



**SUMMER READING 2023**  
**Sayreville War Memorial HS**  
**English Dept.**

Incoming 9th, 10th, 11th and 12th  
grade students



**Sayreville Public Schools**  
**Department of English Language Arts**  
**Kimberly Grossman, Supervisor**  
**732-525-5252 8126**

Dear Students and Parents,

To help our students practice critical reading skills over the summer, we are pleased to present the 2023 SWMHS Summer Reading Program. This pamphlet is organized by grade and course level so students will need to consider the class they will be taking in the fall, not this year's placement. Students should complete the assignment for the grade and level according to their schedule for 2023-2024 school year.

We thank you for your support of this program and encourage students to read for pleasure in addition to fulfilling this requirement. To obtain copies of the summer books please consider the resources below.

Questions about the program may be directed to Mrs. Kimberly Grossman, Supervisor of ELA, at the email address above. Have a wonderful summer and enjoy your reading adventure!

**Sayreville Public Library**- Ask about HOOPLA for free downloads  
1050 Washington Rd.  
Parlin, NJ  
732-727-0212  
**Websites:**  
<http://www.read.gov/books/> (Free)  
<https://www.readanybook.com/> (Free)

# **English and English CP Grades 9-12**

**Please skip to page 9 for  
English 9, 10, 11 and 12 Honors  
Class Requirements**

## ENGLISH 9 and ENGLISH 9CP STUDENTS

*The 9<sup>th</sup> grade English curriculum includes several literary units highlighting realistic fictional novels expressing the themes of Discrimination, Family Dynamics, and Overcoming Challenges. To prepare for the work you will be engaged in over the course of your freshman year, we are asking **that you select any REALISTIC FICTION title to read this summer.** Please do not select a title that you read for English during grades 6-8 (The Outsiders, Anne Frank, Boy In The Striped Pajamas, Hunger Games, etc.). This is an opportunity to grow as a reader and we ask that you embrace it by choosing a book you have never read before. Your school librarian and the public librarian are wonderful resources to help you identify a book you may be interested in.*

### **Assignment:**

Choose one realistic fiction novel appropriate for your age and reading level.

Consider choosing a title that explores one of the following themes:

- Discrimination
- Family Dynamics
- Overcoming an Obstacle
- Facing a Personal Challenge

As you read, please create **one of the following** that focuses on the theme of the novel and supporting evidence as you read:

- Annotations in the margins
- Post it notes
- Reading journal

In September, you will be expected to complete an assessment that may include an essay or project. Your teacher will provide specific instructions and guidance in September. Reading must be completed by **September 20th.**

## ENGLISH 10 and ENGLISH 10CP STUDENTS

*The 10<sup>th</sup> grade English curriculum begins with a unit that focuses on analyzing text for author style, tone and purpose. To prepare for the work you will be engaged in over the course of your sophomore year, we are asking that you select any title written by a well-known Young Adult Author to read this summer.*

### Assignment:

Choose one novel written by a well-known young adult author. Consider one the following authors and select a title that is appropriate for your age and reading level. Please do not select a title that you read for English during grades 6-9 (The Outsiders, Anne Frank, Boy In The Striped Pajamas, Hunger Games, etc.). This is an opportunity to grow as a reader and we ask that you embrace it by choosing a book you have never read before. Your school librarian and the public librarian are wonderful resources to help you identify a book you may be interested in.

Authors:

- Mike Lupica
- John Green
- Alexandra Bracken
- Veronica Roth
- James Patterson
- Holly Black
- Jacqueline Woodson
- Rainbow Rowell
- Jason Reynolds
- Walter Dean Myers
- Tiffany Jackson
- Kwame Alexander
- Ray Bradbury
- Jodi Picoult
- Jennifer Lynn Barnes
- Karen McManus
- Raven Kennedy
- Sharon Draper
- Pamela Nunez Ryan
- Marc Oshiro
- V.E Schwab

As you read, please create **one of the following** that focuses on style, tone and writing strategies used by the author as well as character development and theme.

- Annotations in the margins
- Post it notes
- Reading journal

In September, you will be expected to complete an assessment that may include an essay or project. Your teacher will provide specific instructions and guidance in September. Reading must be completed by **September 20th**.

Disclaimer: In selecting your book, consider that some titles might contain adult themes and select a title that you and your parents/guardians are comfortable with.

## ENGLISH 11 and ENGLISH 11CP STUDENTS

*The 11<sup>th</sup> grade English curriculum includes several literary units centered around classic American literature and writers. To prepare for the work you will be engaged in over the course of your junior year, we are asking that you select any HISTORICAL FICTION title to read this summer.*

**Assignment:** Please do not select a title that you read for English during grades 6-10 (The Outsiders, Anne Frank, Boy In The Striped Pajamas, Hunger Games, etc.). This is an opportunity to grow as a reader and we ask that you embrace it by choosing a book you have never read before. Your school librarian and the public librarian are wonderful resources to help you identify a book you may be interested in.

