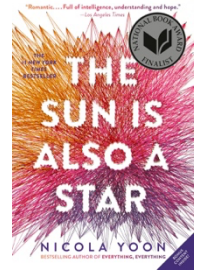




**COHEA BULLDOGS SUMMER READING ASSIGNMENT**  
**Incoming GRADE 11**

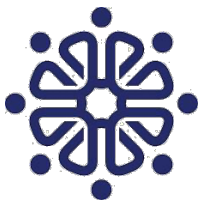


**The Sun is also a Star**  
**By Nicola Yoon**

Name:

Date:

<p><b>Biographical information about the author: (birth place, ethnicity, accomplishments)</b></p>	
<p><b>Historical Information about the setting: (What event(s) in history affect the surrounding and environment? ex. war)</b></p>	<p><b>Genre/category: (romance, mystery, science fiction, etc.)</b></p> <p><b>Qualities of genre:</b></p>
<p><b>Summary of the storyline: (highlights only)</b></p>	



**COHEA BULLDOGS SUMMER READING ASSIGNMENT**  
**Incoming GRADE 11 Major Works Analysis**

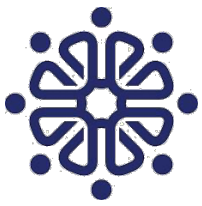
<b>Describe the author's style: (voice, tone) Use adjectives:</b>	<b>Examples from the text that demonstrates style:</b>  1.  2.
<b>Memorable Quotes</b>	
<b>Quote &amp; Character Name</b>	<b>Significance and Meaning</b>
1.  2.  3.  4.  5.	1.  2.  3.  4.  5.



**COHEA BULLDOGS SUMMER READING ASSIGNMENT**  
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**Main Characters**

<b>Name</b>	<b>Role in the Story</b>	<b>Significance</b>	<b>Adjectives</b>
<b>EX: Atticus Finch</b>	<b>Main character;</b> Scout and Jem's father, a lawyer in the fictional town of Maycomb, Alabama; he has instilled in his children his strong sense of morality and justice.	He is one of the few residents of Maycomb committed to racial equality. Unable to abide by the town's comfortable ingrained racial prejudice, he agrees to defend Tom Robinson, a black man during the 1930s.	Wise, compassionate, calm, brave, respectful to others, thoughtful, has high moral character



**COHEA BULLDOGS SUMMER READING ASSIGNMENT**  
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<b>Setting: example and significance</b> (Consider year, historical period, and geography)	<b>Significance of the opening scene/chapter</b>
<p>1. Ex:</p> <p>    <b>Significance:</b></p> <p>2. Ex:</p> <p>    <b>Significance:</b></p>	<hr/> <p><b>Significance of the ending/closing scene/chapter</b></p>
<b>Symbols &amp; Their Meaning</b>	<b>Literary devices: (similes, metaphors, etc. as used in the work)</b>
<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>	<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>
<div data-bbox="73 1774 399 1837" style="border: 1px solid black; padding: 5px; width: fit-content;">Favorite chapter/Why?</div>	

**Themes (Author's message) Identify 2 themes and explain how it is supported by the text:**

1.

2.

**What is your favorite portion of the novel?**

**How would you rate this novel on a scale of 1 (low) to 10 (high)? Explain.**

# Summer Reading Rubric

Percentage	Exceeds 90-100%	Meets 70-88%	Redo 65% and below
<b>Format</b> <ul style="list-style-type: none"> <li>● Biographical Info Historical info on</li> <li>● setting</li> <li>● Genre</li> </ul>	<ul style="list-style-type: none"> <li>● All present</li> <li>● Neatly arranged</li> <li>● Reflects deep understanding of the text's theme, message, imagery, tone, etc (may be hand drawn or other media)</li> </ul>	<ul style="list-style-type: none"> <li>● All present</li> <li>● Neatly arranged</li> <li>● Appropriate reflection, understanding of the text's theme, message, imagery, tone, etc (may be hand drawn or other media)</li> </ul>	<ul style="list-style-type: none"> <li>● All present</li> <li>● Neatly arranged</li> <li>● Accurate</li> <li>● Reflects basic understanding of the text</li> </ul>
<b>Plot Analysis</b> <ul style="list-style-type: none"> <li>● Must have a deep understanding of Main Idea of the Story</li> </ul>	Plot reflects deep understanding of the big idea behind story (may have more than 1)	Plot is accurate and related to the text.	Plot is not supported by text.
<b>Theme/Author's Message</b> <ul style="list-style-type: none"> <li>● What does the author feel or want you to feel about the theme? Explain your answer.</li> </ul>	Author's message is clearly connected to the theme and supported by the text. Explanation is clear and well supported.	Author's message is connected to the theme and supported by the text. Explanation is clear.	Author's message is not clear or not connected to the theme of the text. Explanation is lacking.
<b>Author's Craft</b> <ul style="list-style-type: none"> <li>● How did the author create the message?</li> <li>● Imagery</li> <li>● Symbolism</li> <li>● Tone</li> <li>● Motifs</li> <li>● Plot Structure</li> <li>● Characters and traits</li> </ul>	<ul style="list-style-type: none"> <li>● Covered each aspect thoroughly.</li> <li>● Explanation is clear.</li> <li>● Thinking is easy to understand and supported by evidence from the text. The reader does not need to infer the meaning.</li> <li>● Goes beyond the obvious.</li> </ul>	<ul style="list-style-type: none"> <li>● Covered major aspects.</li> <li>● Explanation is clear.</li> <li>● Explanation requires reader to make inferences to understand.</li> </ul>	Limited analysis of how the author used imagery, symbolism, tone, motifs, plot structure, and character.

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=59% & below

Total: \_\_\_\_\_