Senior CP Summer Reading

*Although this assignment is not mandatory, its completion is highly recommended. All work is due the first day of school.*

**Essential Question:**
1. How does the reader grow as a result of interactions with the text?
2. What do we learn about ourselves by reading about others?

**Step One:**
- Select one book of no fewer than 100 pages.
- Read critically with the Essential Questions in mind.

**Step Two:** Follow the attached directions to create a “one-pager” for the novel you read. Be sure to review the rubric before you begin your assignment.

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**A One-Pager**

A one pager is a single-page response to your reading of a poem, novel, chapter of a book, or other piece of writing. It is a way to communicate your understanding of the material in a unique way. A one-pager allows you to be creative and experimental. It gives you the opportunity to respond to your reading imaginatively and honestly.

On a single sheet of blank paper, include the following elements:

| Include at least 3 notable quote(s), phrase(s), etc. that jump out at you. Write them down anywhere on your page. Use different colors or writing style to make them stand out. Include your response to each quote – why did you choose it, why is it significant to the overall theme, etc.? |
| Use images, either drawn or cut out from magazines to create a “visual focus” on your one-pager. Pictures should represent what you have visually in mind about the reading and should extend beyond just literal, surface-level interpretation. |
| Make a personal statement about what you have read. What did the reading mean to you? What is your opinion, final thought, big question, or personal connection? |
| Be creative. Communicate your understanding or interpretation of the text. Create in a way that your audience will understand something about the literature piece. |
**ONE-PAGER RUBRIC**

<table>
<thead>
<tr>
<th>Information</th>
<th>5 pts</th>
<th>4 pts</th>
<th>3 pts</th>
<th>2 pts</th>
<th>1 pt</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The information used is accurate and demonstrates good research. - Student used multiple sources for information. - Provided full information for each category</td>
<td>- Information is somewhat accurate. Project does not demonstrate much research and/or details. - Provided information for some but not all categories</td>
<td>Information is not always accurate. Project does not demonstrate much research or examples. - Did not provide much information. - Did not address all categories</td>
<td>- The information is not accurate. Very few or no details. - Did not provide information or very limited information. - Did not address all categories</td>
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| Illustrations Images | Illustrations were created with effort (not hurried); large enough to see; they do a good job illustrating the information | Illustration were created with “some” effort; pictures illustrate information | Illustrations were created with little effort; picture does not necessarily illustrate information | Illustrations were created hastily; they do not clearly illustrate the information | No illustrations or very few illustrations. |

| Personal Response | Response indicates a thorough understanding of the text; Student makes relevant connections with material and provides personal experiences with detail. | Response indicates an understanding of the text; Student makes relevant connections and provides personal experiences | Response indicates a partial understanding of the text; information may be too general or simplistic; Student makes some connections and provides personal experiences | Response indicates a very limited understanding of the text; response may exhibit some flaws; Some or no personal connections were provided. | Response is inaccurate, confused, and/or irrelevant; No connections or details. |

| Appearance | The project was neat, clear, and shows a lot of brainstorming and effort went into it | The project is not as neat as it could be, but the information is organized | The project lacks neatness and looks like little effort was put into it; the information isn’t organized well on the paper | The project is sloppy and disorganized; it looks like it was done on the “bus” | The project is extremely sloppy and disorganized or large sections are missing |

**Total points earned: __________ / out of 2**