



# Freehold Regional High School District English Summer Reading Assignment 2019

## Core English Courses

*The Freehold Regional High School District's summer reading assignment is designed to prepare students for the independent reading expectations of the upcoming school year, while also providing valuable diagnostic information about students' reading and writing skills early in the school year.*

**Students are responsible for acquiring copies of books. If a student is unable to obtain a copy of the book, please contact your school's Main Office. Copies are also available at local libraries.**

### **Assignment:**

During the first two weeks of the school year, students will complete a timed, in-class essay that will be used by the teacher to inform instruction. Writing prompts are provided beneath each title for focused reading. The NJSL-aligned rubric is available for reference on the third page.

### **Grade 9: English 1 and Honors English 1**

*The House on Mango Street* by Sandra Cisneros

This New York Times bestseller tells the coming-of-age story of Esperanza Cordero and her life growing up in Chicago with Chicanos and Puerto Ricans. Esperanza is determined to say goodbye to her impoverished neighborhood. Major themes include her quest for a better life and the importance of her promise to come back for "the ones left behind."

*Writing prompt: Write an essay that provides an analysis of how Cisneros uses language to establish a distinct point of view within her novel. Consider how Esperanza's personality, her observations of those she meets, or her experiences living on Mango Street are developed by Cisneros to create a distinct point of view within the novel. Develop your essay by providing textual evidence from both passages and other scenes from the novel to support your analysis. Be sure to follow the conventions of Standard English in your writing.*

### **Grade 10: English 2 and Honors English 2**

*The Secret Life of Bees* by Sue Monk Kidd

Set in South Carolina in 1964, *The Secret Life of Bees* tells the story of Lily Owens, whose life has been shaped around the blurred memory of the afternoon her mother was killed. When Lily's fierce-hearted stand-in mother Rosaleen insults three of the deepest racists in town, Lily decides to spring them both free. They escape to the town that holds the secrets to her mother's past.

*Writing prompt: Write an essay that provides an analysis of Kidd's use of the bee colony as a symbol. Consider the symbolism of a bee colony reflected in passage 1 and the closing scene described in passage 2. Develop your essay by providing textual evidence from both passages and other scenes from the novel to support your analysis. Be sure to follow the conventions of Standard English in your writing.*

**Grade 11: English 3 and Honors English 3**

*The Alchemist* by Paulo Coelho

This allegorical novel tells the mystical story of Santiago, an Andalusian shepherd boy who yearns to travel in search of worldly treasure. His quest will lead him to riches far different—and far more satisfying—than he ever imagined. Santiago's journey teaches about the essential wisdom of listening to one's heart, of recognizing opportunity, and learning to read the omens strewn along life's path, and, most importantly, to follow one's dreams.

*Writing prompt: Write an essay that provides an analysis of how the author not only develops the main character, but also advances the theme of honoring one's personal legend. Develop your essay by providing textual evidence from both passages and other scenes from the novel to support your analysis. Be sure to follow the conventions of Standard English in your writing.*

**Grade 12: English 4 and Honors English 4**

*Night* by Elie Wiesel

A memoir of the Nazi death camp horror that turns a young Jewish boy into an agonized witness to the death of his family, the death of his innocence, and the death of his God. Penetrating, powerful, and beautifully written, *Night* awakens the shocking memory of ultimate evil and carries with it the unforgettable message that this horror must never be allowed to happen again.

*Writing prompt: Write an essay that provides an analysis of Wiesel's use of language to convey the power of memory and self-reflection. Consider Wiesel's choice of words, figurative use of language, and sentence structure in the passages in your analysis. Develop your essay by providing textual evidence from both passages and other scenes from the memoir to support your claims. Be sure to follow the conventions of Standard English in your response.*