Choose one historical fiction novel appropriate for your age and reading level.

Consider choosing a title that is set during one of the following eras:

- The Great Depression
- World War II/The Holocaust
- The Civil War
- The Harlem Renaissance
- The American Revolution
- The Civil Rights Movement
- 9/11 Events

As you read, please create **one of the following** that focuses on the setting of the novel and how it affects the characters:

- Annotations in the margins
- Post it notes
- Reading journal

In September, you will be expected to complete an assessment that may include an essay or project. Your teacher will provide specific instructions and guidance in September. Reading must be completed by **September 20th**.

## ENGLISH 12 and ENGLISH 12CP STUDENTS

*The 12<sup>th</sup> grade English curriculum includes several literary units centered around characters who face a variety of challenges. To prepare for the work that you will be engaged in over the course of your senior year, we are asking that you select any FICTION or NONFICTION title that focuses on a character who is facing a personal challenge to read this summer.*

### **Assignment:**

Choose one nonfiction or fiction text appropriate for your age and reading level that focuses on a character facing a personal challenge. Please do not select a title that you read for English during grades 6-11 (The Outsiders, Anne Frank, Boy In The Striped Pajamas, Hunger Games, etc.). This is an opportunity to grow as a reader and we ask that you embrace it by choosing a book you have never read before. Your school librarian and the public librarian are wonderful resources to help you identify a book you may be interested in.

As you read, please create **one of the following** that focuses on the theme of the novel and supporting evidence related to how the character faced the challenge as you read:

- Annotations in the margins
- Post it notes
- Reading journal

In September, you will be expected to complete an assessment that may include an essay or project. Your teacher will provide specific instructions and guidance in September.

Reading must be completed by **September 20th.**



# **English Honors Grades 9-12**

**Please skip to page 21 for AP Lang  
and AP Lit Summer Reading  
Requirements**

# English 9 Honors

## Summer Reading Assignment 2022

### **SELECTIONS:**

Novel: *Things Fall Apart* by Chinua Achebe <https://elibrarynj.overdrive.com/elibrarynj-78-171/content/media/467015>

Video: “The Danger of a Single Story” by Chimimanda Ngozi Adichie (to be found at link included here)

[https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story?language=en](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en)

Essay: “Mother Tongue” by Amy Tan (to be found at link included here)

<http://www.umsl.edu/~alexanderjm/Mother%20Tongue%20by%20Tan.pdf>

### **HONORS ASSIGNMENT:**

- 1) View the TED Talk video by Chimimanda Ngozi Adichie (link included above) and take notes as you view.

Written Assignment A: Summarize what Adichie has to say is the “danger of a single story”. What does she mean by “a single story”? What is the danger in it? How can that affect someone on a deeper level? This should be one paragraph in length (7-10 sentences).

- 2) Read Amy Tan’s essay, “Mother Tongue” and annotate as you read with particular attention to what she has to say about language and identity,

Written Assignment B: Summarize what Tan has to say about language and identity. How are the two connected in her life? How did language in her home affect her identity and how she viewed herself? This should be one paragraph in length (7-10 sentences).

- 3) Read Chinua Achebe’s novel *Things Fall Apart*. Be sure to annotate with post-its or, if you have purchased your own copy, then on the pages. The school does have copies you can borrow for the summer (An annotations guide has been included with this packet to assist you). Pay attention to the Cultural Identity as a theme. How is it shown? How does it affect the different characters? Is it a source of pride or problems?

Written Assignment C: After reading the novel, you will be writing three paragraphs in which you analyze the theme of Cultural Identity and how it is portrayed by Achebe in the novel. The first paragraph should focus on the theme in the novel and how it is presented. Use your focused notes to guide your ideas and formalize them in the first paragraph. The second paragraph should then draw connections between the novel and the TED talk video by Adichie, discussing how the novel shows the dangers of a single story and how it relates to cultural identity in the novel (this will require you to think critically about the text, especially the later chapters). Finally, the third paragraph should draw connections to Tan’s essay, discussing how the novel shows the effects of cultural identity on the individual. Focus your discussion on how Okonkwo is torn between the cultural norms he is expected to adhere to and being true to himself while considering how Tan was also in between two worlds.

## TOTAL ASSIGNMENT:

The completed summer assignment then will include a total of five paragraphs. Please separate each assignment and submit on a separate sheet of paper: one page for Assignment A, one for Assignment B, and one or two sheets (as needed) for Assignment C.



ADDITIONAL DETAILS: Assignments should be typed in Times New Roman 12 font, double-spaced, with 1 inch margins. Include your name, course, and due date in the upper left hand corner.

