrete details from the text to support writing.
  Cite a quote by placing the page number in parentheses after it. For example, "To be, or not to be: that is the question" (58).

	Exceeding: 10-9	**Meeting: 8-7**	**Approaching: 6-5**	**Emerging: 4-0**
Metacognitive Log: CONTENT ***10 pts per section** **(REMEMBER: There should be 12 journal entries)**	Records many and varied specific ideas about reading process; gives in-depth answers to at least 3 questions. Varies questions answered for each entry and by what is important to reading at the point.	Records some specific ideas about reading process; answers at least 3 questions per entry, but may not vary the questions answered.	Records some general or vague ideas about reading process; answers some but not all of the recommended questions.	Records few ideas about reading process; answers few questions very briefly.
Metacognitive Log: CONVENTIONS (Spelling, grammar, punctuation, etc.) ***10 pts total**	No or almost no errors in spelling, punctuation, and grammar.	Minimal errors in spelling, punctuation, and grammar; errors do not interfere with meaning.	Many errors in spelling, punctuation, and grammar; **or** errors interfere with meaning.	Excessive errors in spelling, punctuation, and grammar; **or** errors interfere with meaning in a major way.

Total_____/ 60 pts

Sample "Exceeding" Journal Entry:

What has been interesting for you so far?

I have found the relationship between the Jewish people and the Nazis to be very interesting. In the first chapter, Elie says, “The ghetto was ruled by neither German nor Jew; it was ruled by delusion” (12). A delusion is a false idea or belief, and the Jews of Sighet falsely thought the Nazis only wanted to contain them. Because they didn’t think the Nazis would systematically kill them, they saw no reason to try to escape. I still wonder if some of them suspected the Nazis planned to kill them, and the truth was just too difficult and seemingly outlandish to accept, so they chose to ignore it as a coping mechanism. I think this quotation also points to how effective the Nazis were at keeping their plans as secretive as possible. Certainly the Jews would be much easier to control and transport if they weren’t panicking and trying to flee. It is very interesting to realize that the Nazis had a distinct plan for exterminating the Jews while the Jews were unable to believe the gravity of their situation.

***Rationale**: This student clearly answers the question and was able to quote something directly from the book, EVIDENCE, which backs her claims. Next, she analyzed why the quotation was important and what it revealed. The response is well-thought out and thorough.*

Part 2: Choice Portion

For this portion of summer reading, you may select any book of your choosing, as long as it meets the following guidelines:

1. It must be a book you have not read before. Take the time to read something new and that you would enjoy. Get your book from any source - the public library, your home, a bookstore, or borrowed from a friend. You may also read a PDF copy of a book.
2. It must be appropriate for your age and reading ability.
3. It cannot be a book that has been turned into a movie or tv show. You will be allowed to read these during the school year for independent reading, but for this assignment, you cannot.
4. To receive a full 100 points for this assignment (remember, the Choice Selection for Reading Summer will count for half of your Summer Reading Assignment grade), you **must successfully report on 250 pages**. So, if you read a book that is shorter than that, you will need to read an additional book as well. It is the total number of pages you read that will determine your grade, not the number of books. Here is a breakdown of the grade you will receive based on the number of pages read and successfully reported on:

100	230-250	75	130-149
95	210-229	70	110-129
90	190-209	65	90-109
85	170-189	60	70-89
80	150-169	50	69 and below

5. When you are ready, go to https://flipgrid.com/worldlithonors (also linked on Google Classroom). You will need to log in using your Anderson Christian email. Once in, record your video and do exactly as the prompts tell you. There is a 5 minute time limit (that is the maximum amount of time that Flipgrid allows), so try to stay within that time frame. If you run out of time, don't worry. Just record another video and title it "Part 2."
6. You must read an entire book in order to do a book talk on it.