

**Cranston Public Schools**  
**001 English 9 Honors**  
**Summer Reading**  
**2016**

As an honors English student, it is expected that upon entering the classroom you are an active reader and are willing to demonstrate your reading proficiency very early in the first semester and plan to further develop that proficiency throughout the year. It is our hope that beyond helping you to sharpen your analytical reading and critical thinking skills, this summer reading assignment will keep your mind active and challenged while encouraging a love for reading.

**A. Required Text:**

*A Yellow Raft in Blue Water*- Michael Dorris

**B. Choose one of the following:**

*Coffee Will Make You Black* –April Sinclair

*The Breadwinner* - Deborah Ellis

*The Curious Incident of the Dog in the Night Time* - Mark Haddon

*When the Emperor Was Divine* – Julie Otsuka

*Caramelo* – Sandra Cisneros

*The Natural* – Bernard Malamud

*In the Time of Butterflies* – Julia Alvarez

*This Boy's Life* – Tobias Wolff

**C.** There will be **an assessment** on your reading during the first week of school.

**D. Notes Activities and Assessments:**

As you read, take notes and annotate both texts to prepare for class discussion and/or assessment for the first week of school. You will be expected to know literary elements such as plot, theme, character, conflict, setting mood, and any other convention/idea that may be helpful for the essay test. You should be ready to identify the theme of each book you read and to address how the author uses his/her craft (the author's use of literary conventions) to develop the themes and the story. You will need to review the attached rubric and have copies of both texts available for your use.

NAME:
TASK

### Cranston School District

#### GRADES 9-10 INFORMATIONAL/EXPLANATORY WRITING: reports; response to informational and literary text; etc.

Students write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
<b>Establishes context and purpose W.9-10.2a</b>	<p>The student effectively identifies a topic and establishes an interpretive claim/assertion in the form of a focus/thesis that addresses the prompt.</p> <p>Effectively sets context (background information).</p> <p><i>If applicable</i> The student skillfully engages the reader while establishing purpose with a clear focus/thesis.</p>	<p>The student clearly identifies a condition, situation, or issue and establishes an interpretive claim/assertion in the form of a focus/thesis that responds to the prompt.</p> <p>Sets context (background information).</p> <p><i>If applicable</i>, the student engages the reader while establishing purpose or focus.</p>	<p>The student identifies a condition, situation, or issue that addresses the prompt, but the purpose and focus may be weak.</p> <p>Sets limited context (background information)</p> <p>The student attempts to engage the reader, but is not successful.</p>	<p>The student fails to identify a condition, situation, or issue that addresses the prompt, and may not have a focus.</p> <p>Context is missing.</p> <p>The student does not engage the reader.</p>
<b>Demonstrates critical thinking in order to develop the topic W.9-10.2b</b>	<p>The student effectively develops the topic with a depth of well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>The student references texts and uses relevant and insightful citations to support interpretations, thesis, or drawing conclusions.</p>	<p>The student develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>The student references texts or uses relevant citations to support interpretations, thesis, or drawing conclusions.</p>	<p>The student attempts to develop the topic, but information may be lacking and/or not accurate.</p> <p>The student references limited texts and attempts to interpret text, but interpretation or conclusion causes confusion.</p>	<p>The student selects inappropriate information.</p> <p>The student references few texts and shows little or no interpretation of the text.</p>
<b>Creates an organizing structure W.9-10.2a ; W.9-10.2c ; W.9-10.2f</b>	<p>The student uses effective essay and paragraph structures and formatting.</p> <p>The opening, body, and closure are skillfully organized to establish purpose and enhance the response. Effectively uses organizational strategies such as definition, classification, comparison/contrast, and cause/ effect;</p>	<p>The student uses essay and paragraph structures appropriately.</p> <p>The opening, body, and closure are effectively organized to establish purpose. Uses organizational strategies such as definition, classification, comparison/contrast, and cause/ effect; includes formatting (e.g.,</p>	<p>The student uses an organizational structure that may cause confusion.</p>	<p>The student’s writing shows little evidence of organization.</p>

	<p>includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. The student uses effective transitions to clarify the relationships among ideas and concepts.</p> <p>Provide an insightful concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>The student uses appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>Provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>The student uses a few transitions to clarify the relationships among ideas and concepts.</p> <p>The student makes few inferences but attempts to draw a credible conclusion that synthesizes information</p>	<p>The student uses no transitions.</p> <p>The student does not interpret text and makes few inferences. The paper ends abruptly and there is not a credible conclusion that synthesizes information.</p>
<p><b>Uses voice and style to enhance meaning.</b> <b>W.9-10.2d; W.9-10.2e</b></p>	<p>The student skillfully uses language that clarifies and supports intent and establishes an authoritative and academic voice.</p> <p>Skillfully establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>The student uses varied sentence length and structure to enhance meaning.</p> <p>The student uses varied sentence length and structure to enhance meaning.</p>	<p>The student uses precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>The student uses varied sentence length and structure to enhance meaning.</p> <p>The student uses varied sentence length and structure to enhance meaning.</p>	<p>The language is pedestrian and may not establish an authoritative or academic voice.</p> <p>Style sometimes becomes informal.</p> <p>The student does not vary sentence length and structure to enhance meaning.</p>	<p>The student does not use language that clarifies or supports intent or establishes an authoritative voice.</p> <p>Does not maintain a formal style. May use slang.</p> <p>The student does not vary sentence length and structure to enhance meaning.</p>
<p><b>Demonstrates command of written language conventions</b> <b>L.9-10.1 ;L.9-10.2</b></p>	<p>The student demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.</p> <p>The occasional errors do not interfere with meaning.</p>	<p>The student demonstrates control of usage, grammar, punctuation, capitalization, sentence construction, and spelling.</p> <p>The occasional errors do not interfere with meaning.</p>	<p>The student demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>The errors may interfere with meaning.</p>	<p>The student demonstrates little control of usage, grammar, punctuation, sentence construction, or spelling.</p> <p>The numerous errors interfere with meaning.</p>
<p><b>SCORE</b></p>	<p><input type="checkbox"/> <b>Proficient</b></p>		<p><input type="checkbox"/> <b>Not Proficient</b></p>	