

10th Grade Pre-AP Summer Reading Assignment
Summer Reading and Assignment 2017

for Mrs. North & Mrs. Murray English II Pre-AP

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All students enrolled in English II Pre-AP for Fall 2017, are required to read-
Lord of the Flies by William Golding *as well as*
YALSA (Young Adult Library Services Association) Novel
from the 10th grade AHS Summer Reading List.

Lord of the Flies (LOTF): Carefully and critically read *Lord of the Flies*; pay attention to details and take notes on characters, plot, theme, mood, and author's style (diction/word choice, imagery, details, language, and syntax) and tone. You may choose to annotate in your book using pen, pencil and highlighters and perhaps take notes on sticky-notes. Make sure you read carefully.

On the **third day of school**, students will write a timed write over the Novel using the prompt below. You should use quotes and evidence from the book when writing your timed write. The Timed Write will be assessed on the 6- point Pre-AP Rubric attached. You will only be allowed to use your novel to help you. You may not use your phones, computers, or e-books when writing your response. This activity will act as a pre-assessment of your writing and will be your first impression for us and will be taken for a Major Grade.

All Sophomores will be reading *Lord of the Flies* during the 1st 9 weeks of school in both Pre-AP and Advanced classes. *If you choose to level down, you will be prepared for on-level Sophomore English.*

We will use LOTF as our anchor text for our class and will interact with it to learn to read and annotate more critically and write more proficiently by applying literary theories to the text and mini-projects to help students with close reading passages, revising and editing passages, writing assignments and creative projects.

YALSA Novel: For the YALSA Novel, please pick a novel you think you would enjoy. You have a variety of novels to choose from a variety of genres. You do not need to annotate. Just read. Read more than one if you wish. We will use this novel to create personal interest assignment and discussion so that I can discover student interests that I will use in my class throughout the year during the first week of school. A daily grade will be assigned to this assignment.

LOTF Timed Write Question Assignment: This will be written on the 3rd day of school in class

After reading the novel *Lord of the Flies*, students will pick *either one symbol* from the novel or **one major character** from the novel and **show how and why** that character or symbol **evolves or changes** over the course of the novel in relation to the greater meaning or theme of the text.

Choices for Symbols and Characters:

Symbols: Conch, Glasses, Fire, Pig, The Island

Characters: Ralph, Piggy, Roger, Jack, Simon

Suggestions when annotating your Novel:

For imagery, look for the use of the six senses to describe a symbol or character. Imagery is not figurative language; it is descriptive language that creates a sensory setting in the reader's mind. What sensual experience does Golding create and how does it change? What emotion does this sensory experience evoke?

For figurative language, look for similes, metaphors, hyperbole, alliteration, allusions, onomatopoeia, oxymoron, paradox, to show how or why the symbols/character changes. How and why do these comparisons, contradictions, exaggerations, and sounds show change? Pick only one form of figurative language to show this change (i.e. only similes.) Your textual evidence should only show the device you are using – not the entire sentence it is in unless the entire sentence is the form of figurative language i.e. “like a dog”.

Diction is the overall level of language as well as the connotation of words that are used in the novel associated with that symbol or character. Connotation can be negative, neutral, positive, or create sub-textual meaning such as in the word “common” which can literally mean ‘similar’ but connotatively mean ‘poor’, ‘low-class’, or even ‘trash’ and has a demeaning tone. How does the language in LOTF change over time with word choice and word usage? Give examples. Please pick only specific words to highlight making your textual evidence short and simplistic. “cunning”

Tone is the author's attitude or overall attitude towards a subject, in this case the symbol/character. Use specific descriptive tone words that are indicative that you should be in a Pre-AP English class like macabre, furtive, or fastidious versus words like bad, mean or nice.

Special Note when writing papers:

- Thesis Statements: NEED to create an argument that you want prove in your paper. Topic and Concluding Sentences help keep you on point in arguing your claim. Organization and Patterns of development in your paper evolve your argument as you write – ex. Compare and Contrast, Problem/Solution, or Cause and Effect or Arguments by Definition are just some examples of how to organize and plan your essay.
- Conclusions: Please do not restate your thesis in your conclusion. Your conclusion should reveal insight as to how this change in the symbol is significant towards the theme of the novel.
- A Theme should be something that connects to the world outside of the text and should not be a cliché: For example: The sin of one man can lead to the downfall of a society = theme. The theme or purpose is your why and should be the main point of all of your essays.
- Civilization vs. Savagery = not a theme. It is a conflict with motifs.

