

Cranston Public Schools
020 11 Honors
Required Summer Reading 2016

As a junior honors 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.

In addition to the assignment listed below, your teacher will create and assign supplementary alternative assessments throughout the course to further measure your reading and learning.

Part I: Required Texts:

Their Eyes Were Watching God – Zora Neale Hurston
In Cold Blood – Truman Capote

Part II: Choose one of the following:

The Adventures of Huckleberry Finn – Mark Twain
Going After Cacciato – Tim O'Brien
In the Heart of the Sea - Nathaniel Philbrick
Station Eleven - Emily St. John Mandel
One Second After - William Forstchen
Life After Life – Kate Atkinson
Ordinary Grace – William Kent Krueger
Pillars of the Earth – Ken Follett
Song of Solomon – Toni Morrison
The Art of Fielding – Chad Harbach
Between the World and Me - Ta Nehesi Coates
Ethan Frome –Edith Wharton
The Glass Menagerie - Tennessee Williams
The Sun Also Rises - Ernest Hemingway
Sula –Toni Morrison
A Lesson Before Dying - Ernest J. Gaines
Grapes of Wrath – John Steinbeck

Assignment:

You can expect to write at least one in-class essay in response to the required readings. In addition, your teacher will create and assign supplementary alternative assessments during the first week of school to further measure your reading and learning.

To prepare for these assessments, it is recommended that you review the attached rubric and take detailed notes regarding how specific literary elements such narrative structure, point-of-view, style, and tone, the author's selection of detail, imagery, and theme contribute to meaning, focusing particularly on the social and historical values presented. You may use these notes when you write your in-class essay.

NAME:
TASK

Cranston School District

GRADES 11-12 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
Establishes context and purpose W.11-12.2a	<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 topic and establishes an interpretive claim/assertion in the form of a focus/thesis that addresses 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>
Demonstrates critical thinking in order to develop the topic W.11-12.2b	<p>The student develops the topic thoroughly by selecting a depth of the most significant and relevant 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 thoroughly by selecting the most significant and relevant 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>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 shows little or no interpretation of the text.</p>
Creates an organizing structure	<p>The student organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and</p>	<p>The student organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and</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>W.11-12.2a ; W.11-12.2c ; W.11-12.2f</p>	<p>multimedia when useful to aiding comprehension.</p> <p>The student uses effective transitions to clarify the relationships among ideas and concepts.</p> <p>The student provides a pertinent 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>multimedia when useful to aiding comprehension.</p> <p>The student uses appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>The student 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 attempts to 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 no transitions.</p> <p>The conclusion may be lacking and the paper ends abruptly.</p>
<p>Uses voice and style to enhance meaning. W.11-12.2d; W.11-12.2e</p>	<p>The student skillfully uses language that clarifies and supports intent and establishes an authoritative and academic voice.</p> <p>Establishes and maintains a formal style.</p> <p>The student uses varied sentence length and structure to enhance meaning.</p>	<p>The student uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of 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 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.</p> <p>The student does not vary sentence length and structure to enhance meaning.</p>
<p>Demonstrates command of written language conventions L.11-12.1 ;L.11-12.2</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>SCORE</p>	<p><input type="checkbox"/> Proficient</p>		<p><input type="checkbox"/> Not Proficient</p>	