### Clearview Regional High School District
#### Summer Assignment Coversheet 2015

<table>
<thead>
<tr>
<th>Course(s)</th>
<th>Honors English IV; Advanced English IV</th>
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</thead>
<tbody>
<tr>
<td>Teacher(s)</td>
<td>Handley/Schoudt/Barry/Ahern</td>
</tr>
<tr>
<td>Due Date</td>
<td>Friday, September 11, 2015 - HW</td>
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<tr>
<td></td>
<td>Assignment will be used as the basis for much of Q1 and Q2</td>
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<tr>
<td>Grade Category/Weight for</td>
<td>1 Homework assessment (On 9/11)</td>
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<tr>
<td>Q1</td>
<td>Various assignments will grow out of summer assignment.</td>
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</table>
| Common Core and/or NJ Core Curriculum Content Standards covered | • Cite strong and thorough evidence in the text of each story to support analysis of explicit and implicit meaning.  
• Analyze how an author's choices concerning the structure of specific parts contribute to a text’s overall structure and meaning.  
• Determine two or more central ideas of a text and analyze how these ideas develop over the course of the text, including how they interact and build on one another, to provide a complex analysis.  
• Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  
• Read and comprehend complex literary texts independently and proficiently. |
| Description of Assignment | 1. Read two texts of choice from list provided and document evidence of a critical reading process.  
2. Write a theme statement for each work.  
3. Answer a prompt requiring a formal analysis for each text and theme:  
   a. For each theme statement, select an element of plot such as setting, symbol, or character as the focus of a one paragraph explanation of how the use of that element proves your theme statement is one of the central themes of the work. |
| Purpose of Assignment     | This information will be used as an initial diagnostic of skill level in the area of critical reading of fictional texts. |
| Specific Expectations     | Follow instructions on website  
Thoughtfully complete prompt  
Review the rubric before and after completing the assignment  
Type thematic statements and responses  
Use MLA Heading:  
Your name  
Instructor’s name  
Class/Period  
Date-European Style Day/month/year |
## Where to Locate Assignment
Clearview Web Page

## Teacher Contact Information
Instructor emails

- Mr. Ahern: ahernch@clearviewregional.edu
- Ms. Barry: barrysu@clearviewregional.edu
- Mrs. Handley: handleypa@clearviewregional.edu
- Mrs. Schoudt: schoudlta@clearviewregional.edu

Supervisor of English email

- Diane R. Bernstein: bernsteindi@clearviewregional.edu

Emails will be checked weekly during the summer.

## Helpful Resource(s)
Scoring Rubric (attached to assignment)
Summer Reading Assignment

Clearview Regional High School District develops its curriculum in order to best serve the district’s mission and meet the subject-area benchmarks established by The Common Core State Standards and other local, state and national criteria for curriculum development. We recognize that adolescence through young-adulthood is a time when students of the same age are at different maturity levels, so the selection of materials is undertaken with care and deliberation.

The English Department selects literary texts that reflect a diversity of perspectives, are age-appropriate, are high quality literature and are useful to fulfill the district’s mission and the course’s benchmarks. Parents are encouraged to investigate the texts explored by their children; we urge parents to take an active role in helping our students to develop admiration for the elegance and richness of human expression.

Recognizing that not all works are appropriate for all students, texts identified with an (*) may contain mature or sensitive language or issues; parents or guardians may wish to preview texts prior to student participation.

Assignment:

- Choose two short stories and complete the tasks below.
  - Short Stories:
    - Eleven
    - Use of Force
    - Weekend
  
Tasks: To be completed for both stories selected

- Read and document evidence of a critical reading process.
- Write a theme statement for each work.
- For each theme statement, select an element of plot such as setting, symbol, or character as the focus of a one paragraph explanation of how the use of that element proves your theme statement is one of the central themes of the work.

