

Summer 2020—Summer Reading Assignment

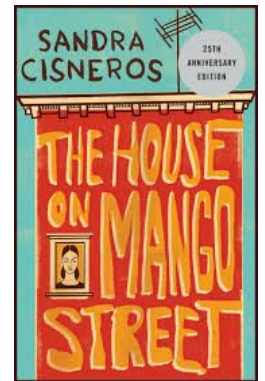
9th grade English

Details:

- **Due Date:** All incoming freshmen are required to complete the following assignment before the **second full lesson of the semester**, depending on whether the student has English on an A-Day or B-Day.
- **Expectation:** On this date, all grade 9 teachers will be expecting all new Grade 9 students to have read **the literary work** below and to **hand in the assignment listed** below. The assignment is to be typed and printed. Students should spend approximately 1-1.5 hours on the assignment after reading the assigned novel.
- **Grading:** The assignment will be graded and given the weight of a quiz or small assignment as designated by the teacher. The exact marking allotment will be announced in advance during one of the first lessons of the school year.

Text:

[The House on Mango Street by Sandra Cisneros](#) the link is to an epub file. If you have problems accessing the file, please email Ms Elizabeth Viernes at vierneses@asf.edu.mx



Tasks:

1. **Read the novel.** You will notice that it does not read the way most novels read. The story does not progress in a strictly linear way. Rather, it is made up of 40 short ‘vignettes’ - short episodes or moments over a year in the life of the narrator and protagonist, Esperanza. [This presentation](#) will provide you with additional understanding
2. **Respond to your reading.** Choose four vignettes to which you felt some kind of personal connection. For each vignette, write a response of 4+ sentences in which you discuss the personal connection you felt when reading it.

Criteria for Written Work:

- compose full sentences with accurate spelling, grammar and punctuation
- write in the first person point of view (use ‘I’, ‘me’, ‘my’, ‘we’, ‘us’, ‘our’)

- explain and describe personal connections that relate specifically to the chosen vignettes
- respond to vignettes from a range of parts of the novel (beginning, middle, end)

Criterion C: Producing Text			
i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process			
iii. select relevant details and examples to develop ideas.			
0 The student does not reach a standard described by any of the descriptors below.			
1-2	3-4	5-6	7-8
i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of insight, imagination and sensitivity and minimal exploration of, and critical reflection on, new perspectives and ideas iii. selects few relevant details and examples to develop ideas.	i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some insight, imagination and sensitivity and some exploration of, and critical reflection on, new perspectives and ideas iii. selects some relevant details and examples to develop ideas.	i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable insight, imagination and sensitivity and substantial exploration of, and critical reflection on, new perspectives and ideas iii. selects sufficient relevant details and examples to develop ideas.	i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination and sensitivity and perceptive exploration of, and critical reflection on, new perspectives and ideas iii. selects extensive relevant details and examples to develop ideas with precision.