If you are newly enrolled and not prepared to write the timed write, an alternate date to write the assignment will be given to you by your teacher. Please show documentation about your situation to your teacher so that we can set an alternate date.

6 Point- Pre-AP Sophomore Timed Write Rubric

97 + **SCORE SIX** - A **six** paper is superior. It does **ALL OR MOST** of the following:

- Focuses and develops ideas in a sustained and compelling manner, showing creativity and insight.
- Makes clear, and convincing defensible inferential connections to the text with important and relevant evidence. Commentary shows a deep understanding of the piece of literature as a whole.
- Effectively organizes ideas in a clear, logical, detailed, and coherent manner using appropriate structures to enhance the central idea.
- Demonstrates involvement with the text and speaks purposefully to the audience in an appropriate, individualistic, and engaging manner.
- Uses multiple sentence structures and word choices effectively and with a sense of control for stylistic effect.
- Commits few, if any, errors in Standard English rules for grammar/usage and mechanics.

90 + **SCORE FIVE** - A **five** paper is distinctly above average. It does **ALL OR MOST** of the following:

- Focuses and develops ideas in an effective and detailed manner.
- Makes clear, defensible inferential connections to the text with important and relevant evidence. Commentary is provided to explain the connections to the whole piece of literature.
- Organizes ideas clearly and coherently using structures appropriate to purposes.
- Communicates a sense of commitment to the topic and to the audience's involvement.
- Uses varied sentence structure and word choice effectively.
- Commits few errors in Standard English grammar/usage and mechanics.

83 + **SCORE FOUR** - A **four** paper is adequate. It exhibits **ALL OR MOST** of the following characteristics:

- Adequately focuses and develops ideas with detail.
- Defends inferential connections with support and clarity, using relevant evidence. Commentary explains inferential connections.
- Organizes ideas in a satisfactory manner with adequate coherence and logic.
- Uses a voice that is appropriate to audience and purpose.
- Uses a variety of sentence structures and word choice, but occasionally displays some wordiness or ineffective diction; sentences may be predictable.
- Commits some errors in Standard English grammar/usage/mechanics that do not impede meaning; basic understanding of conventions.

75 + **SCORE THREE** - A **three** paper is inadequate. It is clearly flawed in **SOME OR ALL** of the following ways:

- Focuses, but may not display mature or well-developed content.
- Attempts inferential claims but position is unclear and/or evidence is brief, tangential or based solely on personal opinion. Commentary may be present but does not always connect to the claim or evidence.
- Displays minimal organization; contains irrelevancies, digresses, rambles, or lacks logic.
- Lacks sincerity of purpose in the writer's attempt to involve the audience appropriately.
- Uses sentence structure and word choice that are somewhat limited, simplistic, mundane, or otherwise inappropriate.
- Contains flaws in Standard English rules of grammar/usage and mechanics that do not impede meaning; indicates some consistent misunderstanding of the conventions.

68 + **SCORE TWO** - A **two** paper is very weak. It reveals serious and persistent problems in communications. It compounds the weaknesses of the 3 paper in **SOME OR ALL** of the following ways:

- Lacks focus and development; may list items with little or no supporting detail.
- Inferential claim is unclear or absent; evidence is vague or missing. Commentary may be provided but does not connect to claims or evidence.
- Contains serious flaws in structure, organization and coherence.
- Attempts, but fails in the writer's attempt to involve the audience appropriately.
- Uses sentence structure and word choices that are highly limited, simplistic, or otherwise inappropriate.
- Displays consistent violations in Standard English rules of grammar/usage and mechanics that impede understanding.

60 - **SCORE ONE** - A **one** paper is extremely weak. It has few redeeming qualities. It at least mentions the topic, but generally fails to communicate with the reader. It does **SOME OR ALL** of the following:

- Simply repeats the topic or fails to provide adequate development.

- Fails to establish inferential claims; evidence is not apparent. Commentary is absent.
- Shows almost no structure, organization or coherence.
- Does not address the audience appropriately.
- Uses limited and/or immature sentence structure and word choice.
- Overwhelms the reader with serious violations of Standard English rules grammar/usage and mechanics