



Holmdel High School Summer Reading Program
Students Entering 9th through 12 Grades
2018

Summer Reading Overview

For Non-honors students

1. A) Form a book club with a few of your friends in the same grade (or a family member), pick a book, and respond to the title together

OR

- B) Select a book to read alone

2. **Submit** evidence (explained in A and B below) of your reading **on the first day your English class meets during the first full week of school** to your new English teacher . . .

A) For groups:

1. A taped (video or audio) discussion with your book club members

OR

2. A typed transcript of your online discussion

B) For those responding individually:

1. A 2-3-page double-spaced typewritten response.

3. **Submit** a completed **Summer Reading Rubric**. You will fill in this rubric.

4. **Submit** a **Books I Read this Summer** form found on page 7 SIGNED BY YOUR PARENT/GUARDIAN.

For Honors students

Same as those listed above with one exception. Students enrolled in Honors English must read a minimum of two books using one of the two to fulfill the requirements outlined above. (Teachers may require students to use their second book to complete a writing assignment in class.)

For AP students

Refer to separate documents posted on the Humanities webpage. (AP Summer Reading requirements are determined by the AP teacher.)

Frequently Asked Questions

Where Can I Find a Good Book?

The best sources for book recommendations include friends, family, teachers, and librarians. Other sources include:

- [GoodReads.com](http://www.goodreads.com)
- [Monmouth County Library Reading Suggestions](#)
- [Barnes and Noble Subject/Age range page](#)
- <http://www.hslit.org/lists/HungryMindReview.html>
- [Center for Teaching and Learning - Books for Boys, Books for Girls](#)

Can I Read ANYTHING?

All genres are welcome! Feel free to read fiction or nonfiction. The only exception is that YOU SHOULD NOT READ A BOOK THAT YOU PREVIOUSLY STUDIED IN ENGLISH CLASS.

What Should My Group Talk About/What Should I Write About?

Although you may discuss any aspect of the book that you like, the following questions might help you work toward a thoughtful discussion as well as a high grade on the rubric:

- How might you compare/contrast the characters, events, conflicts, or themes to other books and films, contemporary issues, or your own personal experiences?
 - The conflict of this story is reminding me of a conflict in another story... This connection is significant because it helps me to better understand...
 - The character in this story is reminding me of a character in another story... This connection is significant because it helps to be better understand...
 - As you were reading, did you make any predictions about what would happen next? If so, why do you think your predictions were right or wrong?
- What was your personal reaction to the book?
 - I was really surprised/shocked when this happened because... I think that the writer did this so that we could better understand...
 - This part of the story made me really sad/mad/happy because...

- As you read the book, did you make predictions about what would happen next? Why do you think your guesses were right or wrong?
- Can you identify a central theme or message for this book? What specific references to the text could you offer to support that claim?
 - From the evidence this page when the character says/does... I can conclude/understand...
 - From this evidence, I can infer the character is a certain type of person...
- Can you accurately summarize the text, citing specific references to the theme, central conflicts, structure, and author's purpose?
 - The resolution of the story really demonstrates the lesson that... I think that this can impact the character because...
- Don't limit yourself to just these questions. Bring up your own original points, too!

How Long Should Our Discussion Be?

In order to explore the book in depth, you might aim for a discussion of 5-minutes per book club member (4 members x 5 minutes = 20 minutes = 10-page double-spaced transcript pages), but it's up to you. Review the rubric.

How Long Should the Individual Response Be?

Aim for a typed individual response of 2-3 typed pages, but it's up to you. Review the rubric.

How Will I Be Graded?

You will be graded according to the rubric found on page 5 that you complete, which must be supported fully by the evidence of the discussion or individual writing piece. Remember, you must hand in the rubric, the evidence, and a list of books read.

What Are Some Tips for Having a Great Discussion?

- **Always be respectful!**
- **When you want to expand upon someone's idea:**
 - I agree with what you are saying because...
 - What you said matches what was in my mind because...
 - I have an example of what you just said.
 - Another thing that goes with that is...
 - I agree with the part about...

- **When you don't understand or want to hear more:**
 - I'm not sure I understand. Could you say it another way?
 - So, are you saying...?
 - Why do you think that? Can you show me how you got that idea?
 - Could you give an example?

- **When you want to disagree with someone:**
 - I hear what you're saying, but I see it a little differently...
 - That's true, but...
 - I partly agree and partly disagree with you because...
 - I had a different idea about that.

What do you need to submit to your new English teacher the first time your class meets during the first full week of school?

You are submitting **three (3)** things:

- **Evidence** of your reading. (See page 1 for an explanation of evidence.)
- A completed, **self-scored rubric** based on your evidence. (See page 6.)
- A **Books I Read this Summer form**. (See page 8.)

How Can I Get the Most Out of My Reading Experience?

You are NOT REQUIRED to do any of the following, but it may help you improve as a reader. Some readers find it helpful to take notes as they read, finding it challenging to hold onto key ideas, observations and literary insights. Other readers prefer talking about their books with a friend or a family member to consolidate their thoughts after finishing a book. Please consider the following reading tips as suggestions, not requirements of summer reading.

