

**Clovis East High School 2017-2018**  
**Sophomore Honors English Summer Reading and Writing Requirements**

**Rationale:**

In Honors English 10, students will gain higher-level, critical thinking skills throughout the school year and will be expected to make gains, as well, during the summer break. By remaining an active reader and writer, students will be well-prepared for advanced-level work in Honors English 10. **Both of the assignments will be due the first day of school (page 2 and 3).**

**English 10 Honors Required Summer Reading:**

*Harry Potter and the Sorcerer's Stone*—JK Rowling (read and write a 1-page paper—see assignment handout)

*To Kill a Mockingbird* – Harper Lee (read and write dialectical journals—see assignment handout)

**Summer Assignment:**

**Overview:**

1. Read, *Harry Potter and the Sorcerer's Stone* and follow 1-page paper directions
2. Read, *To Kill a Mockingbird*, and follow dialectical journal entry directions

\*Both of these assignments are due the first day of school.

**Details:**

We encourage all students to obtain their own novels; however, texts can easily be checked out from the Clovis East Library or your local library. Be sure to renew books accordingly to avoid fees. If you have any questions, please contact either Mr. Roche or Mrs. Swisegood ([jasonroche@cusd.com](mailto:jasonroche@cusd.com) or [jamieswisegood@cusd.com](mailto:jamieswisegood@cusd.com)).

Please obtain a copy of the texts listed above and read carefully and critically. **Or, you may check out novels from the library.**

The reading of the novels, dialectical journal entries for *To Kill a Mockingbird* and the 1-page paper for *Harry Potter* will dovetail into assignments within the first four-weeks of this course, as well as the grading period, through timed-writes/essays, whole-class discussions, and various presentations. **Not completing the reading of the texts, dialectical journals or 1-page paper will seriously affect the first semester grade. See the rubric (page 4 and 5) to see how your dialectical journals will be graded.**

**\*Create/type dialectical journal entries and a 1-page paper and have these ready to turn in the first day of school.**

**Touchstone Assignment for Summer Homework 2017**  
***Harry Potter and the Sorcerer's Stone***

**Prompt:**

*Select one of the questions below:*

How is Harry's life shaped by forces beyond his control?

Do the Dursley's deserve our scorn?

Why is important that Harry spends his first 11 years with the Dursley's?

**Directions:**

After reading *Harry Potter and the Sorcerer's Stone*, write a one-page, single-spaced, informative essay (one-page minimum, not to exceed two pages), which answers/explains one of the questions aforementioned. Please provide textual evidence to support your ideas. Be sure to use the criteria for success listed below to aid your success in writing.

**Criteria for Success:**

*W.2. Write an informative/explanatory essay which examines and conveys complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis. You will be graded on the following criteria for success explained below.*

- introduces a thesis statement
- organizes complex ideas, concepts and information in a successful manner
- develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic (parenthetically cite your evidence)
- uses few, if any, transitions (don't overuse transitional words/phrases)
- uses precise language and domain-specific vocabulary to manage the complexity of the topic
- establishes and maintains a formal style and objective tone (attends to norms and conventions of the discipline)
- provides a concluding section that follows, supports and mentions thesis and the information provided in the essay

*The writing demonstrates an adequate command of conventions:*

- uses correct sentence formation, punctuation, capitalization, grammar usage, and spelling—does not detract the reader from the content at hand--less than 3 errors.

**Typed, single-spaced accepted for this assignment**

**This assignment is due the first day of school!**

## ***To Kill a Mockingbird*, Dialectical Journal Assignment**

A dialectical journal is a double-entry record, in which you take notes and add your own reflections while reading. It provides two types of entries which are in dialogue with each other. On one side is a quote from the novel; on the other side is your written response to that quote. A sample of this type of entry is shown below.

This journal will help you organize your thoughts and evidence about individuals, events, ideas and themes and how these interact together over the course of a text (RL 2). In this journal you are required to make entries on the following directions:

1. Your journal should be in your notebook or kept on loose leaf paper and in chronological order.
2. Write and use only one side of the paper; however, you may have more than one entry on one page, if it will fit. For each chapter, focus your entries on the following **categories of thematic topics**:

***social class/caste system, gender roles/norms, free will vs. fate, power structures (within a family, community, society—challenging these structures), the use of violence, and challenging authority (child vs. adult, man vs. man, van vs. society, or even lack of challenging authority)***

- List the *chapter* and *category*. Then, write down the ***line of support*** (AKA ***evidence or quote***) and ***page number*** (a citation) from the chapter that would fall into the category you selected. Next to the quote, write your response. **Your response must include: a brief explanation of what is taking place during this quote, your interpretation of the quote, why it fits in the thematic category/categories and any resonating questions, thoughts, or reflections.** (RL 1,2).

