

Clovis East High School 2018-2019
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.

English 10 Honors Required Summer Reading:

Harry Potter and the Sorcerer's Stone—JK Rowling (**read only and be prepared to discuss**)

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

Summer Assignment:

Overview:

1. Read *Harry Potter and the Sorcerer's Stone* and be prepared to discuss in class
2. Read *To Kill a Mockingbird*, follow dialectical journal entry directions, and be prepared for an assessment the first day of class

*Both of the novels are expected to be read by the first day of class, as well as the completed dialectical journals

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 late fees. If you have any questions, please contact either Mr. Roche (713) or Mrs. Swisegood (710) or you may email: jasonroche@cusd.com or jamieswisegood@cusd.com, before the school year is out.

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 both novels, and the completed dialectical journal entries for *To Kill a Mockingbird*, will dovetail into assignments within the first month, or so of this course, as well as the grading period, through an assessment, timed-writes/essays and assignments, whole-class discussions, and even presentations. **Not completing the reading of the texts and/or the dialectical journals will seriously affect your grade. Use the rubric to learn how your dialectical journals will be graded.**

***Type dialectical journal entries, share via Google Docs with your assigned teacher, by the last day of summer, and bring a hard copy printed to turn in 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 typed and in chronological order (by chapter/page #).
2. For each entry, focus on the following

categories of thematic topics:

#1 social class/caste system, #2 free will vs. fate, and #3 the use of violence

- On the Left Side: List the *chapter* and *category*. Next, 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.

- On the Right Side: Next to the quote, write your response. This part should be double (or more) the size 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 (#1, #2, #3) and any resonating questions, thoughts, or reflections. (RL 1,2).

3. You must have a total of **at least 6** entries varied from the categories above.

EXAMPLE:

Evidence (AKA quote or line from the text)	Response
<p><i>Free will vs. Fate</i> “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>*Note: I could also have used this quote/line to support the topic of class/caste system. The response on the right would have changed after the first sentence and been geared towards being born into this class in the 1930’s.</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>A</p> <p>Critical Reader</p>	<p>Detailed, elaborate responses</p>	<ul style="list-style-type: none"> • Your commentary is <i>thoughtful, well-developed, and insightful. (MOST important)</i> • You “<i>read between the lines</i>” of the text. • You create a <i>meaningful interpretation</i> of the text in terms of a larger or <i>universal significance (theme)</i>. • You consider <i>different possible interpretations</i>. • Your ideas are <i>original and you carry on a dialogue with the writer; you question, agree, disagree, appreciate, or object</i>. • You create meaning by making <i>text-to-text and text-to-world connections. (Important)</i> • You have <i>insightfully analyzed elements such as <u>character development, author’s style/tone (literary devices), and author’s purpose.</u> (extremely important)</i> • 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>
<p>B</p> <p>Connected Reader</p>	<p>Detailed responses</p>	<ul style="list-style-type: none"> • Your commentary is thoughtful and well-developed. • You “read between the lines” of the text. • You create a meaningful interpretation of the text in terms of a larger or universal significance (theme). • You consider some different possible interpretations. • You explain why you disagree or agree with something in the text, and you explain and support your reaction. • You have considered elements such as character development, author’s style (literary devices), and author’s purpose and explained their significance. • You have selected important quotations and written an appropriate number of entries that reflect the length and complexity of the novel.

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