

SUMMER READING

**English Honors Program 2018**

As you head to the beach this summer, don’t forget to pack your towel, your suntan lotion, your sunglasses – *and your summer reading book.* Why? Summer reading provides an excellent opportunity for students to stay connected to literature, to enhance literacy skills developed during the school year, and to gain knowledge. Plus, it’s fun! According to a variety of studies, students who read frequently not only improve comprehension and become better readers but also increase their vocabularies, strengthen their critical thinking skills, and improve their memories.

Since you are enrolled in an Honors Level Course next year, you are required to read specific books and complete the attached assignment. **In June, you will be provided with the novels necessary to complete this task.** (All books are expected to be returned in September by your English teacher.) Extra copies of this packet can be found on the [Islip School District website](http://www.islipufsd.org) and at the Islip Public Library.

**Here’s what you are expected to do:**

***Students entering 7H***: Read *The Misfits* by James Howe and complete the graphic organizer provided; read a book-of-choice.

***Students entering 8H***: Read *Nothing But the Truth: A Documentary Novel* by Avi and complete the graphic organizer provided; read a book-of-choice.

***Students entering English 9H***: Read *Discovering Genre: Short Story* and write an essay.

***Students entering English 10H:*** Read *A Midsummer Night’s Dream* by William Shakespeare and *The Old Man and the Sea* by Ernest Hemingway and complete the accompanying assignments.

***Students entering English 11H***:

1. Read *The Catcher in the Rye* by J.D. Salinger and complete the annotation assignment.
2. Read two articles by *New York Times* columnists and answer related questions.

**You will be responsible for the completed packet when you arrive to class on the first day of school. Your annotations/answers will be needed to complete an in-class assignment upon your return.**

**Enjoy your summer. See you in September!**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ English 9H Summer Reading 2018

Dear 9th Grade Honors Students,

This summer, you will read three short stories and write an essay. You will turn in your essay on the first day of class in September.

Read carefully and actively! You should also be prepared to complete an additional assignment and participate in class discussions based on your reading when you return.

I’ll see you in September!

-Mrs. Armano

**ASSIGNMENT:**

A **central idea** is a main idea that is expressed throughout a story. For example, a central idea in Edgar Allan Poe’s “The Tell-Tale Heart” might written like this: a guilty conscience can cause a person to lose all sense of reality. For any story, there may be more than one central idea.

**Your Task:** Choose an element (suspense, setting, conflict, or characterization) from the collection entitled, *Discovering Genre: Short Story.* Read THREE stories from the element you selected and write an essay in which you analyze how each author uses that element to develop a central idea in the story. Be sure to cite specific evidence from all three short stories.

* This essay should be typed (Times New Roman, size 12 font) and double spaced. You will also be expected to submit your paper to Turnitin.com when you come to class in September.
* Use analytical verbs to develop your analysis. For your reference, a list of analytical verbs is attached.
* Follow the outline below and review the attached rubric.

**Guidelines:**

1. **Introduction:** Provide background about the element you selected and introduce the three short stories you will analyze (include both the title and the author for each).
2. **Body Paragraph I:** Identify a central idea that is developed throughout the first story and explain how the author uses the element to develop the central idea. Be sure to use analytical verbs and use in text citations to cite your evidence: author’s last name and page number – ex. (Twain 129).
3. **Body Paragraph II:** Identify a central idea that is developed throughout the second story and explain how the author uses the element to develop the central idea. Be sure to use analytical verbs and use in text citations to cite your evidence: author’s last name and page number – ex. (Chopin 134).
4. **Body Paragraph III:** Identify a central idea that is developed throughout the third story and explain how the author uses the element to develop the central idea. Be sure to use analytical verbs and use in text citations to cite your evidence: author’s last name and page number – ex. (Lawrence 137).
5. **Conclusion:** Emphasize the importance of element on the overall meaning of a story. Summarize the main points used in each paragraph that highlight this importance.

\*Be sure to proofread your work and follow the conventions of standard written English.

**Analytical Verbs**

argues

asserts

attributes

characterizes

clarifies

compares

conveys

creates

demonstrates

denotes

depicts

develops

distinguishes

employs

encompasses

enhances

establishes

exemplifies

extrapolates

focuses

foreshadows

generates

highlights

identifies

illuminates

illustrates

implies

indicates

infers

intimates

introduces

justifies

mentions

portrays

presents

represents

reveals

shows

suggests

supports

symbolizes

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total Score: \_\_\_\_\_\_\_

**Rubric:** The following rubric should be used as a guideline or a checklist for your essay. You will gain points by fulfilling each section of the rubric. Make sure you attach this rubric to your essay when you turn it in on the first day.

|  | **Excellent** | **Good** | **Fair** | **Somewhat Poor** | **Poor (0 pts)** |
| --- | --- | --- | --- | --- | --- |
| **Format**(10 pts)Font, spacing, heading, rubric | No errors | 1-2 errors | 3-4 errors | 5-6 errors | Not typed or formatted |
| **Introduction** (15 pts) | Introduction is well-reasoned and insightful; clearly establishes criteria for analysis. | Introduction is clear and thoughtful; appropriately establishes criteria for analysis. | Introduction is clear; reasonably establishes criteria for analysis. | Introduction is not consistently clear; superficially establishes criteria for analysis. | No clear introductory paragraph. |
| **Development**(25 pts)-specific reference to examples-use of direct quotes or paraphrasing | All body paragraphs meet the task with strong analysis of the text. | All body paragraphs meet the task, but analysis is lacking at certain points. | Some body paragraphs are stronger than others. Some details require elaboration or development | Some body paragraphs do not meet the task and/or do not contain relevant details or analysis.  | All body paragraphs are irrelevant to the task. |
| **Organization**(20 pts)-use of transitional words or phrases-details events chronologically | Essay moves logically and progressivelywith strong transitions.  | Essay moves logically and progressively with some transitions. | Essay moves somewhat logically, but it lacks progression and transition. At times, the topic drifts. | Often, the writer drifts from the topic. The essay lacks logical progression.  | The writer skips around with details and does not use transitions. |
| **Grammar and****Spelling** (15 pts)-varied sentence structure and syntax-precise word choice | No errors are made. | Few errors are made, but they are minor in the meaning of the essay. | Some errors are made, and they are minor, but may impact the meaning of the essay. | Many errors are made often throughout the essay, and they impact the meaning of the essay. | Errors are made consistently throughout the essay, which makes the essay difficult to understand |
| **Citations** (15 pts) | All in-text citations are correct. | Most evidence is cited appropriately. | Some evidence is cited appropriately | Use of evidence but NOT cited; citations incorrect or incomplete. | In-text citations are not included. |