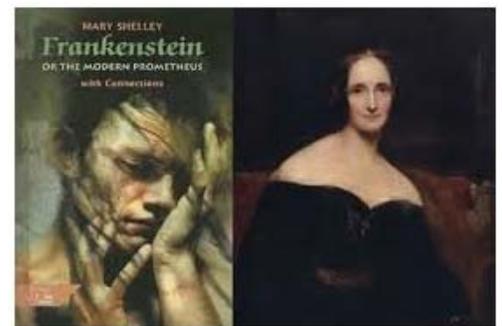




In order to demonstrate your understanding of your summer reading novel, “Frankenstein,” you will identify and describe four connections you have to passages from the text. You must have at least one of each of the following: **text-to-self**, **text-to-text**, and **text-to-world**. The fourth passage can be one of your choosing. First, read the attached article which describes how and why you should make connections when you read. Throughout the year, you will be challenged to be an active reader—a major part of which entails being able to connect what you’re reading to experiences, other texts, and the larger world. Since this task is often challenging and requires critical thinking, your summer reading assignment will be an opportunity to practice this critical skill.

REQUIREMENTS:

- Typed, double-spaced, MLA formatted
- 4 page document— one page per connection; Identify TYPE of connection at the top.
 - 1 connection must come from somewhere between the beginning and chapter 10.
 - 1 connection must come from somewhere between chapters 11-17.
 - 1 connection must come from somewhere between chapter 18 and the end.
 - The fourth may come from anywhere in the novel.
- On each connection page, include a bolded direct quote/passage from the novel at the top.
- Following the quote, identify and describe your connection in a FULL PAGE. Provide ample specific details from both the novel AND what you’re connecting it to.
- Be sure to choose passages and connections that will merit a full page of discussion.



TIPS FOR WRITING:

- Focusing on text-to-self connections:
 - What does this story remind you of?
 - Can you relate to the characters in the story?
 - Does anything in this story remind you of anything in your own life?
- Focusing on text-to-text connections:
 - What does this remind you of in another book you have read?
 - How is this text similar to other things you have read?
 - How is this text different from other things you have read?
- Focusing on text-to-world connections:
 - What does this remind you of in the real world?
 - How are events in this story similar to things that happen in the real world?
 - How are events in this story different from things that happen in the real world?

Make sure to emphasize connections that actually help enhance your understanding of the novel as opposed to others that are merely “there.”

- Good connections that enhance understanding:
 - When I was in second grade, I moved to a new school like Shirley did. I remember feeling like everyone ignored me and missing my home, so I can relate to what she’s going through.
- Surface-level connections that are merely “there”:

- Shirley moved to a new school, and so did I.

MAKING CONNECTIONS:

See page 6 and 7 of [Comprehension Strategies: Making Connections](#)

Rationale: Schema theory explains how our previous experiences, knowledge, emotions, and understandings affect what and how we learn (Harvey & Goudvis, 2000). Schema is the background knowledge and experience readers bring to the text. Good readers draw on prior knowledge and experience to help them understand what they are reading and are thus able to use that knowledge to make connections. Struggling readers often move directly through a text without stopping to consider whether the text makes sense based on their own background knowledge, or whether their knowledge can be used to help them understand confusing or challenging materials.

Keene and Zimmerman (1997) concluded that students comprehend better when they make different kinds of connections:

- Text-to-self
- Text-to-text
- Text-to-world

Text-to-self connections are highly personal connections that a reader makes between a piece of reading material and the reader’s own experiences or life. An example of a text-to-self connection might be, "This story reminds me of a vacation we took to my grandfather’s farm." Sometimes when reading, readers are reminded of other things that they have read, other books by the same author, stories from a similar genre, or perhaps on the same topic. These types of connections are text-to-text connections. Readers gain insight during reading by thinking about how the information they are reading connects to other familiar text. "This character has the same problem that I read about in a story last year," would be an example of a text-to-text connection. Text-to-world connections are the larger connections that a reader brings to a reading situation. We all have ideas about how the world works that goes far beyond our own personal experiences. We learn about things through television, movies, magazines, and newspapers. An example of a text-to-world connection would be when a reader says, "I saw a program on television that talked about things described in this article."