**Scoring & Due Dates:** The total summer packet will be worth 100 points (20 pts for each, Assignment A and B, and 60 pts. for Assignment C)

**The assignment is due in school on Friday, September 20th. NO EXCEPTIONS!** No assignments will be accepted late. On the first day, you will be given instructions for submitting the assignment to **TURNITIN.COM**, a website that checks for plagiarism. Please be aware that plagiarism will not be tolerated and if any evidence of it is found, the assignment will receive a zero.

**SEE NEXT PAGE FOR GUIDE TO ANNOTATING**

**CONTACT** If you have any questions, you may email your questions to the addresses listed here for your English 9 Honors teachers:

[Lizbeth.victorero@sayrevillek12.net](mailto:Lizbeth.victorero@sayrevillek12.net); [Melissa.onuska@sayrevillek12.net](mailto:Melissa.onuska@sayrevillek12.net)

***HAPPY READING!***

Mrs. Victorero-Mongone and Mrs. Onuska

English 9H

Summer Reading

Annotations Guidelines

In-text annotations are meant to help you interact with the text with the purpose of reaching deeper levels of understanding. They can be simply notes and reactions to the events, but the most effective are annotations that have you questioning, connecting, and analyzing. Use the following chart as a basic guide to use when you are reading and annotating the novel. You will be using the annotations to complete an in-class activity in September.

Type of Annotation	Description	Samples
Questions (and Answers)	What uncertainties or questions does this passage raise? Is there anything confusing or that you are having difficulty understanding? Note the question. Most importantly, though, remember to go back and try to ANSWER it when it is clarified.	<i>Why would the protagonist choose to do that if he just said he was completely against it?</i> <i>Why does she get so upset by what he is saying if she already knew about it?</i> <u>Answer:</u> she was more upset that HE KNEW, not just that it happened!
Connections	Connections can take place within the text as well as beyond it. You can connect characters (do you see parallels? foils? interesting or important relationships?), events (cause and effect, or continuation), language (phrases or statements that come up repeatedly), etc. You can also connect beyond the text by noticing direct or indirect references to other texts, history, religion, etc.	<i>Here, Sarah is acting a lot like Jake. She has always been shy but now she is trying to be more outgoing.</i> <i>The author here is describing this scene like a battle in the Civil War, brother against brother. Perhaps it is because they are so close yet hate each other, like the North and South.</i> <i>The author described Kyle with these same words last chapter. I think he is creating parallels here.</i>
Predictions	What do you think will occur to this character or how will this situation/event unfold? How will it affect others? Did you realize there was foreshadowing earlier in the text? As with questions, try to go back and respond to these later and see if you were correct. Also, remember to explain WHY you think events will unfold in a certain way.	<i>If she keeps treating her friends this way, she is going to find herself with no one left on her side. Clearly the author is showing by the way they are answering back that they are getting fed up.</i> <i>The author mentions the note in his pocket a few times. I think this might be foreshadowing that something will happen to it or that it will become very important to the events.</i>
Reactions	Reaction-based annotations are simply that: your reaction. You may note you were surprised or angry or excited about a certain event or character. Try not to fall into this category too frequently as it is more about you than the text. If you do have a few reactions, that's fine; just make sure that they do not monopolize your annotations and that they include an explanation as to why the text made you react in such a way.	<i>I never expected Tim to say that! Up until now, he has been very reserved with his opinions, but now he is being more vocal. Perhaps he finally took his counselor's advice to heart.</i>

Above all, remember that you are attempting to understand AND analyze the text, meaning that you are trying to develop a deeper understanding with these annotations. Do not use them simply as notes to mark where certain things occur (though if this is helpful to you, you are free to do so beyond the analysis-based annotations). Try to remember that your focus is to figure out “why” and “how”: why and how did that happen? Why and how did s/he do that? Why and how did the author describe something in a particular way?



## *Summer Reading 2023*

### *“A universe of stories...”*

A “Summer Reading 2023” class has been set up on Google Classroom. The join code is **dadfji**. On this page you can download the assignment, make suggestions on texts, or ask any questions.

#### **Assignment #1: This I Believe: Essay Analysis (50 Points)**

*This I Believe* is an organization that publishes essays written by people who describe the core value of their daily lives. Authors vary from teenagers and “ordinary” citizens to athletes and other well-known figures in society. Each author, in his or her own way, attempts to express a belief that helps guide him or her.

Visit <http://thisibelieve.org/> and explore some of the essays that have been published. Notice in the top left section you can search by theme, author, and featured essay. For some of the essays, there is even an audio option available. Under the “explore” section, select a theme that interests you (there are categories such as change, courage, and sports). Under the **SAME** theme, find two essays that interest you and use both to complete this assignment.