- Working Bookmarks—fold an 8 1/2" x 8" piece of blank paper in landscape layout into a bookmark that you can write on as you read. To help you find the exact spot in the book that you may want to find again, use a quotation mark and the first word in the sentence(s), ellipses (...) and then the last word in the last sentence followed by an end quotation mark and the page number. (For example, "Mr. White...antimacassar." p.364)
- Moving Index Card—use an index card as both a bookmark and a place to record pages you want to return to and a word to label why that page is noteworthy.
- Save the Page—if the book is a personal copy, you can dog-ear the upper corner of any page worth returning to. Add a post-it with a note to yourself and you'll remember what made that page worth tagging!
- Graphic Organizers-- Sketch a graphic organizer of your own that you have used successfully in the past or print one out by visiting either of these links: http://www.teacherfiles.com/resources_organizers.htm, or <http://www.worksheetworks.com/miscellanea/graphic-organizers.html>.

- Annotate the Text—few reading tips are as powerful as writing in the margins. If the book is a personal copy, you may find it helpful to use the ‘white spaces’ to write while you read so that you can recall your thinking. (If you want some basic directions on what and how to annotate while reading, you may want to take a look at the College Board’s website:
http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/197454.html).
- Online Tools--Use Snap & Read which contains an audio component as well as dynamic text leveling features.

Summer Reading Rubric

Intended Learning	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Attempting Expectations (1)
<p style="text-align: center;">Connections</p> <p>My Score: ____</p>	<p>My connections were about the author’s purpose and message, relative to a human or world event, situation or problem which led me to a deeper understanding of the characters, plot, theme, or topic of my book.</p>	<p>My connections were about books, films, or world events related to the characters, the plot, the theme, or to the topic, author’s purpose or message in my book.</p>	<p>My connections consisted predominantly of personal memories that I associated with the characters, the plot, or the topic of my book.</p>	<p>I made few if any connections while reading.</p>
<p style="text-align: center;">Predictions</p> <p>My Score: ____</p>	<p>I considered possible outcomes that were consistent with the character, the plot, or the main idea of my book. I reflected upon the accuracy of my predictions.</p>	<p>I considered possible outcomes that were consistent with the character, the plot, or the main idea of my book.</p>	<p>I made some predictions throughout the beginning, the middle, and the end of the book.</p>	<p>I made few if any predictions while reading.</p>
<p style="text-align: center;">Inferring & Drawing Conclusions</p> <p>My Score: ____</p>	<p>I identified an insightful theme or message related to the book and I can support it with ample and meaningful evidence.</p>	<p>I identified a big idea related to the book and I can support it with details explaining how that idea applies to the book.</p>	<p>I identified a big idea related to the book but would find it difficult to support it with sufficient details to explain how it applies to the book.</p>	<p>I made few if any inferences nor did I draw any conclusions while reading.</p>
<p style="text-align: center;">Summarizing for a Purpose</p> <p>My Score: ____</p>	<p>I purposefully and concisely summarized my book so that I could identify and analyze an insightful consideration of the theme, or of the author’s message with evidence.</p>	<p>I summarized my book so that I could capture the important events or details needed to provide a thoughtful explanation of the theme, or of the author’s message.</p>	<p>I provided an accurate retelling of the plot, or a summary of the most important details in my book, but my thoughts regarding the theme or the author’s intention is not well developed.</p>	<p>I provided an incomplete retelling of the plot, or a summary of details in my book, but my thoughts regarding the theme or the author’s intention is not evident..</p>
<p style="text-align: center;">Fulfilled Requirements</p> <p>My Score: ____</p>	<p>I met all of the expectations outlined in the Summer Reading document.</p>	<p>I met all expectations outlined in the Summer Reading document, but I did not have the required notes/transcript for class the day it was to be analyzed.</p>	<p>I met the reading expectations outlined in the Summer Reading document, but did not meet the notes/transcript requirement.</p>	<p>I did not meet any of the expectations outlined in the Summer Reading document.</p>

Total Score: _____ points

Grade Equivalent: _____ %
(Use the Rubric Conversion Chart on page 7.)

Rubric Conversion Chart:

Rubric Score	Grade Conversion	Logical Equivalent %
20	A	100
19	A	95
18	A	90
17	B+	88
16	B	86
15	B	84
14	B	82
13	B	80
12	C+	78
11	C	76
10	C	74
9	C	72
8	C	70
7	D+	68
6	D	66
5	D	64
4	D	62
3	D	60
2	F	58
1	F	56

For example:

If the evidence you provide matches your scoring on the rubric based on the following:

Connections--3

Predictions--3

Inferring and Drawing Conclusions--4

Summarizing for a Purpose--3

Fulfilled Requirements--4

Since $3+3+4+3+4= 17$, your score equates to 88%.

(If you locate “17” in the chart above, you’ll see that it equates to a “B+” or 88/100.)

Book(s) I Read This Summer:

Title	Author
<p>1. _____ _____</p> <p>(Title for this assignment)</p> <p>Additional Books Read.</p> <p>2.</p>	

I acknowledge that my child, _____, read the above book(s) this summer for the first time.

Parent Signature: _____ Date: _____