



REGINA DOMINICAN

English Department English IV Summer Assignment 2026

Course: English IV **Level:** 2 **Grade:** 12 **Instructor:** Ryan Pesole(rpesole@rdpanthers.org)

Course Description:

This course is designed to prepare students for the various kinds of writing required in college coursework, while honing a deeper understanding of various forms of both nonfiction and literature. Readings will focus on contemporary issues and global perspectives, and throughout the course we will also ask how an author crafts a piece of writing to communicate a message. Written assignments over the course of the year are representative of a variety of modes that are typically required of college level freshman classes, including narrative, rhetorical analysis, expository and argumentative writing, including a research paper with a global focus.

What to Read: PRINT ONLY.

- Coming of Age Around the World: A Multicultural Anthology by Faith Adiele (New York: The New Press, 2007) ISBN: 978-1595580801. [Amazon](#) (\$11.38)
- [Three Subject Notebook](#) for English class

Instructions

Please purchase a print copy of the anthology of stories titled *Coming of Age Around the World*, which provides a selection of stories chronicling the quest for identity around the globe. We will use this book throughout the year. No EBOOKS allowed. **For the summer reading, you will be responsible for reading two stories from Section 4: School Days and the four stories from Section 5: Self Discovery. Summer Reading Assignment is a FORMATIVE assignment worth 50 points.**

The anthology of stories is broken down into the six sections below. For the summer assignment, we will focus only on School Days (Section 4) and Self-Discovery (Section 5) for now.

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|------------------------|--------------------------|----------------------|
| 1. Displaced Childhood | 2. In The Shadow of War | 3. Meeting the Other |
| 4. School Days | 5. Self Discovery | 6. Family |

Read the following stories:

School Days Section 4

1. "Kura" by Patricia Grace 147-160
2. "Kindergarten" by Victor Perera 161-170

Self Discovery Section 5

1. "On the Road at Eighteen" by Yu Hua (China), pgs. 201-211
2. "Sea Urchin" by Chan-rae Lee (South Korea), pgs. 212-216
3. "Persepolis - "The Story of Childhood" (Iran), pgs. 217-225
4. "The Women's Swimming Pool" by Hanan al-Shaykh (Lebanon), pgs.226- 236

Part 1 Assignment : Read each story and annotate.

Read each story and focus on important details that help the reader understand the theme of self-identity and coming of age. **Using the attached rubric**, annotate your stories. **Your book will be collected on the first day of class.**

Annotations Rubric: 50 pts

Point Value	Quality of annotations	Further details:
A-/A/A+: 45-50 pts	The text is extensively annotated with copious margin notations. The annotations demonstrate a comprehensive and thoughtful reading . The margin notes show that the reader has proficiently analyzed the text, made insightful connections and drawn valid conclusions . Notations are balanced and show deep reading and thinking . <u>All</u> of the text is addressed.	<p>Student annotations should reflect comprehension, inference and depth/breadth of interaction with text.</p> <p>Based on text type, the following types of responses should be evidenced in annotations:</p> <ul style="list-style-type: none"> ● Questions, reactions, opinions ● Predictions and Inferences ● Locating important passages / key evidence or ideas ● Connections <ul style="list-style-type: none"> ○ other sources/accounts ○ our current world ○ other texts, films, etc. ● Key words or phrases including figurative, connotative and specific word choices of the writer ● Challenges of author's bias/assumptions ● Identification of author's strategies: <ul style="list-style-type: none"> ○ Development of events or characters OR ○ Structure and development of argument ● Writer's Style: Tone, POV, Facts v. Opinions, Rhetorical/ Persuasive Devices, (diction, point of view, tone, repetition, etc.) ● Literary elements such as characterization, setting, narrative (point-of-view), allusions, imagery, setting, mood, etc.) ● A comment on something that intrigues, inspires, confuses, aggravates, etc. ● Definitions of any unfamiliar words or allusions ● Particular difficult lines (it's okay to be confused) <p>RL.9-10.1,RL.9-10.2,RL.9-10.3,RL.9-10.4,RL.9-10.5, RL.9-10.6,RL.9-10.8,RL.9.10.9,RL.9-10.10, RL.11-12.1,RL.11-12.2,RL.11-12.3,RL.11-12.4,RL.11-12.5, RL.11-12.6,RL.11-12.8,RL.11-12.9,RL.11-12.10,W11-12.4</p>
B-/B/B+: 40-44	The text is adequately annotated with margin notations. The annotations demonstrate that the reader understands the text beyond the literal level . The margin notes show that the reader has analyzed the text, made some connections and drawn some conclusions . Notations are balanced and show some deep reading and thinking . <u>Most to all</u> of the text is addressed.	
C-/C/C+: 35-39	The text is annotated with some margin notations. The annotations are basic and consist mainly of plot driven questions or literal ideas . Annotations indicate a basic understanding of the text. The reader has been able to make one or two connections , but has been unable to use the text to draw valid conclusions . Notations are unbalanced and <u>only half</u> of the text is addressed.	
D-/D/D+30-34	The text is underlined in appropriate places, but there are very few margin notes making it difficult to evaluate how well the reader understood the reading. Notes are illogical and not balanced. <u>Only one quarter</u> of text has been glossed. Insufficient length and depth in comments.	
F: 25-29	Significant parts of the text are completely unmarked. There are no margin notes, only underlined text; OR the text is completely unmarked.	

Part 2 Assignment: College Essay Prompts

As you enter into your senior year of high school, colleges often require a personal essay that asks you to answer one of [seven writing prompts](#) by Common App that asks you to reflect on one of the major themes of one's coming of age. For example, discuss a challenge you had and how it affected you and what you learned from it or a time you questioned or challenged a belief or idea. However, you can write about anything. It can be something that was a transitional event in your life: death of a family member or pet; loss of a friendship; meeting a new friend; enjoying a summer weekend, etc.

As we begin the exploration of your own narrative for your college essay (which we will work on in class in late August or early September), these stories will give you an idea of young people as they grow up in other countries and cultures and that their quest for self-identity and eventual coming of age is a common theme. This will provide a foundation for understanding the similarities and differences between you and young people all over the world. More importantly, it will, hopefully, teach you about the human condition of ALL people, no matter what country they are born into.

Look over the first SIX prompts from the [Common App writing prompts](#). Your book will be collected on the first day of class. **Assessment: 10 points**

Pick 2 of the prompts and brainstorm (handwrite) a brief idea for each in your notebook. Follow this example!

Assignment 1b: <u>College Essay Prompts</u> With Possible Essay Response (I only included one prompt to show the setup. You will need additional rows.)	
Paraphrased Prompts	Possible College Essay Response
Prompt 2: a. Lessons from obstacles, b. Effect on me, c. What I learned.	<ul style="list-style-type: none">● As a freshman earned a starting spot on Varsity volleyball team in high school● School Marching Band was headed to state (they were phenomenal and both sisters were in band and color guard, respectively)● Wanted to go to state to see this - was a big deal and there were buses● I went to see the School Marching Band and didn't go to our volleyball game and didn't tell the coach.● I was kicked off the team● Felt shame