- Part One (10 points): Print the selected essays and do a “close reading”. Markup and annotate the essay to show how you engage with the literature – how you read closely. As you read and annotate, pay specific attention to diction, syntax, tone, and literary techniques used in both essays
- Part Two (40 points): Write a one page essay, using proper MLA format, analyzing the ways both authors express their feelings about the selected theme. In your response, you should focus on how the author’s style (diction, syntax, literary techniques, etc.) helps to express the author’s feeling about the subject. Be sure to support your ideas with specific examples from the text

This portion of the summer reading assignment will be collected on **Monday, September 12<sup>th</sup>**. Late assignments **will not** be accepted! PLEASE DO NOT EMAIL THIS ASSIGNMENT.

## Assignment #2: Close Reading of a Memoir (25 Points)

In his text *Inventing the Truth: The Art and Craft of Memoir*, author William Zinsser describes a memoir as, “focusing on a time in the writer’s life that was unusually vivid, such as childhood or adolescence, or that was framed by war or travel or public service or some other special circumstance” (15). In other words, a particular time period or experience is described, as opposed to an autobiography, which usually covers a person’s entire life.

1) Select a title from one of the following memoirs:

*Left to Tell* by Immaculee Ilibagiza

*Sounds of the River* by Da Chen

*The Color of Water: A Black Man’s Tribute to His White Mother* by James McBride

<https://elibrarynj.overdrive.com/elibrarynj-78-171/content/media/788626>

*Tuesdays with Morrie* by Mitch Albom <https://elibrarynj.overdrive.com/elibrarynj-78-171/content/media/148230>

*A Walk in the Woods: Rediscovering America on the Appalachian Trail* by Bill Bryson

<https://elibrarynj.overdrive.com/elibrarynj-78-171/content/media/274553>

*The Glass Castle* by Jeannette Walls

<https://elibrarynj.overdrive.com/elibrarynj-78-171/content/media/286580>

**\*\*If you would like to read another memoir that is not on the list, it MUST be approved by Ms. Scarpari or Ms. Smith. Please email with any questions.**

2) Read one of the selected memoirs from the list above (or another APPROVED memoir of your choice). As you read your memoir, you will annotate using any of the following methods:

- Notes in the margins (if you own the book J)
- Post-It notes
- Journal/notes/reading log

As you read, pay attention to significant moments within the author’s life, as you will later use these moments to describe how they helped to shape the author. Below are some common issues that the author might describe, but do not feel limited to these:

- Accepting change
- Growing up
- Experiencing love
- Discrimination
- Identity
- Dealing with loss
- Family/friendships
- Hardships
- Life lessons

**On Wednesday, September 20th,** you will bring your memoir (with annotations) or your journal/reading log to class. You will use your annotations to help you write an in-class essay based on a theme within your text. The specific topic and guidelines will be provided in September.

### Grading Guidelines for Annotations:

- **25-23 Points:** Annotations reflect a deeper understanding of the text, contain a variety of the type of annotations used (see handout), and reflect analysis of the text from the beginning to the end
- **22-20 Points:** Annotations reflect an understanding of the text, but could be a little more in depth, contain a few different types of annotation, and mostly analyze the text from beginning to end
- **19-18 Points:** Annotations lack understanding of the text, contain only one or two types of annotations, and doesn't focus on the text as a whole
- **17 or lower:** Annotations have not been fully completed or do not demonstrate understanding of the text

Your annotations should include a VARIETY of any of the following:

- Visual Commentary (drawings, doodles, etc)
- Written reactions, reflections, musings, commentary
- Connections to text (through self, another text, world)  
ex: This reminds me of...
- Significance (to story, characters)
- I wonder/Maybe Because
- Questions (clarifying and probing)
- Social Questions (race, class, gender inequalities)
- Naming literary or rhetorical techniques
- Unknown words
- Patterns
- Predictions

# ENGLISH 11 HONORS

Ms. Theresa Chuntz

Students entering 11<sup>th</sup> grade English Honors in September 2019 will be expected to complete the following assignments. If you have questions over the summer, you can reach me at my school e-mail address:

[Theresa.Chuntz@Sayrevillek12.net](mailto:Theresa.Chuntz@Sayrevillek12.net). You can also join our Google Classroom with the code arsu6pe.

