

## Clearview Regional High School District Summer Assignment Cover Sheet 2019

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| Course                                 | Honors English I  |
| Teacher(s)                             | Mrs. Handley  |
| Due Date                               | September 6, 2019   |
| Grade Category/Weight for Q1           | The text marking and theme statement will be checked using the attached rubric for a daily grade. Additional in-class assignments based on the summer reading will be given during the first marking period.  |
| NJ Student Learning Standards Covered: | <ul style="list-style-type: none"> <li>● Determine the meaning of words and phrases as they are used in the text</li> <li>● Cite strong &amp; thorough textual evidence</li> <li>● Determine a theme or central idea of a text and analyze its development through a formal element of plot...</li> <li>● Analyze how complex characters develop...</li> <li>● Draw evidence from literary texts...</li> <li>● Produce clear and coherent writing...</li> </ul>   |
| Description of Assignment              | <ol style="list-style-type: none"> <li>1. Read and text-mark the short story, <i>The Sniper</i> by Liam O’Flaherty focusing on the development of the central character. Text mark means to underline/highlight key passages that develop the central character of the sniper and write notes in the margin to comment on <b>how the passage</b> develops the main character of the sniper.</li> <li>2. Based on your key passages of character development, write a statement of the story’s central theme on the concept of “survival” in one complete sentence.</li> </ol>   |
| Purpose of Assignment                  | The purpose of the assignment is to provide a baseline of diagnostic data on students’ current skill levels in the areas of critical reading and writing. The critical reading should document students’ current understanding of what it means to read a text critically and <u>document evidence</u> of a “critical read” focusing on character development. Moreover, students should be able to develop a statement of theme based on their understanding of the author’s implied meaning inferred from the literal development of the story’s central character. It will be evaluated to 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.   |

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|----------------------------|--|
| Where to Locate Assignment | See District Website for assignment  |
| Helpful Resource(s)        | <p><u>Instructors</u></p> <p>Ms. Patricia Handley: <a href="mailto:handleypa@clearviewregional.edu">handleypa@clearviewregional.edu</a></p> <p><u>Supervisor of English</u></p> <p>Diane Bernstein: <a href="mailto:bernsteindi@clearviewregional.edu">bernsteindi@clearviewregional.edu</a></p> <p>Email will be checked once a week in the summer.</p> |

## Honors English I - Summer Reading 2019-2020

### Instructors:

Ms. Patricia Handley: [handleypa@clearviewregional.edu](mailto:handleypa@clearviewregional.edu)

**Due Date:** September 6, 2019. The text marking and theme statement will be checked using the rubric for a daily grade. Additional in-class assignments based on the summer reading will be given during the first marking period.

### Assignment:

The purpose of the assignment is to provide a baseline of diagnostic data on students' current skill levels in the areas of critical reading and writing. The critical reading should document students' current understanding of what it means to read a text critically and document evidence of a "critical read" **focusing on character development**. The critical read should show that students are able to determine the passages that are key in showing the progression of the character's development from the beginning, middle, and end of the story; therefore, **students should be selective in what they identify as "key."** Moreover, students should be able to develop a statement of theme based on their understanding of the author's implied meaning inferred from the literal and inferential development of the story's central character. It will be evaluated to determine current skill levels and graded using the attached level of completion rubric

**1. Read and text mark** a literary text on the topic of survival through the development of the central character. Underline or highlight to mark key passages about the development of the central character and then write notes in the margins next to those highlighted passages to explain how the character develops.

- “The Sniper” by Liam O’Flaherty

Consider the following “Methods of Characterization” when marking the text:

Methods of Characterization: How an author reveals or develops a character

Indirect: Require inferences to determine characterization

- Physical description-What the character looks like.
- Actions-What the character does.
- Words-What the says, thinks, feels.
- Other characters’ comments-What other characters say, feel, or react to the character under analysis .

Direct: No need to infer because the author or a character tells us directly what he/she wants us to think about this character.

- What the narrator tells us through direct statements giving the writer’s opinions of the character
- Directly stated character traits.

**“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.*

**2. Write a statement of theme** to put into words the writer’s **implied purpose** for the development of his or her central character. Consider what the central character does in the name of “survival” and how those actions affect the central character. What might be the writer’s implied point or meaning based on the choices the central character makes, especially the discovery the sniper makes at the end of the story? Write one complete sentence that states what is revealed about “survival” based on the **implied ideas** related to the way the central character develops over the course of the story.

| Task Completion Rubric: All Three Components of the Assignment   |   |   |   |   |                |
|--|---|---|---|---|----------------|
| Criteria   | 4-100   | 3-90  | 2-80  | 1-70  | No Score       |
| <b>Theme</b>   | Clearly states the writer's implied point to reflect a truth revealed through the central character's development in a complete sentence.   | States the writer's implied point but may include some literal plot points to somewhat reflect a truth revealed through the central character's development in a complete sentence but wording may cloud meaning.   | Attempts to state the writer's implied point, but more literal plot points than implied concepts, so mirrors the plot more than reflects a truth revealed through the central character's development. May be more than one sentence.   | Provides more a statement of plot than a statement of theme, so it gives an overview of the plot versus a truth revealed through the central character's development. May be more than one sentence or stated as a "lesson or moral" to be learned.   | Not attempted. |
| <p><b>-Text Marking to determine development of central character</b></p> <p><b>-Margin notes based on marked/ highlighted passages.</b></p> | <p><b>-Marks all to most</b> elements *key to understanding the development of the central character.</p> <p><b>-Makes purposeful notes on the key literal and inferential significance</b> of the character's development. Notes <b>identify concepts and ideas implied</b> based on inferences.</p> | <p><b>-Marks some</b> elements *key to understanding the development of the central character, but may overlook a few key sections.</p> <p><b>-Makes notes on the literal and inferential meaning,, but they could be more key or purposeful in getting at the significance</b> of the character's development. Some may restate or paraphrase of what the text says while other identify implied ideas, concepts, and conclusions.</p> | <p><b>-Marks few</b> *key elements to understanding the development of the central character; marking seems somewhat random in nature.</p> <p><b>-Attempts some note but mostly just one word comments that do little to get at the literal or inferential significance</b> of the character's development. <b>Mostly just restatement or paraphrase of what the texts says..</b></p> | <p><b>-Overlooks *key</b> element central to the development of the central character. Mostly random or surface elements..</p> <p><b>-Notes, if any, are not grounded in the basic literal understanding of the character's development but mostly restatement, misread or irrelevant value judgements.</b><br/><b>EX. good point, I agree, important....</b></p> |                |
| <p><b>Total Score:</b> _____ <b>/3 =</b> _____ <b>=Final Grade:</b> _____</p>  |   |   |   |   |                |

**Link to “The Sniper” print document so it can be text marked.**

<https://docs.google.com/document/d/1qvMFqYDPdPuDi19IHxxyvzbzRQ7N7RqwN74SpjfcXZMI/edit?usp=sharing>