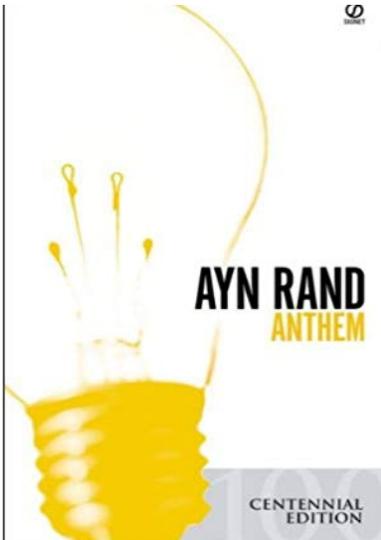




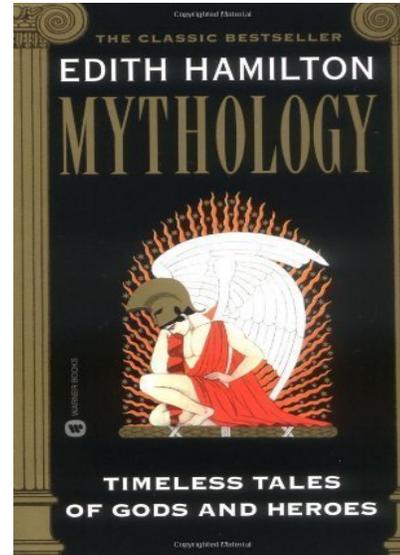
Sharyland ISD
2019-2020
Pre-AP English I
Summer Reading Assignment



Fiction Novel



Read Chapters 3 and 4 “How the World and Mankind Were Created” and “The Earliest Heroes”



Assignments

Assignment # 1	Read Chapters 3 and 4 “How the World and Mankind Were Created” and “The Earliest Heroes” from <i>Mythology</i> by: Edith Hamilton
Assignment # 2	Read <i>Anthem</i> by: Ayn Rand and Complete the <i>Anthem</i> Quote Log
Assignment # 3	Write an Expository Essay

Due Date: August 23, 2019

Dear Parents and Students,

In order to maintain and continue to develop your child's reading level and critical thinking skills during the summer months, Sharyland ISD requires all Honors, Pre-AP, and AP students to read an assigned novel and complete a summer reading assignment. As part of the summer reading assignment, students are required to read a novel, and possibly other literary pieces, and complete a range of activities that include, but are not limited to, anticipation charts, essays, and creative projects. Students may also participate in activities that refer to the novel such as Socratic Seminars, in-class debates, at the beginning of the year. Students will also take a test over what they have read within the first few weeks of school.

In this packet, you and your child will find the title of the required novel, the assignment, as well as a rubric for each assignment that your child can refer to as they complete the summer reading assignment. The assignment due date and approximate date of the test is also listed on the cover of this packet. All Honors, Pre-AP, and AP English students must have the assignments ready to turn in by the due date. Your child can either purchase or check out the book from any public library in your area. Please feel free to call or email the Sharyland Independent School District English Language Arts Specialist, Ms. Elida Salinas at (956) 580 – 5200 ext. 1057, your child's English teacher, or the campus counselor if you have any questions.

We highly recommend that you encourage your child to read the novel and do their very best on the assignment. We also ask that as your child completes the assignments, that you keep internet use to a minimum. If your child plagiarizes any portion of the assignment, he/she will not receive any credit for the assignment. We look forward to meeting your child, and hope that together, we can continue to support reading throughout the year!

Sharyland ISD Teachers

Estimados padres,

En el distrito escolar independiente de Sharyland existe una cultura fuerte y positiva de lectura entre los estudiantes y el personal. Entendemos y valoramos la importancia de la lectura tanto académica como recreativa. Sabemos que los estudios han demostrado que la lectura beneficia todas las materias y también mejora el vocabulario, la ortografía, la fluidez y el conocimiento.

Por este motivo se requiere durante el verano que alumnos inscritos en cursos de inglés del nivel Honors, Pre-AP, o AP realicen la lectura de una novela asignada y completen un proyecto acompañante. El propósito de este proyecto es mantener, o incluso aumentar, las habilidades de lectura de los alumnos para que no inicien el nuevo año escolar en desventaja después de pasar un tiempo prolongado sin clases.

