Honors English II Summer Reading Assignment 2018

- For your summer assignment, please read *The Catcher in the Rye*, by J.D. Salinger (copies are available in the supervisors' office across from the auditorium, or you may purchase your own).
    - Please take annotations/notes in the margins of your own copy or on sticky notes of the school's copy. However, if you prefer to take notes on separate paper, you may do so.
        - Annotations/notes should serve as a tool to improve your comprehension of the text and to help you discuss and write about the content. They should offer analysis, ask questions, make connections, and the like. They should not simply summarize the plot.
        - Points available for annotations: 30
- What to expect in September:
    - We will engage in discussion of the text and write an in-class essay. The essay will be worth 100 points (please see the separate "WH writing rubric" file; the point value on the rubric will be doubled).
- Questions:
    - You may email your teacher, Mr. Horn, at hornk@warrenhills.org, or Mr. O'Neill, at oneillj@warrenhills.org
    - You may email the department supervisor, Mr. Dennison, at dennisonk@warrenhills.org

Warren Hills English Language Arts Writing Task Rubric

Name: _____   **Block:** _____

		Innovative	Applying	Developing	Beginning	Not Applying
Reading Comprehension and Written Expression	Analysis	Demonstrates full comprehension of ideas stated explicitly and inferentially by providing an **accurate** analysis; (9-10 points)	Demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis; (8 points)	Demonstrates **basic** comprehension of ideas stated explicitly and/or inferentially by providing a **generally accurate** analysis; (7 points)	Demonstrates **limited** comprehension of ideas stated explicitly and/or inferentially by providing a **minimally accurate** analysis; (6 points)	Demonstrates **no** comprehension of ideas by providing an **inaccurate or no** analysis; (5 and fewer points)
	Focus + Topic	Addresses the prompt and provides **effective and comprehensive** development of the claim or topic that is **consistently appropriate** to task, purpose, and audience; (9-10 points)	Addresses the prompt and provides **mostly effective** development of the claim or topic that is **mostly appropriate** to task, purpose, and audience; (8 points)	Addresses the prompt and provides **some** development of the claim or topic that is **somewhat appropriate** to task, purpose, and audience; (7 points)	Addresses the prompt and provides **minimal** development of the claim or topic that is **limited in its appropriateness** to task, purpose, and audience; (6 points)	Is **undeveloped and/or inappropriate** to task, purpose, and audience; (5 and fewer points)
	Textual Reference	Uses **clear** reasoning supported by **relevant** text-based evidence in the development of the claim or topic; (9-10 points)	Uses **mostly clear** reasoning supported by **relevant** text-based evidence in the development of the claim or topic; (8 points)	Uses **some** reasoning and text-based evidence in the development of the claim or topic; (7 points)	Uses **limited** reasoning and text-based evidence; (6 points)	Includes little to no text-based evidence; (5 and fewer points)
	Organization + Style	Is **effectively** organized with **clear and coherent** writing; Establishes and maintains an **effective** style. (9-10 points)	Is organized with **mostly clear and coherent** writing; Establishes and maintains a **mostly effective** style. (8 points)	Demonstrates **some organization** with **somewhat** coherent writing; Has a style that is **somewhat** effective. (7 points)	Demonstrates **limited** organization and coherence; Has a style that is **minimally** effective. (6 points)	Lacks organization and coherence; Has an **inappropriate** style (5 and fewer points)
	Knowledge of Language and Conventions	The student response to the prompt demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There may be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear**. (9-10 points)	The student response to the prompt demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There may be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear**. (8 points)	The student response to the prompt demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage, that **occasionally impede understanding,** but the **meaning is generally clear**. (7 points)	The student response to the prompt demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage, that **often impede understanding**. (6 points)	The student response to the prompt **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**. (5 and fewer points)

Total Score: _____/50

Performance Level Indicator	Innovative	Applying	Developing	Beginning	Not Applying
Assignment Score Range	45-50 points	40-44 points	35-39 points	30-34 points	29 and fewer points

Commendations and Suggestions for Improvement: