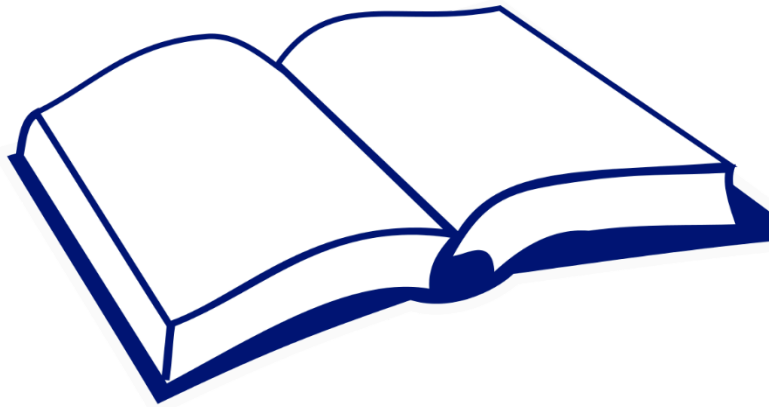




SUMMER READING 2024

**Sayreville War Memorial HS
English Department**

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



Sayreville Public Schools
Department of English Language Arts
Suzanne Capraro, Supervisor

Dear Students and Parents,

To help our students practice critical reading skills over the summer, we are pleased to present the 2024 SWMHS Summer Reading Program. This pamphlet is organized by grade and course level, and when locating their assignment, students are to consider the English class they will be taking in the fall, not this year's placement. Students should complete the assignment for their grade and level according to their schedule for 2024-2025 school year.

Please read the documents carefully, and be aware that for some courses, the information and assignments continue on multiple pages.

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, students may visit the Sayreville Public Library, 1050 Washington Road (<https://sayrevillelibrary.org/>) or any other source for books or ebooks.

Questions about the program may be directed to Ms. Suzanne Capraro, Supervisor of ELA, at suzanne.capraro@sayrevillek12.net or (732) 525-5252 x8126. We hope that you have a wonderful summer and enjoy your reading adventure!



English and English CP Grades 9-12

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

ENGLISH 9 and ENGLISH 9CP

The 9th 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 **Wednesday, September 18th**.

ENGLISH 10 and ENGLISH 10CP

The 10th 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 fiction author** to read this summer.

Assignment:

Choose one novel written by a well-known young adult fiction author. 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. Consider the options listed for you below, but you are not limited to this list:

Mike Lupica (sports)

-*Heat*
-*Travel Team*

Walter Dean Myers

-*Hoops* (sports)
-*Slam* (sports)
-*Monster* (crime)

SE Hinton

-*Rumblefish* (gang)

James Patterson

-*Maximum Ride Series*
(sci-fi)
-*Witch and Wizard Series*
(dystopian)

Vernon Brundage Jr

-*Beyond the Arc* (sports)

Rick Riordan

-*Percy Jackson Series*
(Greek mythology)
-*The Kane Chronicles*
(Egyptian mythology)

Jennifer Lynn Barnes

-*Inheritance Games*
(trilogy) (mystery)

E. Lockhart

-*We Were Liars*
(suspense)

Karen McManus

-*One of Us is Lying*
(mystery/suspense)

Margaret Peterson Haddix

-*Among the Hidden*
(dystopian)

Veronica Roth

-*Divergent* (dystopian)

Alexandra Bracken

-*The Darkest Minds*
(dystopian)

Alan Gatz

-*Refugee* (historical fiction)

ENGLISH 10 and ENGLISH 10CP, continued

Important Note: 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.

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 when you return to school in the fall. Reading must be completed by **Wednesday, September 18th.**

ENGLISH 11 and ENGLISH 11CP

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

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 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 take notes on the setting of the novel and how it affects the character in one of the following ways:

- 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 **Wednesday, September 18th**.

*****DO NOT** select a title on the middle school, 9th, or 10th grade curriculum. (*The Outsiders, The Diary of Anne Frank, The Boy In The Striped Pajamas, The Boy at the Top of the Mountain, The House on Mango Street, The Watsons Go to Birmingham, Farewell to Manzanar, Of Mice & Men, The Adventures of Huckleberry Finn, Fences, The Secret Life of Bees, Kindred*, etc.). These are not grade-level appropriate choices, and we want you to read a book you haven't read before. ***

ENGLISH 12 and ENGLISH 12CP

The 12th grade English curriculum includes several literary units centered around characters who face a variety of choices and 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 an important/difficult personal choice** to read this summer.

Assignment:

Choose one nonfiction or fiction text appropriate for your age and reading level that focuses on **a character facing an important/difficult personal choice**. 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 faces/embraces the choice 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 **Wednesday, September 18th**.

English Honors Grades 9-12

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

English 9 Honors

Summer Reading Assignment 2024

SELECTIONS:

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

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

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

Novel: *Funny in Farsi* by Firoozeh Dumas

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 (a paragraph is approximately 7-10 sentences, not to extend beyond a page in length!).

- 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 ((a paragraph is approximately 7-10 sentences, not to extend beyond a page in length!).

- 3) Read Firoozeh Dumas’s novel *Funny in Farsi*. 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 and the public library has been notified. Also, an annotations guide has been included with this packet to assist you. **Pay attention to the theme of Cultural Identity as you read and annotate.** How is it shown? How does it affect the different characters? Is it a source of pride or problems?

Written Assignment C: Once you return to school, you will be completing an in-class writing assignment using evidence from all three texts (the TEDTalk, the essay, and the novel). Be sure to bring in your annotations for the novel as well as your notes on the readings to help you!

NOTE: Your written work will be submitted to Turnitin.com to check for plagiarism and to ascertain that the work submitted is your original work. **Please be sure to complete your written work using your SCHOOL GOOGLE ACCOUNT ONLY!** You will be responsible for the results from Turnitin.com and for the Doc History.

English 9 Honors, continued



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 which will be completed in school)

The assignment is due in school on Thursday, September 19th. 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 (including electronically generated work), 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; Melissa.onuska@sayrevillek12.net

HAPPY READING!

Mrs. Victorero-Mongone and Mrs. Onuska

English 9 Honors, continued

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? Why does she get so upset by what he is saying if she already knew about it? Answer: she was more upset that HE KNEW, not just that it happened!</i>
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. 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. 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. 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?

ENGLISH 10 HONORS

Ms. Michelle Scarpari and Ms. Kelly Smith



Summer Reading 2024

“A universe of stories...”

A “Summer Reading 2024” class has been set up on Google Classroom. The join code is **qg7od2f**. 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 (roughly one paragraph per essay)

This portion of the summer reading assignment will be collected on **Monday, September 9th**. Late assignments **will not** be accepted! PLEASE DO NOT EMAIL THIS ASSIGNMENT.

English 10 Honors, continued

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>

Permanent Record by Edward Snowden

****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 complete the following [reading log](#). You will have to “make a copy” if you would like to type into the Google Doc. You may also print the Google Doc or [this PDF version](#) and write on the printout.

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 18th, you will bring your reading log to class to help you write an in-class essay based on a theme within your text. You may also bring your memoir to class. The specific topic and guidelines will be provided in September.

English 10 Honors, continued

Grading Guidelines for Reading Log:

- **25-23 Points:** Comments reflect a deeper understanding of the text, contain detailed reactions, and reflect analysis of the text from the beginning to the end
- **22-20 Points:** Comments reflect an understanding of the text, but could be a little more in depth, contain reactions that could be more detailed, and mostly analyze the text from beginning to end
- **19-18 Points:** Comments lack understanding of the text, contain only one or two reactions, and don't focus on the text as a whole
- **17 or lower:** Comments have not been fully completed or do not demonstrate understanding of the text

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

- 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 & Mr. William Wrightson

Students entering grade 11 English Honors in September 2024 are expected to complete the following assignment.

If you have questions over the summer, you can reach us at our school e-mail addresses:

Theresa.Chuntz@Sayrevillek12.net or WilliamWrightson@sayrevillek12.net.

*****Due Friday, September 20, 2024*****

**Assignment: Literary Analysis
(100 points)**

Choose **a realistic HISTORICAL FICTION novel** to read this summer.

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. The novel you select should be 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 Event

*****DO NOT** select a title on the middle school, 9th, or 10th grade curriculum. (*The Outsiders, The Diary of Anne Frank, The Boy In The Striped Pajamas, The Boy at the Top of the Mountain, The House on Mango Street, The Watsons Go to Birmingham, Farewell to Manzanar, Of Mice & Men, The Adventures of Huckleberry Finn, Fences, The Secret Life of Bees, Kindred, etc.*). Also be sure to avoid non realistic historical fiction. (*Abraham Lincoln Vampire Hunter, Pride and Prejudice and Zombies, The Song of Achilles etc.*). These are not grade-level appropriate choices. ***

Task: Write a literary analysis essay in which you explore how the setting(s) of the novel impacts the development of character and conflict throughout the story. Use specific examples (direct quotes) from the beginning, middle, and end of the novel to support your analysis and explain how the evolving relationship with setting contributes to the overall atmosphere and tension in the story. Follow all MLA formatting and citation rules. If you do any outside research to gain a better understanding of the time period the novel is set in, be sure to include those sources on a Works Cited page.

*****DO NOT** just summarize what is happening in the novel.
This task requires your own critical thinking and analysis***

English 11 Honors, continued

Literary Analysis Essay Rubric

	18-20 points	16-17 points	14-15 points	13 points	0-12 points
Focus & Organization	The response introduces a precise and relevant claim and provides a conclusion that strongly supports the argument. Claims, reasons, and evidence are organized cohesively and logically.	The response introduces a relevant claim and provides a conclusion that supports the argument. Claims, reasons, and evidence are organized logically but may lack cohesion.	The response introduces a claim and provides a conclusion, but the argument is weak or incomplete. The response attempts an organizational structure but lacks cohesion.	The response does not contain a clear argument and lacks an introduction or conclusion. The relationships between reasons and evidence are unclear and lack focus.	The response is not relevant to the prompt or no response is provided.
Purpose & Development	The response develops and supports the claim(s) with strong and relevant & properly cited evidence, utilizing accurate and credible sources. The response leverages evidence effectively and selectively.	The response develops and supports the claim(s) with relevant evidence, utilizing accurate and sufficient sources. The response leverages evidence effectively. Citation errors may be present.	The response develops and supports the claim(s) with mostly relevant evidence, but sources may be inaccurate or insufficient. Some evidence may be inappropriate or biased, with little or no explanation. Citations may not be included.	The response contains no evidence, or evidence that is irrelevant, inaccurate, or biased.	The response is not relevant to the prompt or no response is provided.
Language & Style	The response consistently and effectively uses language and varied syntax to create cohesion and clearly establish the relationships among claim(s), reasons, and evidence. A formal style and objective tone is maintained throughout the response.	The response consistently uses language and varied syntax to create cohesion and establish the relationships among claim(s), reasons, and evidence. A formal style and objective tone is maintained throughout the response.	The response attempts to use language and syntax to create cohesion, but the relationships among claim(s), reasons, and evidence is sometimes unclear. A formal style and objective tone is inconsistently maintained throughout the response.	The response demonstrates a lack of command of language and syntax. The response does not maintain a formal style or objective tone.	The response is not relevant to the prompt or no response is provided.
Conventions	The response demonstrates a command of basic conventions. The response may include the following: some minor errors in usage, but no patterns of errors, adequate use of punctuation, capitalization, sentence formation and spelling.	The response demonstrates an adequate command of basic conventions. The response may include the following: some minor errors in usage, but no patterns of errors, adequate use of punctuation, capitalization, sentence formation and spelling.	The response demonstrates a partial command of the basic conventions. The response may include the following: various errors in usage, inconsistent use of correct punctuation, capitalization, sentence formation and spelling.	The response demonstrates a lack of command of conventions, with frequent and severe errors, often enough to obscure meaning.	Serious and persistent errors overwhelm the writing and interfere with the meaning of the response as a whole, making the writer's meaning impossible to understand.
MLA Formatting	0 errors	1-2 errors	3 errors	4 errors	5+ errors

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 9, 2024.**

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.**

English 12 Honors, continued

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*)

English 12 Honors, continued

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

**Have you heard about AP Summer
Bootcamp for English?**

**Please email or see Mr. Quinby or
Mrs. Victorero-Mongone for more
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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.

2024 AP Lang Gr 9-12 Bootcamp Dates: July 22nd, 23rd, and 24th

AP English Literature and Composition - Grade 12

Mrs. Victorero-Mongone

Email: Lizbeth.Victorero@Sayrevillek12.net

[Google Classroom: xcooq7q](#)

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>

NOTE: You should read the Foster text, *How to Read Literature Like a Professor*, FIRST! You will need it for the Bronte novel reading. Also, you need not to annotate the Foster text. Just take notes to help you as you apply it to the Bronte novel. Read everything here on this assignment sheet before getting started!

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 (code at the top of this 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 and will be submitted for scoring (see dates below). 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 also 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).

1. 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 from Foster nor passages from Bronte are to be employed twice.

AP Lit, continued

2. 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).

3. 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, not to exceed one page each.

Additional Requirements:

- Each analysis combination should be separate (begin each on a new page).
- Be sure to put your name on EVERY PAGE (including heading on first page and last name with page number on each subsequent page).
- Turnitin.com submission – Your analyses will be submitted electronically to 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 Tuesday, Sept. 10th, 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 (be sure you are logged into Google; if not, login). To join the class, enter in the following code: [xcooq7q](#). If you have any trouble, email me so I may assist you.

DUE DATES:

Analyses for chapters in Volume 1 ----- July 31, 2024 (submit to Turnitin)
Analyses for chapters in Volume 2 ----- August 21, 2024 (submit to Turnitin)*
Analyses for chapters in Volume 3 ----- September 10, 2024 (submit to Turnitin)
Lit Notes & Annotated Text ----- September 10, 2024 (in class)

* You will receive back your scored analyses for Volume 1 several days before Volume 2 is due. These will include feedback to assist you in improving the analyses for Volumes 2 & 3. Be sure to use the feedback to help you! Additionally, Volumes 2 & 3 cannot be submitted before Volume 1 is scored and returned.

AP Lit, continued

FORMAT FOR SUBMISSION:

(Name in corner w/ page number)

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 approx., do not go beyond a page)

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

AP LIT BOOTCAMP DATES:

7/9/24*, 7/10/24, and 7/16/24

* The first session will be dedicated to reviewing / assisting you with the
Summer Reading work.

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