



Grades 9-12
English I-IV or CP English I-IV Classes ONLY
2018 Required English Language Arts Summer Reading Assignment

Part 1:

1. Choose a **novel**, or a **play/drama**, or a **non-fiction book** (informational texts as well as biographies and autobiographies) to read. It must be school appropriate and book that you have not read before. On page 3 of these instructions you will find a list of readers' websites to help guide your book selection. Other good resources for book recommendations are your teachers, your school librarian, and your local librarian.

Part 2:

2. After you have chosen your book, review and select **one** of the attached maps to complete as you read.
 - a. Map# 1 (page 4): Plot Elements
(For fiction, play/drama, or biographies/autobiographies*)
 - b. Map #2 (page 6): Elements of Non-fiction
(For informational books, biographies and/or autobiographies*)

3. **Before you begin reading:** Consult and read through the writing prompts on page 9 of these directions. They will help guide your reading. Organize your notes on your map in relation to your progression throughout the book. (Beginning, middle, and end)

4. Some of your notes must summarize or paraphrase, and some of your notes must be direct quotes from the text. All of your notes must have page number references after each entry. Please see the rubric on page 2 for a description on how your map will be evaluated by your teacher.
5. **Purpose:** Your completed map is your pre-write for an in-class writing task you will be performing in your English class in September 2018.
6. **Note:** Students will read their books and complete their maps for the summer assignment. Students are not to begin drafting their writing during the summer break; this will be done via careful instruction in English class during the first two weeks of school.

Due Date:

The completed map is due no later than Friday, August 31, 2018.

Questions?

If you have questions during the summer or need to contact the library, please email Mr. Keith Dennison, Supervisor of English and Social Studies at dennisonk@warrenhills.org.

* Biographies and autobiographies can be composed and arranged in many different ways. Students reading a biography or autobiography should choose the map which best fits the book's style.

Scoring Rubric for Summer Reading Prewriting Map

Name: _____

Block: _____

	Advanced	Applying	Developing	Beginning	Not Applying
Point Value	23-25 points	20-22 points	17-19 points	14-16 points	0-13 points
Pre-Write	Thoroughly completed with a rich variety of detail using paraphrased, summarized, and directly-quoted information, supported by page #'s.	Amplly completed with an appropriate variety of detail, using paraphrased, summarized, and directly-quoted information, supported by page #'s.	Sufficiently completed with some variety of detail from text. May or may not include variety of paraphrased, summarized, and directly-quoted information. May or may not be supported by page #'s.	Partially completed and/or little detail from text. May or may not include variety in paraphrased, summarized, and/or directly-quoted information. May or may not be supported by page #'s.	Insufficiently completed. Does not include paraphrased, summarized, and directly-quoted information. May or may not be supported by page #'s.

Score/Grade: _____

Comments:



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Reader's Websites

Use the following websites to guide you in your quest to find a book you will enjoy. Descriptions are taken from their respective websites.

www.ala.org/yalsa: Our mission is to support library staff in alleviating the challenges teens face, and in putting all teens – especially those with the greatest needs – on the path to successful and fulfilling lives.

www.goodreads.com: Goodreads is the world's largest site for readers and book recommendations. Our mission is to help people find and share books they love.

www.teenreads.com: Ever craved a good book and just not been inspired by anything you see? Or felt annoyed that you bought a book that was merely so-so? Or closed a book and JUST wanted to talk about it? Or wished you had a place to discover new books? We know what this feels like.

www.yabookscentral.com: There are many ways to start interacting with the YABC Community. Post a review of a recent book you read, add a book to our database that isn't there, join (or start!) a book club or discussion group, upload an avatar, send some friend requests, enter our giveaways, browse book listings, check out some community videos. Whatever you choose to do on YABC, we hope you have fun and spread the word about all the awesome new books you discover here

Map #1 – Plot Elements

Title _____

Author _____

Directions: As you read your novel, play/drama, or biography/autobiography, map out the story by identifying and describing the 5 plot elements below according to the directions on Page 1. Include the page numbers where you find the information.

Character: Who is the main character in your story? List two other important characters. Provide character descriptions and page numbers where you found the descriptions.

Setting: Where and when does the story take place? Write a description and provide page numbers.

Conflict: What's the main problem or conflict in your story? How does it begin? How is it finally resolved in the end? Provide page numbers.

Plot: What are the important events that occur in the story as a result of the conflict? Include at least 3 major events and describe them fully. Provide page numbers.

Theme*: What are the main ideas or messages in your story? What is the lesson the main character is supposed to learn? Identify a theme and explain how it is portrayed in the story. Provide page numbers where you see examples of the theme being shown.