**\*\*\*Due Thursday, September 21, 2023\*\*\***

## Assignment 1 - Text Analysis (100 points)

Choose ONE of the following novels from the 11<sup>th</sup> grade Honors list:

- *Funny in Farsi* by Firoozeh Dumas  
<https://drive.google.com/drive/search?q=funny%20in%20farsi>
- *A Thousand Splendid Suns* by Khaled Hosseini  
[http://mrsmeganparrish.weebly.com/uploads/3/8/0/5/38056115/a\\_thousand\\_splendid\\_sun.pdf](http://mrsmeganparrish.weebly.com/uploads/3/8/0/5/38056115/a_thousand_splendid_sun.pdf)
- *Hotel on the Corner of Bitter and Sweet*  
<https://drive.google.com/drive/search?q=hotel%20on%20the%20corner>  
by Jamie Ford

Each of these novels deals with the theme of “Becoming the Other”. An “other”, or outcast, is someone who is purposefully alienated from a group because of race, religion, gender, sexuality, ethnicity, insecurity, etc. Your task is to select a character (or characters) that are “othered” in the novel and examine the obstacles he/she faces.

You will select 5 passages that deal with the theme of “Becoming the Other” to analyze. You must photocopy or retype the passages you have chosen. Passages must be substantial enough to analyze. One or two sentences is not enough text to analyze. However, passages should also be no longer than one full page of text. All passages should come from the DIFFERENT sections of the novel. Make sure to choose passages from the beginning, middle, and end. Under each passage, you will close read/analyze the passage in at least one extensive typed paragraph.

Consult the attached rubric, as it tells you how to closely analyze the passage and what type of information to include. Be sure to include the page number the passage is selected from. Follow all MLA formatting and citation rules (ex. Dumas 191). Please use Times New Roman, size 12 font. Passages should be single-spaced; your analyses paragraphs should be double-spaced.

Include the following in your analysis of each passage:

- How/why is the character being ‘othered’?
- How is the character affected by his/her alienation?
- How/why does the author use particular literary devices in the passage in relation to a character’s alienation? (diction, syntax, metaphor, simile, personification, allusion, imagery, symbolism, irony, etc.)

\*\*\*DO NOT just summarize what is happening in the passage.\*\*\*

\*\*\*DO NOT write an essay. These are 5 individual one-paragraph analyses.\*\*\*



### Assignment 1 – Text Analysis Rubric

	<b>9-10 points</b>	<b>8 points</b>	<b>7 points</b>	<b>6.5 points</b>	<b>0-6 points</b>
<b>MLA Formatting</b>	Perfect MLA formatting & citations.	1-2 errors in MLA formatting & citations.	3-5 errors in MLA formatting & citations.	6-8 errors in MLA formatting & citations.	9+ errors in MLA formatting & citations.
<b>Passages</b>	Passages are retyped or photocopied and included along with each analysis. Passages are selected from various key points in the novel.	Passages are retyped/photocopied. Passages are selected from only one or two key points in the novel.	Passages are retyped/photocopied. All passages are from one point in the novel.	Passages are not included.	N/A
<b>Conventions</b>	Exhibits excellent use of grammatical conventions, usage, and mechanics; varies sentence structure and length; no spelling/grammar errors	Exhibits good use of grammatical conventions, standard usage and mechanics; some variety in sentence structure and length; may have some spelling/grammar errors	Exhibits some understanding of grammatical conventions, standard sentence formation, usage, and mechanics; may have run on sentences, fragments, or spelling/grammar errors	Exhibits minimal understanding of grammatical conventions, standard sentence formation, usage, and mechanics; many run-on sentences, fragments, and/or spelling/grammar errors which make it difficult to comprehend writing	N/A
	<b>14-15 points</b>	<b>12-13 points</b>	<b>11 points</b>	<b>10 points</b>	<b>0-9 points</b>
<b>Analysis (x5)</b>	Analysis focuses on the theme of “Becoming the Other” while expertly analyzing characterization, plot, conflict, and author’s use of figurative language.	Analysis focuses on the theme of “Becoming the Other” and provides a basic analysis of characterization, plot, conflict, and author’s use of figurative language.	Analysis addresses the theme of “Becoming the Other” but does not delve deeply into analysis of characterization, plot, conflict, or author’s use of figurative language.	Analysis may address the theme of “Becoming the Other”, but is mostly a simple summary of the passage.	Analysis missing.

## Assignment 2 - Personal Essay

**(50 points)**

This summer you read a novel that centered around the theme of ‘otherness’ – the idea that an individual can be perceived by others as someone who doesn’t belong, based on their race, nationality, religion, gender, social class, sexual orientation, or other determining factors.

For this assignment you will write a **1-2 page personal essay** about a time that you felt like the ‘other.’

Some things to consider while writing this essay:

- What situation did you find yourself in that caused you to feel like the other?
- How did being the ‘other’ make you feel?
- Was the situation resolved? If so, how? If not, how do you continue to deal with feeling like the ‘other’?

The personal essay should tell a story, and you should write in the first person point of view.