Scoring Elements	Not Scorable/ Does Not Meet Expectations	Limited Proficiency / Below Expectations	Close to Proficient / Approaching Expectations	Proficient / Meets Expectations	Advanced / Exceeds Expectations
	0	1	2	3	4
<b>Writing Process (incl. prewriting)</b> W.9-10.5 W.11-12.5	Wrote too little to allow a reliable judgment of the writing, or did not write on the assigned topic/task, or wrote in a language other than English, or did not respond in the format designated in the prompt.	Shows little to no evidence of the writing process.	Attempts to show some evidence of planning, revising, editing or tries a new approach, focusing on addressing what is most significant for a specific purpose or audience.	Shows evidence of planning, revising, editing or tries a new approach, focusing on addressing what is most significant for a specific purpose or audience.	Shows correlation between planning, revising, editing or tries a new approach on the final product.
<b>Claim Main Idea Counterclaims</b> W.9-10.1.A W.11-12.1.A	Wrote too little to allow a reliable judgment of the writing, or did not write on the assigned topic/task, or wrote in a language other than English, or did not respond in the format designated in the prompt.	Attempts to establish a claim, but lacks a clear purpose. Makes no mention of counterclaims (if applicable).	Establishes a claim. Makes note of counterclaims (when applicable).	Establishes a credible claim. Develops claim and counterclaims fairly (when applicable).	Establishes and maintains a substantive and credible claim or proposal. Develops claims and counterclaims (when applicable) fairly and thoroughly.
<b>Research, Evidence, Content</b> W.9-10.1.B W.11-12.1.B	Wrote too little to allow a reliable judgment of the writing, or did not write on the assigned topic/task, or wrote in a language other than English, or did not respond in the format designated in the prompt.	Attempts to reference reading materials to develop response. Overly dependent on a single source as opposed to drawing evidence from multiple sources. Attempts to provide details and textual evidence in response to the assignment.	Presents information and textual evidence from multiple reading materials relevant to the purpose of the assignment with minor lapses in accuracy or completeness. Presents some details and textual evidence from multiple sources.	Accurately presents details and textual evidence from multiple reading materials relevant to the purpose of the assignment. Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.	Accurately and effectively presents important details from multiple reading materials to develop argument or claim. Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.
<b>Analysis</b> W.9-10.9 W.11-12.9	Wrote too little to allow a reliable judgment of the writing, or did not write on the assigned topic/task, or wrote in a language other than English, or did not respond in the format designated in the prompt.	Lacks sufficient development or relevance to the purpose of the assignment. Makes no connections or a connection that is irrelevant to argument/analysis or claim or which draws evidence from texts to support analysis, reflection or research. Attempts to include disciplinary content in the argument or analysis, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Uses sources to support and develop the argument, analysis, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. Makes some connections with a weak or unclear relationship to argument or claim. Briefly notes disciplinary content and vocabulary/terminology relevant to the assignment; shows basic or uneven understanding of content; minor errors in explanation.	Evidence is used to develop argument or claim and to support analysis, reflection, and research. Makes a relevant connection to clarify argument or claim. Accurately presents disciplinary content and vocabulary relevant to the assignment with sufficient explanations that demonstrate understanding.	Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning while drawing evidence from texts to support analysis, reflection, and research. Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.
<b>Organization</b> W.9-10.4 W.11-12.4	Wrote too little to allow a reliable judgment of the writing, or did not write on the assigned topic/task, or wrote in a language other than English, or did not respond in the format designated in the prompt.	Attempts to organize ideas, but lacks control of structure (weak introduction, conclusion, or logical progression of ideas). Does not meet expectations for length and detail. Difficult to follow.	Uses appropriate organizational structure (introduction, conclusion, and logical progression of ideas) for development of reasoning and logic, with minor lapses in structure and/or coherence.	Maintains an appropriate organizational structure (introduction, conclusion, and logical progression of ideas) to address specific requirements of the assignment. Structure reveals the reasoning and logic of the argument.	Maintains an organizational structure (introduction, conclusion, and logical progression of ideas) that intentionally and effectively enhances the presentation of information as required by the specific assignment. Structure enhances development of the reasoning and logic of the argument.
<b>Grammar, Mechanics, Conventions</b> 9-10.L.1, 2, 3 11-12.L.1, 2	Wrote too little to allow a reliable judgment of the writing, or did not write on the assigned topic/task, or wrote in a language other than English, or did not respond in the format designated in the prompt.	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Demonstrates a weakness synthesizing main points from the sources and drawing conclusions in a clear, coherent way. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the assignment. Cites sources using appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, and purpose. Cites sources properly.