*Themes are universal ideas or messages in written works. Some common themes are “true love survives the test of time,” “loyalty enables friendship to thrive,” and (a negative theme common in dystopian literature) “humanity is naturally corrupt.” Thus, a theme is more than a one-word topic. For example, “perseverance” is a topic that often is addressed in novels, but it is not a theme; it can easily be turned into a theme, though: “People who persevere often achieve their goals.”

Map #2 – Elements of Non-fiction

Book Title _____

Book Author _____

Date and Place of Publication _____

Directions: As you read your work of non-fiction or your biography/autobiography, map it out with the elements of nonfiction according to the prompts below. The prompts are reflective and designed to promote thinking, and you may find that some of the prompts in each box are not applicable to your book. Please address as many as possible. Include the page numbers where you find the information.

Adapted from <https://docs.google.com/document/d/11OCtkzmHztEpefDiyh6SueokjmdvhG8pRFcpAlmN9dk/edit>

MAKING CONNECTIONS: What did you already know about this topic, and how does the information in the text fit in with what you already knew? If the information is new to you, what are the most important things you have learned? How does this book remind you of other texts you have read? What useful information does this text provide? **Include direct quotes, summaries of the text, and/or paraphrases *with page numbers!***

CONTENT: Why is this topic important? How does the author feel about the topic? What is his/her perspective? What parts of the text did you not understand? What puzzled you? What did you learn about this topic? What would you like to learn more about? **Include direct quotes, summaries of the text, and/or paraphrases *with page numbers!***

AUTHOR'S PURPOSE: Why did the author write this text? What need does it fulfill? Does it entertain? Persuade? Inform? How do you know? **Include direct quotes, summaries of the text, and/or paraphrases with page numbers!**

PERSON/VOICE & POINT OF VIEW: Is the text written in first person (I, we)? Second person (you)? Third person (he, she, it, they)? What effect does this have on the text? What is the author's bias? Does he/she like his/her subject? How can you tell? **Include direct quotes, summaries of the text, and/or paraphrases with page numbers!**

ACCURACY: How up-to-date is this information? What evidence is provided to support what the author says? What important information, if any, is missing? Is there any information that could be misleading? **Include direct quotes, summaries of the text, and/or paraphrases with page numbers!**

TEXT FEATURES: How does the title connect to the material? How is the information organized? How does the format of the text (organization of the book, layout, etc.) help you to better understand the topic? What are some vocabulary words that you did not know before reading the text? Include them and their definitions. If pictures or diagrams were included, how do they relate to the article? **Include direct quotes, summaries of the text, and/or paraphrases with page numbers!**



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Writing Prompts for September In-Class Writing Task

Note: These are the writing prompts that your English teacher will be using in class with your summer assignment in September 2018. You must read these over so that you can get a sense of “how to read your book” and fill in your map since you will be addressing one of them on your in-class writing task. **DO NOT DRAFT A RESPONSE AT THIS TIME; YOUR ONLY ASSIGNMENT IS TO READ YOUR BOOK AND COMPLETE YOUR MAP!** Your English teacher will be working with you in September on this assignment in a guided and structured manner in class.

1. One of the most revealing types of conflict occurs when a character’s inner struggles are resolved at great personal price. Often, the character learns a lesson, but too late to help himself or another character. Explain how, in the work that you read, a character struggles but fails to learn a lesson in time, and thus, serves as an example for the reader. In your essay, focus on the main conflict within the character. (Person versus Self). Be sure to include the price paid as part of the resolution and the lesson to be learned.
2. Often in literary works, authors choose a physical object which takes on a special significance in the work and becomes a symbol of something beyond itself. Show how, in the work that you read, the author uses a symbol to convey an important meaning. In your essay, focus on the symbol and what it symbolizes. Be sure to discuss how the author uses it to convey a message to readers. You may choose three important symbols from the novel, or you may choose to elaborate on one symbol throughout your essay.
3. Authors often use descriptive details to develop a setting for several purposes. In an essay, explain how the setting of your book related to events from the plot, related to characters, or built suspense. You may write about several aspects of setting, or you may choose to elaborate on one particular aspect (plot, character, suspense).
4. Analyze the attitude of the writer. How does his/her tone extend the meaning of the book? Does this tone change or stay consistent? Be sure to comment on the effectiveness of this tone. Does the author have an overall purpose or message? If so, what is it, and how do you know this is the message?
5. What prior knowledge did you bring to the reading that helped you understand the book? What questions did you ask yourself about the text as you were reading? How did these questions help you understand the book? (non-fiction only)
6. Does the author have an overall purpose/message to the book? If so, what is it and how do you know this is the message? (non-fiction only)

Adapted from:

<http://www.hardawayhawks.com/searchResults.aspx?q=summer%20reading>

http://www.wsdweb.org/uploaded/schools/WHS/Documents/Academics/Summer_Reading_2015_Assignment.pdf

http://www.wsdweb.org/uploaded/schools/whs/documents/academics/summer_reading_2013_whs_revised.pdf