This essay is worth **50 points** and will be graded based on the following rubric. **Please use MLA format.**

	<b>9-10 points</b>	<b>8 points</b>	<b>7 points</b>	<b>0-6 points</b>
<b>Focus</b>	Clear focus on one belief, insight, characteristic, or experience; maintains focus on topic throughout the essay.	May exhibit minor lapses in focus on topic.	May lose or may exhibit major lapses in focus on topic; may be too broad of a topic.	May fail to establish focus on topic.
<b>Organization</b>	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented or introduced sometimes makes the writing less interesting.	Some details are not in logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
<b>Support</b>	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but consists of general and/or undeveloped details, which may be presented in a list-like fashion.	Supporting details and information are typically unclear or not related to the topic; sparse; almost no details.
<b>Voice</b>	The writer seems to be writing from knowledge or experience; conveys a sense of ownership.	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his or her own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.
<b>Conventions</b>	Exhibits excellent use of grammatical conventions, usage, and mechanics; varies sentence structure and length; no spelling/grammar errors.	Exhibits good use of grammatical conventions, standard usage and mechanics; some variety in sentence structure and length; a few spelling/grammar errors	Exhibits some understanding of grammatical conventions, standard sentence formation, usage, and mechanics; more than a few spelling/grammar errors; may contain fragments and run on sentences	Exhibits minimal understanding of grammatical conventions, standard sentence formation, usage, and mechanics; frequent spelling/grammar errors or fragmenting & run on sentences

**English 12 Honors**  
Mrs. Mary Beth Kolber  
MaryBeth.Kolber@sayrevillek12.net

Welcome to English 12 Honors! You are embarking on an exciting year. To study language is to study what motivates all of humanity, and throughout this year, we will examine fundamental questions about life, the universe, and our place within it. This summer, you will read one novel, one poem, and one non-fiction article that are connected by a common motivational thread. All parts of this summer reading assignment will be due on **Monday, September 11, 2023**.

**Assignment A (30 points)**

Choose one full-length novel/text that is appropriate to your grade and reading level that includes an in-depth exploration of personal motivation. What you choose may be a work of either fiction or nonfiction, however, keep in mind that within your work, you must identify a major/significant character who is driven by a strong source of personal motivation to act in either heroic or villainous ways. This character's source of motivation may be either external (coming from society, the environment or even another character) or internal (coming from the character's own personal strength or turmoil). Either typed or by hand, complete two (2) separate close reading entries, evenly distributed over the course of your chosen work, examining the nature of your character's personal motivation according to the attached Guide to Close Readings. **NUMBER EACH STEP and ADHERE TO LENGTH GUIDELINES.** Please **DO NOT** blend your individual responses into an essay in format; rather, keep each question brief and number each separately. Include an MLA format works cited entry identifying your chosen work. **DO NOT INCLUDE SECTIONS OF TEXT FROM YOUR WORK.**

**Assignment B (10 points)**

Independently seek out and select one poem that speaks to the same source of human motivation you identified in your summer reading novel/text. Your chosen poem must include the presence of your identified motivation, however the speaker/voice/character(s) within your poem need not manage to successfully act upon your identified motivation in order for the poem to lend itself to this assignment. Either typed or by hand, complete a separate analysis of your poem according to the attached Guide to Poetry Analysis. **NUMBER EACH STEP and ADHERE TO LENGTH GUIDELINES.** Please **DO NOT** blend your individual responses into an essay in format; rather, keep each question brief and number each separately. Include an MLA format works cited entry identifying your chosen poem. **DO NOT INCLUDE THE ORIGINAL TEXT OF YOUR POEM.**

**Assignment C (10 points)**

Independently seek out and select one nonfiction article, blog, podcast or journalistic video segment that speak to the same source of human motivation you identified in your summer reading novel/text. Your chosen nonfiction piece must include mention of your identified motivation, however the participants/journalists/editors within your piece may or may not have managed to successfully complete the objective of the identified motivation yet (in real life, these things take time) in order for the piece to lend itself to this assignment. Either typed or by hand, complete an in-depth review of your nonfiction piece according to the attached Nonfiction Assessment. **NUMBER EACH STEP and ADHERE TO LENGTH GUIDELINES.** Please **DO NOT** blend your individual responses into an essay in format; rather, keep each question brief and number each separately. Include an MLA format works cited entry identifying your chosen nonfiction article. **DO NOT INCLUDE THE ORIGINAL TEXT OF YOUR NONFICTION ARTICLE.**

### **Assignment A, Guide to Close Readings**

**Step 1:** Look at the technical stuff. Take notes (suggestions follow) on things that the author has chosen to include. If possible, make notes in the margin of the text. (*Choose at least 3*)