General Guidelines:

- Please type your responses, 12 font, Times New Roman.
- Have a hard copy of your work ready to submit on Friday, September 11, 2015.
Links to stories and poems:


Weekend:  https://www.teachingenglish.org.uk/sites/teacheng/files/weekend_text_0.pdf

If you have any questions about this assignment, please contact one of the following:

  Ms. Susan Barry  (barrysu@clearviewregional.edu)
  Mrs. Patricia Handley  (handleypa@clearviewregional.edu)
  Ms. Lauren Schoudt  (schoudtla@clearviewregional.edu)
  Mr. Chris Ahern (ahernch@clearviewregional.edu)
**Rubric for Summer Reading English IV: "Theme Statement Rubric"**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 - mastery</th>
<th>3 - proficient</th>
<th>2 - developing</th>
<th>1 - poor</th>
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<tbody>
<tr>
<td><strong>Theme Statement Criteria</strong></td>
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<tr>
<td>- Follows thematic statement formula:</td>
<td>Theme statement strongly adheres to the listed criteria through sophisticated articulation and complex insight.</td>
<td>Theme statement adheres to the listed criteria through effective articulation and insight.</td>
<td>Theme statement somewhat adheres to the listed criteria. Articulation is somewhat clear. May substitute complexity for generalizations or, obvious/surface level insight.</td>
<td>Theme statement does not strongly adhere to the listed criteria. Theme may be substituted by a moral or cliché phrases. May be overly broad, too narrow, or too simplistic in nature.</td>
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<tr>
<td>- Concept</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>- Conflict</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- Resolution</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- Reveals insight and a truth about the human condition</td>
<td></td>
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<tr>
<td>- Explicitly stated in a complete sentence</td>
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<tr>
<td>- Universal</td>
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<td>- Supported by text</td>
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**Theme Statement Per text:**

**Text 1: Score:**

**Text 2: Score:**

<table>
<thead>
<tr>
<th>Score&amp;</th>
<th>Written Response Rubric - Introductory Senior Level</th>
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<tbody>
<tr>
<td>4</td>
<td>These well-focused responses address the prompt directly and in a convincing manner. A response scored a 4 demonstrates exceptional insight and language facility and combines adherence to the prompt and topic with excellent organization, content, insight, mastery of mechanics, and an understanding of the essential components of an effective response. Supporting details are not merely listed, but effectively develop the response in context of the prompt as a whole. Although not without flaws, these responses are richly detailed and stylistically resourceful, and they connect the observations and points to the prompt as a whole. Descriptors that come to mind while reading this response include: mastery, sophisticated, complex, specific, consistent, and well-supported.</td>
</tr>
<tr>
<td>3</td>
<td>These highly competent responses comprehend the task set forth by the prompt and respond to it directly, although some of the analysis may be implicit rather than explicit. A response scored a 3 is a thinner version of the 4 response in terms of discussion and supporting details. It may also be less well-handled in terms of organization, insight, or vocabulary. Descriptors that come to mind while reading these responses include: demonstrates a clear understanding but is less precise and less well supported than a 4 response. These responses demonstrate an adherence to the task. A response that scores a 3 is an upper-half response, but it may be deficient in one of the essentials mentioned above. It may be less mature in thought or less well-handled in terms of organization, syntax, or mechanics.</td>
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<tr>
<td>2</td>
<td>These responses may be overly simplistic in analysis, or rely almost exclusively on paraphrase rather than specific, textual examples. These responses may provide a plausible justification, but the analysis is implicit rather than explicit. These responses might provide a list of points and examples, but make no effort to discuss them as a means to develop the response. Descriptors that come to mind when reading include: superficial, vague, and mechanical. The language is simplistic and the insight is limited or lacking in development. Responses scored a 2 are weaker in development.</td>
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<tr>
<td>1</td>
<td>These lower-half responses compound the problems found in the 2 response. They often demonstrate significant sustained misinterpretations or understanding, and provide little or no analysis. They maintain the general idea of the writing prompt, show some sense of organization, but are weak in content, maturity of thought, language facility, and/or mechanics. They may distort the topic or fail to deal adequately with one or more important aspects of the topic. Responses that are particularly poorly written may be scored a 1. Descriptors that come to mind while reading include: incomplete, oversimplified, meager, or obvious.</td>
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**Automatic 50**

These responses are wholly broad generalization that fail to deal with the prompt at all. There is no indication of a critical read or analysis based on the requirements of the prompt. Descriptors that come to mind: wholly plot based, irrelevant, filler, trite. Lacks academic focus or intent.

<table>
<thead>
<tr>
<th>Response 1</th>
<th>Response 2</th>
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<tr>
<td>Comments:</td>
<td></td>
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**Final Score:**