Cris Tovani (2000) offers reasons why connecting to text helps readers:

- It helps readers understand how characters feel and the motivation behind their actions.
- It helps readers have a clearer picture in their head as they read thus making the reader more engaged.
- It keeps the reader from becoming bored while reading.
- It sets a purpose for reading and keeps the reader focused.
- Readers can see how other readers connected to the reading.
- It forces readers to become actively involved.
- It helps readers remember what they have read and ask questions about the text.

WEBSITE:

The screenshot shows a website interface for a summer reading assignment. The top section features a book cover for 'Frankenstein' and a form with three input fields labeled 'Name', 'Summer Reading Assignment', and 'Date'. Below this is a dark navigation bar with a 'HOME' button and four 'Chapter #' buttons. The main content area is titled 'CONNECTIONS' and contains a numbered list of four prompts: '1. Quote from first connection', '2. Quote from second connection', '3. Quote from third connection', and '4. Quote from fourth connection'. To the right of the list is another book cover for 'Frankenstein'. At the bottom, there is a small copyright notice: '© 2011, Frankenstein Summer Reading Assignment. All trademarks and registered trademarks appearing on this site are the property of their respective owners.'

Criteria	Grading Scale		
ELA Criteria Focus	5 __Four passages are included and each type of connection is used at least once. __The attention getter in the introduction of each passage clearly identifies the connection and creatively generates interest in the topic.	3 __Four passages are included, but the author is missing one or more types of connections. __The attention getters in most passages clearly identify the connections and creatively generate interest in the topic.	1 __Fewer than four passages are included AND/OR the writer only addresses one type of connection. __The attention getters in the passages are bland, awkward in structure, or unrelated to the topic.
ELA Criteria Content	5 __EACH PASSAGE CONTAINS AT LEAST THREE DIRECT REFERENCES to the novel, showing evidence of understanding throughout the novel. __Connections to text include strong details and help to enhance the overall understanding of the novel.	3 __ Most passages include three direct references to the novel. __Connections to the text include details, but the details lack development to tie the experience to the novel.	1 __ Most passages include fewer than three direct references to the novel. __Connections are missing or lack a correlation to the content of the novel.
ELA Criteria Organization	5 __Each connection meets or exceeds the 1-page length requirement and includes the direct passage taken from the novel. __Document is typed and includes no errors in MLA format.	3 __Some connections fall slightly short of the 1-page length requirement. __One error in MLA format.	1 __Connections do not meet the 1-page length requirement AND/OR do not include the direct passages taken from the novel. __Multiple errors in MLA format.
ELA Criteria Style/Convention	5 __Complex sentences are used to increase sentence variety and to make ideas flow smoothly. __Evident control of grammar, mechanics, spelling, usage, and sentence formation.	3 __Many complex sentences are used, along with some short, choppy, or awkward sentences. __Sufficient control of grammar, mechanics, spelling, usage, and sentence formation.	1 __The connections are composed almost entirely of short, choppy or awkward sentences. __Limited control of grammar, mechanics, spelling, usage, and sentence formation.
Website Best Practices/Documentation	5 __All best practices are applied: consistent indentations, white spaces, inclusion of attributes, comments	3 __ Some of best practices are in evidence.	1 __ Few best practices are in evidence.
Website Validation	5 __ All html pages and css validate without warnings	3 __ All html pages and css validates but may trigger warnings	1 __ Site is not validated due to errors
Website Theme and graphics	5 __ Color. layout and graphics all support the central theme. __Graphics are void of all copyright and trademark infringements and includes cite tag __Graphics resized as needed and styled appropriately	3 __ Evidence of some consideration to color, layout and theme __ Graphics are void of all copyright and trademark infringements but cite tag may not be fully developed __Graphics not properly resized	1 __ Color and layout inconsistent through pages __ Graphics are void of all copyright and trademark infringements citations included in comments only
Website Aesthetics	5 __ Wow! factor. __ Each page invites the user to look closer! __ Design and flow support connections	3 __ Clean design consistently presented throughout website	1 __ Impact on users was not considered (color, layout, graphics, etc)



FOR AP BIOLOGY STUDENTS-

This is **NOT** a required summer assignment for you. You will also begin the year with the ecology unit, as you already know since you have been working diligently on your summer work. If you do not complete your AP summer work by the **AUGUST 1st** deadline, you will be automatically enrolled in I-Sci 10 and **WILL** need to complete these two prompts.