3. You must have a total of **at least 10** entries varied from the categories above.

EXAMPLE:

<b>Evidence (AKA quote or line from the text)</b>	<b>Response</b>
<p><b><i>Free will vs. Fate</i></b>                      “Whole school’s full of ‘em. They come first day every year and then leave. The truant lady gets ‘em here ‘cause she threatens ‘em with the sheriff, but she’s give up tryin’ to hold ‘em,” (30).</p>	<p>During Scout’s first day of school, one of her classmates explains to the new teacher that the Ewell’s only show up on the first day, and then are allowed to miss the rest of the school year. It might appear that the Ewell’s have free will because they are allowed to choose to ignore the law; however, it seems that this has a powerful impact on what they are and what they become. The community expects, and always has expected, the Ewell’s to live on the margins of Maycomb society. It seems this culture of low expectations has a significant determining effect on this family. In fact, later in this chapter, Atticus further proves this point by explaining to Scout that the Ewells and their behavior are just the natural order of Maycomb. This viewpoint, not only, impacts the Ewell’s themselves and what they are, but it is powerful force in shaping Southern society. A strict adherence to tradition, an unwillingness to change, and a nostalgia for the way things have always been certainly determines the lives of all Southerners.</p>

**\*THIS ASSIGNMENT IS DUE THE FIRST DAY OF SCHOOL.**

# Clovis East High School - Honors and Advanced Placement

## Scoring Rubric for Critical Thinking, Reading and Writing (Dialectical Journal Assignment)

<p style="text-align: center;"><b>A</b></p> <p style="text-align: center;"><b>Critical Reader</b></p>	<p style="text-align: center;">Detailed, elaborate responses</p>	<ul style="list-style-type: none"><li>• Your commentary is <i>thoughtful, well-developed, and insightful. (MOST important)</i></li><li>• You “<i>read between the lines</i>” of the text.</li><li>• You create a <i>meaningful interpretation</i> of the text in terms of a larger or <i>universal significance (theme)</i>.</li><li>• You consider <i>different possible interpretations</i>.</li><li>• Your ideas are <i>original and you carry on a dialogue with the writer; you question, agree, disagree, appreciate, or object</i>.</li><li>• You create meaning by making <i>text-to-text and text-to-world connections. (Important)</i></li><li>• You have <i>insightfully analyzed elements such as <u>character development, author’s style/tone (literary devices), and author’s purpose. (extremely important)</u></i></li><li>• You have selected <i>significant quotations and written an appropriate number of entries that reflect the length and complexity of the novel. (VERY Important)</i></li></ul>
<p style="text-align: center;"><b>B</b></p> <p style="text-align: center;"><b>Connected Reader</b></p>	<p style="text-align: center;">Detailed responses</p>	<ul style="list-style-type: none"><li>• Your commentary is thoughtful and well-developed.</li><li>• You “read between the lines” of the text.</li><li>• You create a meaningful interpretation of the text in terms of a larger or universal significance (theme).</li><li>• You consider some different possible interpretations.</li><li>• You explain why you disagree or agree with something in the text, and you explain and support your reaction.</li><li>• You have considered elements such as character development, author’s style (literary devices), and author’s purpose and explained their significance.</li><li>• You have selected important quotations and written an appropriate number of entries that reflect the length and complexity of the novel.</li></ul>

<p style="text-align: center;"><b>C</b></p> <p style="text-align: center;"><b>Competent Reader</b></p>	<p style="text-align: center;">Somewhat detailed responses</p>	<ul style="list-style-type: none"> <li>• Some of your commentary is thoughtful and well-developed.</li> <li>• You consider the text in terms of a larger or universal significance (theme), but don't adequately support or explain your analysis.</li> <li>• You agree or disagree with ideas in the text, but you don't thoroughly explain or support your opinion. You ask simple questions about the text.</li> <li>• You may have considered elements such as character development, author's style (literary devices), and author's purpose, but you have not fully explained their significance.</li> <li>• You have selected some important quotations and written an average number of entries, but the number of entries does not fully reflect the length and complexity of the novel.</li> </ul>
<p style="text-align: center;"><b>D</b></p> <p style="text-align: center;"><b>Literal Reader</b></p>	<p style="text-align: center;">Simple, factual responses</p>	<ul style="list-style-type: none"> <li>• Your responses are factual and literal without considering different possibilities in meaning.</li> <li>• Your responses are mostly summary instead of commentary about the quotation.</li> <li>• You are sometimes confused by unclear or difficult sections of the text, and you do not successfully make meaning from it.</li> <li>• Your responses make few connections to the text and lack sufficient detail, explanation, analysis, etc.</li> <li>• You have selected several quotations from the novel, but they are not especially significant.</li> <li>• You have written few entries, and your journal does not reflect the novel's length or complexity.</li> </ul>
<p style="text-align: center;"><b>F</b></p> <p style="text-align: center;"><b>Limited Reader</b></p>	<p style="text-align: center;">Inadequate responses</p>	<ul style="list-style-type: none"> <li>• You make few or no connections to the text, and your ideas lack development.</li> <li>• You find the text confusing but do not make any attempt to figure it out.</li> <li>• You have written few entries, and you have chosen quotations that are insignificant.</li> </ul>