- Diction (the difference between “observe,” “notice,” “glance,” “spot,” etc.)
- Point of view (first person, second person, third person, subjective, objective, omniscient, past tense, present tense, future tense)
- Tone (the author’s attitude towards the subject or topic, revealed through the manner of writing – could be sarcastic, optimistic, panicked, despairing, etc.)
- Figures of speech / literary devices (simile, metaphor, alliteration, assonance, consonance, pun, apostrophe, hyperbole, aphorism, innuendo, irony, paradox, personification, synecdoche, imagery, symbolism, etc.)
- Speaker / voice (dig deeper than gender!) / target reader / audience
- Theme (both the topic and the author’s opinion about it)
- Conflict (internal or external, where it begins, changes, resolves – for better or for worse)
- Form (how presentation impacts or illuminates the content)
- Title & textual mention / patterns / repetition of anything

**Step 2:** Summarize, briefly, what happens in what it is that you’re reading. (*2-4 sentences*)

**Step 3:** Relate the passage to something bigger (the rest of the poem if it is a stanza, the rest of the novel if it is a chapter, the other texts we’ve read in this unit, anything else you’ve read that shares similar characteristics, a universal value or societal trend, etc.). (*2-4 sentences*)

**Step 4:** Come up with three questions or comments related to the text. (*3 sentences*)

### **Assignment B, Guide to Poetry Analysis**

1). Look at the poem’s title for clues. What might this poem be about? (*1-2 sentences*)

2). Read this poem straight through, without stopping to analyze it. Identify and explain the possible significance of an image or an emotional reaction. (*1-2 sentences*)

3). Look for patterns: repetition, combinations of sounds, colors, scents, themes, ideas, placement of words in a line, etc. Identify and give two examples of any two. (*2 sentences*)

4). Identify the speaker (dig deeper than gender! You cannot perceive the nature of a person just by his/her sex). Don’t assume it is the poet or even the same gender as the poet. Test voices in the poem to see if the text supports different speakers. (*2 sentences*)

5). Read the poem again. Identify 3 lines that are important to the overall understanding of the poem. Referencing the lines by number, explain why they are significant. (If necessary, you may continue on the back of this paper.) (*3-5 sentences*)

### **Assignment C, Nonfiction Assessment**

1). Factual summary: Write a brief, complete summary of the piece. (*3-5 sentences*)

- 2). Vocabulary: Choose a word with which a typical reader may encounter difficulty. What context clues would serve to help resolve any lack of understanding? *(1-2 sentences)*
- 3). Interpretation: What main idea is the writer hoping to convey to the reader? *(1-2 sentences)*
- 4). Criticism: Select an opinion conveyed in the piece that you either find easy to accept or difficult to believe. Do you agree with the writer? Disagree? Why? *(2-3 sentences)*
- 5). Personal Response: Why did this piece attract your attention to begin with? Does it align with your existing personal beliefs or values, or does it influence you to consider either slightly or drastically different personal beliefs or values? Explain. *(5-7 sentences)*

# **Advanced Placement English Courses**

**Did you hear about AP Bootcamp for  
English?**

**Please email Mr. Quinby or Mrs. Victorero-  
Mongone for more information about  
attending this free program to help you  
prepare for AP in 2023-24!**

**AP: English Language and Composition- Grade 11**  
**Mr. Quinby**  
**Email: Carter.Quinby@Sayrevillek12.net**

**Assignment #1:** Read *The Adventures of Huckleberry Finn* by Mark Twain

(<https://www.hoopladigital.com/title/11681570>). I would like you to keep a journal as you read in which you record your impressions of the novel. Demonstrate through your entries that you are seriously engaged in the text. For each of us this will be a different experience. Refrain from summarizing. I've read the book many times. I would like to see you grapple with the serious issues that Huck is forced to grapple with as he makes his way down the river. He must learn to differentiate between what is right and wrong. At certain times he must confront the issue of racism and decide for himself what he believes. Ultimately, we can never rely or depend on the influences of others to guide us towards what is morally right. Perhaps it takes a strong-headed youth like Huck to remind us of this. These are just a couple of examples of areas that you may wish to focus on in your entries.

Your Huck journal is to be 4-5 pages typed (double-spaced) and is due on the first day of school in September. I look forward to reading them.

**Assignment #2:** Read the collection of essays from *Everything's an Argument*. There are five. Annotate each essay as you read, underlining and commenting on areas you feel are particularly significant or meaningful. Include your reactions to the text and any questions that arise in the margins. We will be studying many of the techniques writers use to construct convincing arguments throughout the year. Come to class ready to discuss these essays.

**Assignment #3:** Select a book on your own. Out there, somewhere, is the perfect read for you right now. There is so little time for figuring out which authors we are drawn to and these books that we select on our own are without a doubt the most important ones. Ask people for recommendations. Read amazon reviews. Keep the attached reading log as you go, working with the sheets provided. Be prepared to write an essay on your book upon your return to school in September.

