

Clearview Regional High School District Summer Assignment Coversheet 2017

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| Course | Honors English I |
| Teacher(s) | Mrs. Colubriale, Mrs. Handley |
| Due Date | September 8, 2017 |
| Grade Category/Weight for Q1 | The text marking will be checked using the rubric for a daily grade. Additional in class assignments based on the summer reading will be given the first week of school. |
| New Jersey Student Learning Standards covered | <ul style="list-style-type: none"> ● Determine the meaning of words and phrases as they are used in the text ● Cite strong & thorough textual evidence ● Determine a theme or central idea of a text and analyze its development... ● Analyze how complex characters develop... ● Draw evidence from literary or informational texts... ● Produce clear and coherent writing... ● Analyze how two or more texts address similar themes or topics in order to build knowledge or compare the approaches the author takes. |
| Description of Assignment | <ol style="list-style-type: none"> 1. Read and text-mark the excerpt from <i>Unbroken</i> by Laura Hillenbrand. Available: https://thingsthatmadeanimpression.wordpress.com/2015/12/30/excerpt-from-unbroken-by-laura-hillenbrand-strafer/ 2. Read and text-mark the two informational texts on the topic of survival: <ul style="list-style-type: none"> ● “The Cost of Survival” by Theo Tucker. Available: http://dev.cguxdemo.pearsoncmg.com/etext_2.0/phx_prototype/html/prototype_page5.html ● “The Moral Logic of Survivor Guilt” by Nancy Sherman. Available: https://opinionator.blogs.nytimes.com/2011/07/03/war-and-the-moral-logic-of-survivor-guilt/?_r=0 |
| Purpose of Assignment | Each critical reading should document your current understanding of what it means to read a text critically and <u>document evidence</u> of a “critical read.” This documentation will serve as a diagnostic for feedback purposes to determine a student’s current level of critical reading. It will be evaluated to |

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| | determine current level and graded using the attached level of completion rubric. |
| Specific Expectations | This activity is not a group effort; notes should be your original ideas and not duplicate the work of a classmate |
| Where to Locate Assignment | See District Website for assignment. Links to the texts are provided. |
| Helpful Resource(s) | <p><u>Instructors</u></p> <p>Mrs. Stephanie Colubriale: colubrialest@clearviewregional.edu</p> <p>Ms. Patricia Handley: handleypa@clearviewregional.edu</p> <p><u>Supervisor of English</u></p> <p>Diane Bernstein: bernsteindi@clearviewregional.edu</p> <p>Email will be checked once a week in the summer.</p> |

Honors English I - Summer Reading 2017-2018

Instructors:

Ms. Patricia Handley: handleypa@clearviewregional.edu

Mrs. Stephanie Colubriale: colubrialest@clearviewregional.edu

Due Date: September 8, 2017. The text marking will be checked using the rubric for a daily grade. Additional in class assignments based on the summer reading will be given the first week of school.

Assignment:

Each critical reading should document your current understanding of what it means to read a text critically and document evidence of a “critical read.” This will serve as a diagnostic for feedback purposes to determine a student’s current level of critical reading. It will be evaluated to determine current level and graded using the attached level of completion rubric.

1. **Read and text mark** the **two** informational texts on the topic of survival:

- “The Cost of Survival” by Theo Tucker. Available

http://dev.cguxdemo.pearsoncmg.com/etext_2.0/phx_prototype/html/prototype_page5.html

- “The Moral Logic of Survivor Guilt” by Nancy Sherman. Available

https://opinionator.blogs.nytimes.com/2011/07/03/war-and-the-moral-logic-of-survivor-guilt/?_r=0

2. Read and text mark the excerpt from *Unbroken* by Laura Hillenbrand. Available :

<https://thingsthatmadeanimpression.wordpress.com/2015/12/30/excerpt-from-unbroken-by-laura-hillenbrand-strafed/>

“Read” defined: *Read means to read the text critically by marking parts of the story that you feel are “key” to understanding not only the literal meaning of the text but also the deeper, implied meaning of the text.*

*Underlined portions typically have additional notes that explain how and why the section is significant on a literal and inferential level. Your task is to document your current process of a “critical read.” **Note:** This activity is **not** a group effort; notes should be your original ideas and not duplicate the work of a classmate.*

Instances of copying may be subject to disciplinary action based on the circumstances and severity of the case. Students are expected and highly encouraged to submit their own original work.

