

# OLD COLONY

REGIONAL VOCATIONAL TECHNICAL HIGH SCHOOL DISTRICT

476 North Avenue, Rochester, Massachusetts 02770-1899

Telephone: (508) 763-8011

Fax: (508) 763-9821

www.oldcolony.us

Gary Brown  
*Superintendent-Director*

Jacqueline Machamer  
*Assistant Principal*

Patricia Foskett  
*Principal*

Krystla Fay  
*Special Services Coordinator*

## 2014 Required Summer Reading Program

**Attention future Sophomores:** coming back to Old Colony Regional Vocational Technical High School this fall!

In compliance with our school's Summer Reading Program, our English Department has chosen two books for each grade level. Your requirement is to read one book from the two listed that you will be tested on in the fall as part of your Trimester 1 English grade. (We encourage you to read both books from your list—or as many books as you might want— but only one assessment test will take place that will count towards your overall English grade.) Furthermore, your Summer Reading test will be administered on the second day of your opening academic cycle, so be ready.

You will be tested on either one of the following books:

- 1) The Secret Life of Bees by Sue Monk Kidd
- 2) Born on a Blue Day by Daniel Tammet

Both books are available in hard-copy, digitally, and are audio accessible.

## About the test:

Rather than limiting you to a conventional paper test with a series of questions to answer, the assessment in the fall will include three parts:

### Part 1: A Visual "Artifact" of your reading

On an 8"x11" paper sheet, you will create a visual "representation" of your book. This needs to be completed BEFORE the day you present your book in school. (We may consider displaying selected sophomore images around the school at a later date!) Your visual creation should prove that you have read the book, and show your solid effort and care.

What are possibilities for you to create a "Visual Artifact"?

Illustrate an important scene or moment in the book.	Create a new book cover.	Make a collage of the ideal cast for a movie version of the book. (If there already IS a movie, your cast must be your own.)	Sketch a "graphic novel" style scene of the book.	Write an important quotation and illustrate its importance.
Construct a map that shows the path of the writer's journey or of his/her ideas.	Create an interesting flyer that outlines the main points or thought-provoking things that you learned.	Create an image about something not mentioned in this list that shows effort, understanding, focus, and accuracy.		

### Part 2: A "Quotation" Presentation

Don't be nervous! This should take only 1-2 minutes. This is your chance to tell your classmates what you thought of the book. You may present from your own desk, or from the front of the classroom.

How should you prepare for this presentation?

<b>First, choose one quotation</b> from the book. Your quotation may be what a character says, or words quoted directly from the writer/author. (This quotation can be one you agree with, disagree with, one that you found powerful, insightful, or representative.)	<b>Second, prepare a 1-2 minute talk</b> about this quotation and how it relates to the book.
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What are some quick tips that you can use to put together this presentation?

Look at the first and last lines of the book and its chapters.	Look at significant things that characters say, especially to each other, or what the writer/author expresses.	Practice your presentation in front of your family, friends, and even the mirror. (It helps!)	Time your presentation to make sure it is neither less than a minute, nor more than two minutes.
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**Part 3: Questions and Answers** (Written first on paper in class, and then live)

Your teacher (and maybe your classmates) will be asking you a few questions to learn more about your book and your opinion of it. This is also a great time to refer back to your "Visual Artifact".

What are some examples of questions that you could be asked?

Who was your favorite character/person? Why?	Would you do what they did? Why?	What was the most interesting or boring part of the book? Why?	Why did you choose this book from the two books listed?	<b>NOTE:</b> Your English teacher has the option to ask you additional questions not listed here.
In what ways did the book connect to your life?	Did the book live up to your expectations?	To whom in your family would you recommend this book? Why?	How was this book alike/different from last year's summer reading book?	

How can you prepare for success?

Answer a few of the above questions on your own.	Ask a family member or friend to practice the questions and answers in a back-and-forth session.
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**Scoring for the test:** (worth 90 possible points)

Visual Artifact Criteria	Presentation Criteria	Questions and Answers Criteria
<p><b>Pass</b></p> <ul style="list-style-type: none"> <li>Visually appealing</li> <li>Evidence of reading</li> <li>Neat and presentable</li> </ul>	<p><b>Pass</b></p> <ul style="list-style-type: none"> <li>Explains how quotation relates to book</li> <li>Speaks for 1-2 minutes</li> </ul>	<p><b>Pass</b></p> <ul style="list-style-type: none"> <li>Answers questions with some level of detail</li> <li>Includes some information from book</li> </ul>
<p><b>Fail</b></p> <ul style="list-style-type: none"> <li>Visual is not clear</li> <li>Little evidence of reading (OR)</li> <li>Assignment not completed</li> </ul>	<p><b>Fail</b></p> <ul style="list-style-type: none"> <li>Does not choose quotation</li> <li>Demonstrates little evidence of reading</li> <li>Unable to speak for 1-2 minutes (OR)</li> <li>Assignment not completed</li> </ul>	<p><b>Fail</b></p> <ul style="list-style-type: none"> <li>Visual is not clear</li> <li>Little evidence of reading (OR)</li> <li>Assignment not completed</li> </ul>

***If the student scores in the "passing" range for all columns, the student passes. If one or more columns is scored "fail", the student fails.***

<b>Passing</b> could equal:	Excellent: 90	Good: 80	Fair: 65
<b>Failing</b> could equal:	Poor: 60	Not Done: 0	

If you have any questions, feel free to e-mail English teacher, Gina Despres, at: [gldespres@oldcolony.us](mailto:gldespres@oldcolony.us). Have a happy and safe summer!