

MORRIS HILLS REGIONAL DISTRICT DISTRICT WIDE SUMMER READING ASSIGNMENT – POSITIVE

Directions: Develop a thoughtful well-supported response to two (2) prompts from each section below. You will be answering a total of four (4) prompts. These prompts will be used as a basis for additional discussion and/or assignments in your English class in September as we prepare for Ms. Rawl's visit. Here are some things to keep in mind:

- The goal of your response is to demonstrate that you have read the memoir and formed opinions and conclusions, developed insight, and reflected on how Ms. Rawl's experience relates to your life or to someone you know.
 - The length of each response will vary depending on the complexity of the question, but you are **not** writing essays in response to each question.
 - Higher scores on the rubric are a result of a thoughtful, well-supported response with textual evidence.
 - Each question will be scored on the 5-point rubric below. The sample question and example response below demonstrates a 5-point response.
 - This assignment is worth a total of 20 points.
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SECTION I "BEGINNING" AND "STUMBLING"

Directions: Choose (2) two from Section I. Please retype the question above your response. The goal of your response is to demonstrate that you have read the memoir, formed opinions and conclusions, developed insight, and reflected on how Ms. Rawl's experience relates to your life or to someone you know.

1. Describe Paige's childhood prior to entering middle school. How does she view herself, and how does she view her visits to the hospital? Use examples from the story to support your answer.
2. Discuss how Paige begins losing control of her life and her self-confidence. Consider the following questions in your response: What event triggers the change in her relationships at school? How does Paige respond to the treatment she receives from her classmates? Describe her reaction to Yasmine's betrayal. How does their relationship change after this event? How might you have reacted under a similar circumstance? Similarly? Differently? Why? Use examples from the story to support your answer.
3. On several occasions Paige (and her mother) communicate with school administration about the bullying Paige endures. How does the administration respond to Paige's needs? What about her coaches? Did Paige's mother make a good decision to home school Paige in middle school? Why or why not? Use examples from the story to support your answer.
4. Paige entitles one chapter "Ugly." Paige began middle school feeling confident about herself, yet as classmates continued to taunt her, her self-perception changed. How does this title set a tone for the rest of the story? Discuss several events that occurred in middle school that changed the way Paige viewed herself. Use examples from the story to support your answer.
5. Is Ethan a likeable character? Why or why not? Consider both his trip to the administrative office to report on what is being said about Paige as well as his request that Paige remain his friend "in private." Discuss how their relationship evolves over time. Use examples from the story to support your answer.
6. Identify Amber and Heather and explain what roles they play in Paige's life. Compare and contrast Amber and Heather with Yasmine. In what ways are Heather and Amber similar? Use examples from the story to support your answer.

SECTION II “FALLING” AND “BECOMING”

Directions: *Choose (2) two from Section II. Please retype the question above your response. The goal of your response is to demonstrate that you have read the memoir, formed opinions and conclusions, developed insight, and reflected on how Ms. Rawl’s experience relates to your life or to someone you know.*

7. How would you characterize Paige’s relationship with her mother? What evidence from the story supports your answer?
8. Paige reflects on the time between leaving middle school and entering high school. She says, “There was darkness inside me. It would be inside of me for a while longer” (p. 174). Discuss the meaning of the passage. Would a “change in scenery” be enough to help Paige? Why or why not? Use examples from the story to support your answer.
9. While in high school, Paige enters a stress center. When she tells a group that she ignored people who bullied her, Brendan, the group leader, points out that few people can actually ignore such things. Explain how this discussion informs her understanding of her own stress, anxiety, suicidal tendencies, and self-worth. Use examples from the story to support your answer.
10. The book is structured in four sections: “Beginning,” “Stumbling,” “Falling,” and “Becoming.” Summarize the defining events in each section. Discuss how this structural device is appropriate for the narrative. Use examples from the story to support your answer.
11. As Paige continues to heal, she attends a summer camp for kids who have HIV/AIDS and makes new friends. What does she learn from these new friendships? Who is Bryn Jackson and what does she learn from him about forgiveness? Use examples from the story to support your answer.
12. What did Paige learn about her mother as she worked through her own identity and confusion about living with HIV? In what ways could her mother be considered heroic? What changes do you see in their relationship? Use examples from the story to support your answer.
13. Review key events in the story, paying particular attention to the way in which Paige views herself and those around her. In what ways is Paige’s story one of hope? In what ways might readers view it as a universal truth about the human condition? Use examples from the story to support your answer.