Should you have any questions, please send me a **SCHOOLGY MESSAGE**. I will be checking email periodically throughout the summer, but it may take several days for me to respond to your message.

ALL STUDENTS ENTERING INTEGRATED SCIENCE 10: BIOLOGY

You must complete these two prompts that relate *Frankenstein* to the material we will be covering in the first marking period of Biology class. We will start the year with ecology, so please familiarize yourself with the topics covered in these prompts. We will also be focusing on the CER (Claim, Evidence, Reasoning) structure of argumentative writing. As such, please make sure your responses include:

- Claim- This is like a topic sentence for the paragraph and includes what you will be arguing in the paragraph.
- Evidence- This is the actual data you will be using to support your claim. For this assignment, the evidence will be textual, from *Frankenstein*, and should include direct quotes or summations from the text.
- Reasoning- This explains the scientific phenomenon for why **each piece of evidence** supports the claim. For this assignment, you should be linking each piece of evidence back to a scientific phenomenon, whether it is a characteristic of life (prompt 1) or an innate or learned behavior (prompt 2). This should tie back to supporting the claim.

A NOTE ABOUT SCIENTIFIC WRITING: Scientific writing should **ALWAYS ONLY** be in **PASSIVE VOICE**. For example, you should not say "I believe Frankenstein's creature is alive." Instead, you should say "Frankenstein's creature is considered a living organism."

NO: While I was reading *Frankenstein*, I noticed that he was able to ____.

YES: In *Frankenstein*, the creature was able to ____.

Do you see what I did there? ;). You will be graded on this as well, so please make sure you understand the difference.

NGSS Learning Standard: HS-LS2-8 Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

1 "Is Frankenstein's creature alive?"

Make a claim about whether or not Frankenstein's creature is alive. Choose at least 3 specific pieces of evidence from the text that describe behaviors that would support or refute him being a living creature and for each piece of evidence, discuss how it supports or violates one the [biological characteristics of life](#).

Short-Answer/Essay Question - 15 points (see rubric)

2 There are 2 ways that development occurs in young- [nature \(genetic\)](#) & [nurture \(environmental\)](#). Even though the creature is anatomically an adult, he is still new to the world and therefore is subjected to both innate behaviors (nature) and environmental influences (nurture). Describe which is more impactful in shaping the creature's outcome in the novel, nature or nurture. Provide at least 3 specific pieces of evidence from the biological phenomenon listed below. (You can have multiple examples for different types of behaviors; you don't necessarily need 1 of each, but just 3 total.)

Innate Behaviors:

- Instinct
- Fixed Action Patterns
- Imprinting

Learned Behaviors:

- **Associative Learning**
- **Operant Conditioning**
- **Habituation**
- **Observational Learning & Insight**

Short-Answer/Essay Question - 15 points (see rubric)

Criteria	Grading Scale		
Claim Claim is present in topic sentence of paragraph and includes what will be argued in the paragraph.	3 Claim is present and fulfills all requirements.	1.5 Satisfactory	0 No claim is present.
Evidence At least 3 pieces of specific evidence from the text is provided.	3 3 or more pieces of evidence from the text are provided.	2 Only 2 pieces of evidence are provided. OR 1 or more pieces of evidence do not come directly from the text.	0 1 or fewer pieces of evidence are provided.
Reasoning Explains the scientific phenomenon for why each piece of evidence supports the claim.	6 Each piece of evidence is fully explained by scientific phenomenon and supports the claim.	3 1 or more pieces of evidence are not fully explained OR not enough evidence is provided.	0 Reasoning is not provided.
Language & Formatting Writing is free from spelling errors and written in passive voice.	3 Writing is free from spelling errors and is written in passive voice.	1.5 3 or more spelling errors are made in writing and/or paragraph is not written in passive voice.	0 4 or more spelling errors are made and paragraph is not written in passive voice.