Preparation for the in-class assignments linked to this summer reading assignment:

The list below are suggestions on how to prepare for assignments linked to the summer reading that will be **completed in class during the first few days of school.** A critical reader may typically note such points below in his or her margin notes:

Students should be able to do the following in order to complete the assignments issued upon their return to school:

- Summarize the main ideas for each article and excerpt.
- Identify and discuss points of comparison/contrast among/between texts.
- Extract of key concepts, ideas, issues presented in each text and comment on their significance or implied meaning.
- Personally react/reflect on those concepts, ideas, and issues presented.

Other grades linked to the summer reading assignment will be based on assignments given during the first week of school.

Excerpt from “Unbroken” by Laura Hillenbrand

As the bomber flew toward them, they lay down. Phil pulled his knees to his chest and covered his head in his hands. Mac balled himself beside him. Louie took a last glance at them, then dropped into the water and swam back under the rafts.

The bullets showered the ocean in a glittering downpour. Looking up, Louie saw them popping through the canvas, shooting beams of intensely bright tropical sunlight through the raft’s shadow. But after a few feet, the bullets spent their force and fluttered down, fizzing. Louie straightened his arms over his head and pushed against the bottom of one of the rafts, trying to get far enough down to be outside the bullets’ lethal range. Above him, he could see the depressions formed by Mac and Phil’s bodies. Neither man was moving.

As the bullets raked overhead, Louie struggled to stay under the rafts. The current clutched at him, rotating his body horizontally and dragging him away. He kicked against it, but it was no use. He was being sucked way, and he knew that if he lost touch with the rafts, he wouldn’t be able to swim hard enough against the current to get back. As he was pulled loose, he saw the long cord that strayed off the end of one of the rafts. He grabbed it and tied it around his waist.

As he lay underwater, his legs tugged in front of him by the current, Louie looked down at his feet. His left sock was pulled up on his shin; his right had slipped halfway off. He watched it flap in the current. Then, in the murky blur beyond it, he saw the huge, gaping mouth of a shark emerge out of the darkness and rush straight at his legs.

Louie recoiled, pulling his legs toward his body. The current was too strong for him to get his legs beneath him, but he was able to swim them to the side, away from the shark’s mouth. The shark kept coming, directly at Louie’s head. Louie remembered the advice of the old man in Honolulu: Make a threatening expression, then stiff-arm the shark’s snout. As the shark lunged for his head, Louie bared his teeth, widened his eyes, and rammed his palm into the tip of the shark’s nose. The shark flinched, circled away, then swam back for a second pass. Louie waited until the shark was inches from him, then struck it in the nose again. Again, the shark peeled away.

Above, the bullets had stopped coming. As quickly as he could, Louie pulled himself along the cord until he reached the raft. He grabbed its wall and lifted himself clear of the shark.

Mac and Phil were lying together in the fetal position. They were absolutely still, and bullet holes dappled the raft around them. Louie shook Mac. Mac made a sound. Louie asked if he'd been hit. Mac said no. Louie spoke to Phil. Phil said he was okay.

The bomber circled back for another go. Phil and Mac played dead, and Louie tipped back into the ocean. As bullets knifed the water around him, the shark came at him, and again Louie bumped its snout and repelled it. Then a second shark charged at him. Louie hung there, gyrating in the water and flailing his arms and legs, as the sharks snapped at him and bullets came down. The moment the bomber sped out of firing range, he clambered onto the raft again. Phil and Mac were still unhit.