RUBRIC

CCSS.ELA-Literacy.RI.11-12.1,2,3,4,5,6,10
 CCSS.ELA-Literacy.W.11-12.3,3a,3b,3c,3d,3e,7,8,9,10
 CCSS.ELA-Literacy.SL.11-12.1,1a,1b,1c,1d,2,3,4,5,6
 CCSS.ELA-Literacy.L.11-12.3,4,4a,5,5a,5b

*Responses are scored as a collective whole

<p>Superior Command</p> <p>18-20 points</p>	<ul style="list-style-type: none"> • Demonstrates a superior understanding of the prompt/question • Completes all parts of the prompt/question in an artful manner • Provides an insightful explanation including textual evidence in the form of paraphrase or direct quotation, personal response for support and/or extension of ideas beyond the text • Makes use of sophisticated vocabulary and style • Demonstrates thorough and careful editing
<p>Very Good Command</p> <p>16-17 points</p>	<ul style="list-style-type: none"> • Demonstrates a clear understanding of the prompt/question • Completes all parts of the prompt/question • Provides a strong explanation including textual evidence in the form of paraphrase or direct quotation as well as personal response for support • Makes use of appropriate vocabulary and style • Shows evidence of careful editing
<p>Good Command</p> <p>14-15 points</p>	<ul style="list-style-type: none"> • Demonstrates an understanding of the prompt/question • Completes most or parts of the prompt/question • Provides some explanation and support from the text in the form of paraphrase or direct quotation and/or personal response • Makes use of appropriate vocabulary • Shows some evidence of editing
<p>Adequate Command</p> <p>12-13 points</p>	<ul style="list-style-type: none"> • Demonstrates partial understanding of the prompt/question • May or may not address all parts of the prompt/question • Provides some explanation, but lacks development and may use the text incorrectly or with limited success resulting in an inconsistent, contradictory, or flawed explanation • Demonstrates basic use of vocabulary and style • Demonstrates limited evidence of editing
<p>Limited Command</p> <p>11 points and below</p>	<ul style="list-style-type: none"> • Demonstrates minimal understanding of the prompt/question • Does not address all parts of the prompt/question • Provides vague explanation, without reference to the text • Demonstrates limited use of vocabulary • Demonstrates little to no evidence of editing

Sample question and response:

In what way does the title of the book align with Paige's personality? How has this attitude helped Paige work through her challenging teen years and negative school experiences? Can thinking positively save someone? Explain.

While the title of the memoir could reflect Paige's "positive" HIV diagnosis, it becomes clear after reading it that the word "positive" stands for much more than that. Part of where Paige gets her positive attitude comes from her ability to recognize the good in those that have helped her through the difficult times, and forgive those that caused them. Even when she was told to deny her status, called "PAIDS", and shunned and ridiculed by her best friends, she still kept pushing forward. Her personality, in addition to the people she surrounded herself with, are what helped her through her most challenging times. In the Afterword, Paige states, "...it was the people who stood by me who saved me." Her mother, Dr. Cox, the staff and students of Herron High School, Eva Payne, Bryn Jackson and many others all played a role in what kept Paige positive. A positive attitude can save a life. Even in our worst moments, if we can realize we can overcome it, and, that if needed, there is someone, even just one person, out there that will support us no matter what, we can get through it. It's as easy as "[deciding] to live a good life – It's all you have to do" (243).