Como parte de este proyecto, alumnos completarán deberes incluyendo, entre otros, guías de anticipación, ensayos y trabajos creativos. También se espera que todo alumno encargado este proyecto esté preparado al comienzo del próximo año escolar para participar en actividades que se refieren a la lectura como los seminarios socráticos y / o debates. Los alumnos también presentarán un examen sobre la lectura dentro de las primeras dos semanas de regreso a clases. Por favor encuentre dentro de los siguientes documentos el título de la novela asignada, instrucciones para realizar el proyecto, y rúbricas para cada deber del proyecto las cual el alumno puede utilizar como guía. La novela asignada se puede comprar o sacar de una biblioteca. En la portada de los documentos se encuentra la fecha de entrega para el proyecto y una fecha aproximada para el examen. Se exige que los alumnos terminen el proyecto antes de la fecha de entrega.

Recomendamos apoyar a que su hijo/a realice el proyecto con su mejor esfuerzo. Favor de asegurarse que el uso de internet no le quite autenticidad al trabajo del alumno. El plagio en cualquier parte del proyecto afectará la calificación final. En caso de dudas o preguntas, favor comunicarse con el/la profesor(a) de inglés de su hijo/a, consejero escolar, o nuestra especialista de artes de lenguaje en inglés, Elida Salinas, al 956-580-5200 ext. 1057.

¡Esperamos con anticipación conocer a su hijo/a y también esperamos poder trabajar juntos en apoyar a la lectura durante todo el año!

Maestros de Sharyland ISD

Pre-AP English I Summer Reading Checklist

In order to receive full credit for the Pre-AP English I Summer Reading assignment, students must complete ALL of the assignments listed below:

- Assignment # 1:** Read Chapters 3 and 4 “How the World and Mankind Were Created” and “The Earliest Heroes”

- Assignment # 2:** Read *Anthem* by Ayn Rand **and** complete *Anthem* Quote Log

- Assignment # 3:** Complete Expository Essay

SUBMISSION: The assignment will be submitted electronically through Turnitin.com. Click on the link below for the “Student Quick-Start Guide” for instructions on how to submit your Summer Reading Assignment.

<https://help.turnitin.com/feedback-studio/turnitin-website/student/quickstart.htm>

Sharyland Pioneer High School Students: Use the Class ID and Enrollment Key below to submit your assignments on [turnitin.com](https://www.turnitin.com)

Class ID: 21019545

Enrollment Key: pioneer

Sharyland High School Students: Fall and Spring students will need to locate their ELA teacher on the first day of school for instructions on how to submit their assignments.

Fall Students: Your teacher will go over how to submit your assignments on the first day of school.

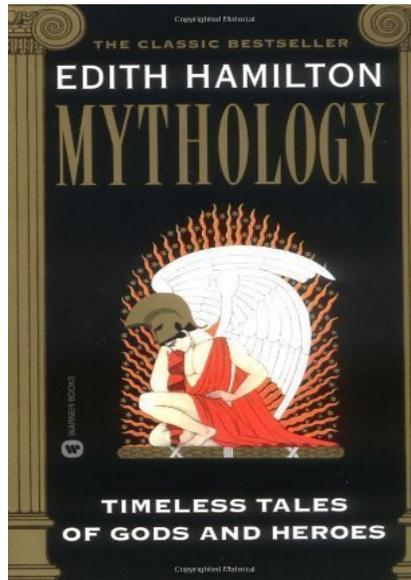
Spring Students: You will need to look at your schedule to see who your English teacher is and go to their classroom for instructions on submitting your assignments.

Note: Students will take a written exam over *Anthem* by Ayn Rand and Chapters 3 and 4 “How the World and Mankind Were Created” and “The Earliest Heroes” from Edith Hamilton’s *Mythology* during the 1st week of Pre-AP English I.

Assignment # 1: Read Chapters 3 and 4 *Mythology* by Edith Hamilton

Edith Hamilton's *Mythology* serves as a prelude or is used as a reference in many pieces of both classic and contemporary literature. According to Joseph Campbell, "examining heroic myths considers not only the patterns and stages of mythology, but also its relevance in our lives today" (pg. ii).

To better understand references made in the book *Anthem*, read Chapters 3 and 4 "How the World and Mankind Were Created" and "The Earliest Heroes." **Note: This material will be part of your written exam.**



Note: You will only need to read two (2) specific sections of this book; therefore, checking it out from a library would be best.

You may check out this book at your local library, or if you would like your own copy; you may purchase it for \$10 - \$12 on amazon.com or at a local bookstore.

Assignment # 2: Read *Anthem* and Complete the Quote Log

When we read, we often read for entertainment and/or knowledge. As a Pre-AP student, you need to have a “conversation” with the text. This is called annotation. As you read, pick **nine (9)** quotes from the book *Anthem*. Your goal in this assignment is to demonstrate understanding on the elements listed below. Select quotes related to:

- *Internal and external conflicts* (character choices and decisions as well as outside struggles)
- *Themes* (recurring ideas or concepts: the role of education/pursuit of knowledge, identity, individualism, fear, light, darkness, love, friendship, loyalty)
- *Setting* (imagery that depicts: time, place and mood- take the dystopian setting into consideration)

□ [Click here for template](#)

Click on the link. The link will take you to the page where you will complete the quote log electronically.