Task Completion Rubric-Three Readings

| Criteria | 4- | 3- | 2- | 1- |
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| <p>Text One Literal Level:</p> <p>-Identification of Key elements</p> <p>-Notes on key elements</p> | <p>-Clearly marks elements key to understanding literal significance of text.</p> <p>-Makes purposeful notes on the key literal meaning of the text to serve as a foundation for inferencing.</p> | <p>-Marks elements key to understanding literal significance of text, but may overlook a few key sections.</p> <p>-Makes notes on the literal meaning,, but they could be more key or purposeful in getting at the key literal significance of the text.</p> | <p>-Inconsistently marks key to understanding the literal significance of the text due to random nature of marking.</p> <p>-Attempts some note but mostly just one word comments that do little to get at the literal significance of the text; some misreads.</p> | <p>-Overlooks key element central to understanding the literal meaning of what is being said. Mostly random marks.</p> <p>-Notes, if any, are not grounded in the basic literal understanding, but mostly misread or irrelevant value judgements. EX. good point, I agree, important...</p> |
| <p>Inferential Level:</p> <p>-Extended notes on key elements</p> | <p>Begins to identify several key concepts based on the literal foundation.</p> | <p>-May identify some key concepts based on the literal foundation..</p> | <p>-Attempts to identify concepts, but misreads of the literal text leads to irrelevant concepts or may substitute paraphrase for inference.</p> | <p>-Little to no attempts to identify concepts. Mostly substitutes paraphrase for inference.</p> |
| <p>Text Two Literal Level:</p> <p>-Identification of Key elements</p> | <p>-Clearly marks elements key to understanding literal significance of text.</p> <p>-Makes purposeful notes on the key literal meaning of the text to serve as a foundation for inferencing.</p> | <p>-Marks elements key to understanding literal significance of text, but may overlook a few key sections.</p> <p>-Makes notes on the literal meaning,, but they could be more key or purposeful in getting at the key literal significance of the text.</p> | <p>-Inconsistently marks key to understanding the literal significance of the text due to random nature of marking.</p> <p>-Attempts some note but mostly just one word comments that do little to get at the literal significance of the text; some misreads.</p> | <p>-Overlooks key element central to understanding the literal meaning of what is being said. Mostly random marks.</p> <p>-Notes, if any, are not grounded in the basic literal understanding, but mostly misread or irrelevant value judgements. EX. good point, I agree, important...</p> |

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| -Notes on key elements | | | | |
| Inferential Level: -Extended notes on key elements | Begins to identify several key concepts based on the literal foundation. | -May identify some key concepts based on the literal foundation.. | -Attempts to identify concepts, but misreads of the literal text leads to irrelevant concepts or may substitute paraphrase for inference. | -Little to no attempts to identify concepts. Mostly substitutes paraphrase for inference. |
| Text Three Literal Level: -Identification of Key elements -Notes on key elements | - Clearly marks elements key to understanding literal significance of text. -Makes purposeful notes on the key literal meaning of the text to serve as a foundation for inferencing. | - Marks elements key to understanding literal significance of text, but may overlook a few key sections. -Makes notes on the literal meaning,, but they could be more key or purposeful in getting at the key literal significance of the text. | - Inconsistently marks key to understanding the literal significance of the text due to random nature of marking. -Attempts some note but mostly just one word comments that do little to get at the literal significance of the text; some misreads. | - Overlooks key element central to understanding the literal meaning of what is being said. Mostly random marks. -Notes, if any, are not grounded in the basic literal understanding, but mostly misread or irrelevant value judgements. EX. good point, I agree, important... |
| Inferential Level: -Extended notes on key elements | Begins to identify several key concepts based on the literal foundation. | -May identify some key concepts based on the literal foundation.. | -Attempts to identify concepts, but misreads of the literal text leads to irrelevant concepts or may substitute paraphrase for inference. | -Little to no attempts to identify concepts. Mostly substitutes paraphrase for inference. |
| Total Score: _____ /6 = _____ =Final Grade: _____ | | | | |