

PEMSA/PWMSA

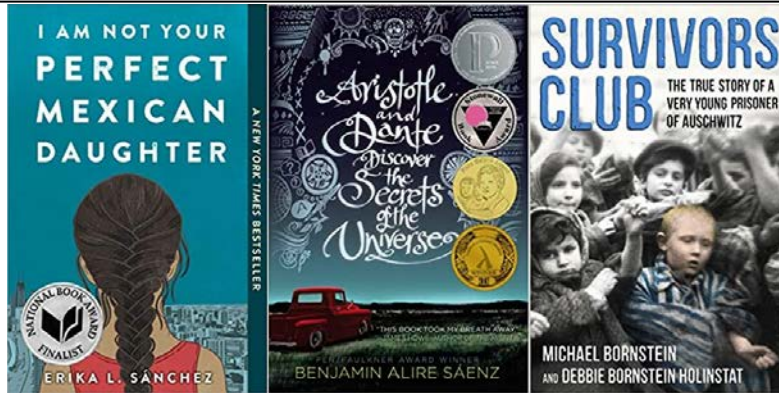
International Honors English 1: Survey of Literature Required Summer 2021 Reading Assignment

Due Date for **PARTS 1 & 2**: Monday, August 23rd (First full day of school)

Point Value: 50 points (10% deduction per day for late work)

Welcome to International Honors 1: Survey of Literature! We look forward to a year of learning and growth with you. For your summer reading assignment, you will need to purchase and read **one** of the novels below. We will be using this book during the first few weeks of class, so plan on bringing it with you on the first day of school. Each of these titles are available at Amazon or Barnes and Noble.

1. *I Am Not Your Perfect Mexican Daughter* by Erika L. Sánchez (ISBN: 9781524700515)
2. *Aristotle and Dante Discover the Secrets of the Universe* by Benjamin Alire Sáenz (ISBN: 9781442408937)
3. *Survivor's Club* by Debbie Bornstein Holinstat and Michael Bornstein (ISBN: 9781250118752)



Part One - Reflection Essay (30 points)

Pretend you are a book reporter explaining to other freshmen what you thought about the book. As you work on your reflection, try to imagine you are writing a script for a podcast on the book that you will share with your classmates. Here are some specific ideas to focus on:

Body Paragraph 1

- Why did you choose this book?
- Which character did you resonate with most and why?

Body Paragraph 2

- What was your favorite part and why?
- What was the **theme** of the book? (See below for clarification. *)

Body Paragraph 3

- What is one life lesson you learned from this book?
- To whom would you recommend this book? (What type of person would enjoy it?)

*Information on **THEME** (for body paragraph 2)

Every story has at least one theme. A theme teaches or helps us recognize something about the human experience. However, it is rarely directly revealed; rather, a reader must infer the theme of the work after considerable thought. How does a reader infer a theme from a story? Always ask yourself questions as you read to help unveil your book's theme. Sample questions are included below. They are merely included as "food for thought" to help you with this task.

- Why is this situation included in the story?
- What is the main idea about this situation? Does it show fear? Or love? Or change? Or strength?
- Is this a central conflict throughout the story or in just one situation?
- Why is this character important? Why is this symbol important?
- What are the significant changes from the beginning to the end of the story?

Follow the criteria below for your essay:

- ✓ Length should be about 500 words (2 double-spaced pages)
- ✓ Format should be size 12 Times New Roman font with 1-inch margins Include
- ✓ A brief introduction paragraph at the beginning
- ✓ Three body paragraphs in the middle
- ✓ A conclusion paragraph at the end
- ✓ Incorporate at least one quote from your book into each of the body paragraphs. (This means at least three quotes.)

Part Two - Reading Journal (20 points)

- Choose 5 chapters from the book that you will write journal entries for. Each journal entry should be about one paragraph in length.
- Arrange your entries in ascending chapter order.
- Label each entry with the page number(s) that inspires the thought.
- Your notes/entries should NOT center on what happens in the story, (i.e. a summary of the plot), but instead they should focus on deeper connections such as:
 - Ideas that the chapter inspires or makes you think about
 - Connections that you can make to other books, stories, or cultures
 - Thoughts regarding what is happening to the character(s) - their actions, their words, their emotions
 - The language – the tone, the word choice, literary devices you notice, the way the author writes
 - Cultural connections – thoughts on how the story relates to society

Written Essay Grading Rubric

Grade: _____/30

Writing Expectations	Not Yet (needs evidence of writing trait)	Emerging (shows some evidence of writing trait)	Developing (shows understanding of writing trait; shows some evidence of acceptable use of writing trait)	Effective (shows solid understanding of writing trait; shows sophisticated use of writing trait)
<p>Content:</p> <ul style="list-style-type: none"> ○ The writing is logical and clear. ○ The student’s writing indicates a clear, thorough insight and apt observations. ○ The student recognizes patterns and complex themes at work in the text. ○ Textual evidence (quotes from the novel) should be used to support ideas. 	1–4	5–6	7–8	9–10
<p>Structure:</p> <ul style="list-style-type: none"> ○ Each paragraph should be logically organized (by topic or chronologically). 	1	2	3	4–5
<p>Style:</p> <ul style="list-style-type: none"> ○ The style should be engaging and professional. ○ Transitions and sentence structure should be clear and smooth. ○ Your voice as a writer should be natural, authentic, and credible. ○ Diction should be intentional and professional. 	1	2	3	4–5
<p>GPS:</p> <ul style="list-style-type: none"> ○ The grammar, punctuation, and spelling should be consistent with standard academic English writing. 	1	2	3	4–5
<p>Presentation:</p> <ul style="list-style-type: none"> ○ This assignment must be typed in size 12 Times New Roman font, double-spaced, with 1” margins. ○ The student’s name and the title and author of the novel are at the top of the page. 	1	2	3	4–5

Reading Journal Rubric: 20 points

Each chapter is worth 4 points.

<p>FIVE chapters or short stories. Be sure to indicate the TITLE of the chapter or short story.</p>	<p>FIVE paragraphs—each at least six sentences in length.</p> <p>Each sentence address a thought in the column to the right → →</p>	<ol style="list-style-type: none">1. Ideas that the reading inspires or makes you think about2. Connections that you can make to other books, stories, or culture3. Thoughts regarding what is happening to the character(s) - their actions, their words, their emotions4. The language – the tone, the word choice, literary devices you notice, the way the author writes5. Culture connections – thoughts on how the play comments on society6. Patterns in either the language or the concepts (or both)
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