

Name:
Teacher:

Date:
Class/Period:

- 1) This passage, adapted from Vladimir Nabokov's essay "Good Readers and Good Writers," describes one of the integral skills of a good reader: rereading to increase one's understanding and appreciation. As you read the passage, consider your own experiences returning to a text a second or third time to expand your understanding.

Curiously enough, one cannot read a book: one can only reread it. A good reader, a major reader, an active and creative reader is a *rereader*. And I shall tell you why. When we read a book for the first time the very process of laboriously moving our eyes from left to right, line after line, page after page—this complicated physical work upon the book, the very process of learning in terms of space and time what the book is about—this stands between us and artistic appreciation. When we look at a painting we do not have to move our eyes in a special way even if, as in a book, the picture contains elements of depth and development. The element of time does not really enter in a first contact with a painting. In reading a book, we must have time to acquaint ourselves with it. We have no physical organ (as we have the eye in regard to a painting) that takes in the whole picture and then can enjoy its detail. But a second, or third, or fourth reading we do, in a sense, behave towards a book as we do towards a painting.

Adapted from Vladimir Nabokov, "Good Readers and Good Writers." © 1980 by the Estate of Vladimir Nabokov.

Write a multi-paragraph response in which you describe what further ideas or understanding you gained from multiple readings of a text. Be sure to discuss specific elements of the text to support your ideas. You may also refer to the passage in your response.

Please use the space below to write your response(s) to the writing assignment provided by your teacher. If there are multiple tasks to the question, please clearly label the number or letter of each task in the column to the left of your answers. If you need additional pages for your response, your teacher can provide them.

Please write the name of the writing assignment here: _____

Task



Answer Key

1)

Analytic Scoring Rubric

Score	Content	Organization	Language
4	<p>The response:</p> <ul style="list-style-type: none"> ▪ shows a clear understanding of the task ▪ explores a single text, with significant components of the text identified and thoroughly analyzed ▪ offers ample, specific, and logical development of ideas in relation to the text ▪ maintains a clear focus on responding to the specific task in the prompt throughout the response 	<ul style="list-style-type: none"> ▪ Organization is clear; ideas are effectively grouped and logically sequenced. The response possesses clear unified paragraphs. 	<ul style="list-style-type: none"> ▪ The language of the response is clear and effectively conveys ideas. Sentences are varied and word choice is varied and precise. ▪ Although there may be a few minor errors in grammar, usage, and mechanics, meaning is clear throughout the response.
3	<p>The response:</p> <ul style="list-style-type: none"> ▪ shows an adequate understanding of the task ▪ discusses a single text, with relevant components of the text identified and adequately explained ▪ offers adequate development of ideas in relation to this text, with some specific examples and details ▪ maintains focus on responding to the specific task in the prompt throughout most of the response 	<ul style="list-style-type: none"> ▪ Organization of the response is generally clear, with sound grouping of ideas throughout. The response possesses generally coherent and unified paragraphs. 	<ul style="list-style-type: none"> ▪ The language of the response is mostly clear and adequately conveys ideas. The response has some sentence variety and appropriate word choice. ▪ There may be some distracting errors in grammar, usage, and mechanics, but meaning is usually clear.
2	<p>The response:</p> <ul style="list-style-type: none"> ▪ shows some understanding of the task ▪ identifies a single text for discussion, but there is minimal explanation and/or analysis of ideas in the text ▪ offers limited development of ideas; support may not be relevant to the task ▪ may not maintain focus on the task in the prompt 	<ul style="list-style-type: none"> ▪ Organization of the response is simple, with only some ideas logically grouped. The response possesses only some coherent and unified paragraphs. 	<ul style="list-style-type: none"> ▪ The language of the response is sometimes clear, but some ideas are difficult to comprehend. The response has simple sentence construction and word choice. ▪ Errors in grammar, usage, and mechanics may be distracting and may sometimes impede understanding.
1	<p>The response:</p> <ul style="list-style-type: none"> ▪ shows little or no understanding of the task ▪ may not identify a text for discussion; if a text is identified, there is minimal relevant explanation 	<ul style="list-style-type: none"> ▪ There is little or no evidence of an organizational structure or of the logical grouping of 	<ul style="list-style-type: none"> ▪ The language of the response is mostly unclear, and ideas are hard to comprehend. Response language has awkward or

	<p>and/or analysis of the ideas in the text</p> <ul style="list-style-type: none">▪ offers minimal development of ideas, with few specific examples or details provided▪ does not maintain focus on the task in the prompt	<p>ideas. If the response possesses paragraphs, they demonstrate little coherence or unity.</p>	<p>unclear sentences and word choice.</p> <ul style="list-style-type: none">▪ Errors in grammar, usage, and mechanics may be frequently distracting and may significantly impede understanding.
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