**2023: AP Bootcamp Dates: Aug 7th, Aug 8th, Aug 9th**

## AP: English Literature and Composition- Grade 12

Mrs. Victorero-Mongone

Email: [Lizbeth.Victorero@Sayrevillek12.net](mailto:Lizbeth.Victorero@Sayrevillek12.net)

[Google Classroom: jgyjna4](#)

### Passage Analysis Assignment: Drawing Conclusions

**Directions:** This assignment is to be completed TYPED in MLA FORMAT (with heading, citations, etc.). Scoring checklist is included below.

#### Readings:

*How to Read Literature Like a Professor* by Thomas C. Foster

<https://elibrarynj.overdrive.com/elibrarynj-78-171/content/media/1532022>

*Jane Eyre* by Charlotte Bronte

<https://www.hoopladigital.com/title/11898141>

**Assignment A1 & A2:** Complete the Literature Notes packet (A1) for the Bronte novel. These will be provided to you on the Google Classroom Page for the class. See directions below for joining the class page. The packet will be worth 25 points. Additionally, be sure to ANNOTATE the novel using post-its (A2). These will be used during activities in class for the first few weeks. Be thorough and focus on quality analysis of the text (do not just react! Question, Analyze, Connect!). The rubric for Annotations will also be posted on the Google Classroom page and they will be worth 25 pts. SEE BELOW FOR DUE DATES FOR EACH!

**Assignment B:** First, read *How to Read Literature Like a Professor* by Thomas C. Foster. Though not required, you are encouraged to keep notes to assist you with later application of the text to the novel. Next, begin reading *Jane Eyre*. The novel is divided into three Volumes: Chapters 1-16 (Volume 1), Chapters 17-26 (Volume 2), and Chapters 27-38 (Volume 3). Each volume will require the completion of the following assignment to be submitted in segments, each on different due dates throughout the summer. (SEE END OF DOCUMENT FOR DUE DATES).

- a. First, select three chapters from the Foster text to apply to the novel via a critical analysis (choose three chapters for EACH volume, so total nine chapters will be employed). NOTE: Be sure to read the Foster text in its entirety as not all chapters are applicable to the novel. No chapters are to be employed twice .
- b. Second, choose the passage from *Jane Eyre* to which you will apply each analytical focus (please limit each selection to no more than one page in length). For example (hypothetically) you may choose to apply the Foster chapter “Every Trip is a Quest” to a page from Chapter 7 in *Jane Eyre*. Then, choose two more chapters from the Foster text and two more accompanying chapters from the



novel for that volume. **CLEARLY LABEL EACH ANALYSIS** (Example included at end of document).

- c. Third, write your analysis with that focus – (i.e., analyze your selected passage from the novel focusing on the allusion to Christ by discussing the Christ figure presented; analyze the meal that occurs and discuss how it stands as a representation of Foster’s claims re: meals as communion; etc.). Each analysis should be one paragraph in length.

**Additional Requirements:**

- a. Each analysis combination should be separate (begin each on a new page).
- b. Be sure to put your name on **EVERY PAGE** (including heading on first page and last name with page number on each subsequent page).
- c. Turnitin.com submission – Your analyses will be submitted electronically to [www.turnitin.com](http://www.turnitin.com) . Directions for submitting to Turnitin.com will be listed on the Google Classroom Page this summer by July. This is how all work will be submitted over the course of the summer.

**Scoring:** Each analysis will be worth 10 pts. for a total of 90 pts (9 Foster chapters connected to the text, 3 per Volume).

**Additional Assessment:** On Friday, September 10, 2021, you will be given a close reading assessment on Jane Eyre. You will be provided with selected passages from the text to read and then will be asked to respond to a prompt in a multi-paragraph essay. This essay will be worth 50 points and will be scored based on the AP Scoring Rubric.

**Google Classroom:** Go to [Classroom.Google.com](https://Classroom.Google.com) (be sure you are logged into Google; it not, login). To join the class, enter in the following code: jgyjna4. If you have any trouble, email me so I may assist you.

**DUE DATES:**

Analyses for chapters in Volume 1 ————— July 31, 2023 (submit to Turnitin)

Analyses for chapters in Volume 2 ————— August 21, 2023 (submit to Turnitin)

Analyses for chapters in Volume 3 ————— September 8, 2023 (submit to Turnitin)

Lit Notes & Annotated Text ————— Friday, September 8, 2023 (in class)

**FORMAT FOR SUBMISSION:**

**Name**

**AP English Lit & Comp**

**Due Date**

**Volume 1 Analyses**

Foster Chapter 2: "Nice to Eat With You: Acts of Communion"

*Jane Eyre* Volume 1, Ch. 3, page 34

Analysis: (One FULL paragraph in length! 7-10 sentences!)

NOTE: Next analysis begins on next page, format in same manner.

**AP BOOTCAMP DATES: 7/11/23, 7/18/23, 7/19/23**

*Good Luck! See you in September! J ~Mrs. V*