Students must complete this chart on the electronic template available via the link above.

Elements	#	Type quotes in this column. Make sure to cite using the Chapter and page number after every quote (Ch #, pg.#).	Explain the connection between the quote and the literary element: (look to the left and right of the chart for the literary element).	Elements
Conflict	1			Conflict
	2			
	3			
Setting	4			Setting
	5			
	6			
Theme	7			Theme
	8			
	9			

Anthem Quote Log Grading Rubric

Quote Log				
Quote selection and citations 50 total pts	Detailed, meaningful, Appropriate, and thought provoking quote ___20	Less detailed but still good; Mostly an appropriate and thought provoking quotation ___15	Few good details and/or quote selected, lacks significance ___10	Hardly any details; Quote chosen bares little importance to the overall themes/ characters/ plot ___5
Literary Element Connection 50 total pts	Insightful, personal connections, thought-provoking questions; All responses are unique ___30	Some personal connections, questions arise from text, Some responses are repetitive but mostly unique ___20	Few connections, obvious connections or obvious questions, Few response are unique ___10	Few connections, no questions, Responses are repetitive ___5

Assignment # 3: Write an Expository Essay

Directions:

Choose **one (1)** Essay Prompt from the two listed below. Write a 1 to 1 1/2 page expository essay in MLA format.

- Essay must be typed
- Essay must be double spaced
- Font size: 12 point
- Font type: Times New Roman font.

Essay Prompt #1: Explain how *conflict* can make a person grow.

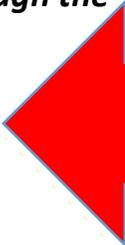
Use examples from *Anthem* in order to elaborate your explanation. You may also use the quotes used for your book collage.

Essay Prompt #2: Explain how *setting* can influence a person's motivation to succeed.

Use examples from *Anthem* in order to elaborate your explanation. You may also use the quotes used for your book collage.

Students are required to fill in their essay through the Electronic template available below:

[Click here for template](#)



Click on the link. The link will take you to the page where you will complete your essay electronically.

- ***If you use quotations in your essay, an MLA Format Guide is located on page # 8 of this packet.***
- ***Essay Rubric is provided on page # 9 of this packet.***
- ***The number of points allotted for each score is located at the bottom of the English I Expository Writing Rubric.***

Modern Language Association (MLA) Style: In Text Citations

Information from other sources must be acknowledged within the body of the text (in text or parenthetical citations) and at the end of the paper (in a Works Cited list). It is important that all references cited within the text appear in the Works Cited list, and vice versa.

In Text Citations In the body of your essay, you acknowledge your cited material with the author's name and the page number (if applicable) where the information was found. This will allow the reader to find the complete source listed in your Works Cited list at the end of your paper.

The surname of the author and the page reference are inserted in the text at the appropriate point, usually in a natural pause in the sentence as close as possible to the cited information (e.g. at a comma, after a quotation, or at the end of the sentence).

Example:

Most new research builds on past work done by others (Gibaldi 142).

If the author's name is already mentioned in the text, only the page number is required in the citation.

Gibaldi notes that most new research builds on past work done by others (142).

Using Quotations If you quote from or refer to material where the author and the page number are known, include the surname and the page number in parentheses after the relevant section.

If your quote is less than five lines integrate it into the body of your paper with the proper use of quotation marks.

Example:

Laughter is a gift and "the most significant characteristic of the human mind" (deBono 55).

Example:

Indent the quotation 2.5 cm. from the left margin and double-space it.

Especially if you are pressed for time, it is so easy to fall into the trap of passing off another's work as your own. You need to remember that:

Plagiarism is theft. Plagiarism is copying. Plagiarism is the failure to acknowledge borrowed material. Plagiarism is illegal, immoral and punishable (usually by failure, in some colleges by expulsion and in the business world by legal action). It is not plagiarism to present other people's ideas in your essay; it is plagiarism to present other people's ideas as your own. (Coggins 32)



English I Expository Writing Rubric

	Score Point 4	Score Point 3	Score Point 2	Score Point 1
Organization/Progression	<p>The organizing structure of the essay is clearly appropriate to the purpose and responsive to the specific demands of the prompt. The essay is skillfully crafted because the writer uses organizational strategies that are particularly well suited to the expository task.</p> <p>The writer establishes a clear thesis statement. All ideas are strongly related to the thesis and are focused on the topic specified in the prompt. By sustaining this focus, the writer is able to create an essay that is unified and coherent.</p> <p>The writer's progression of ideas is logical and well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the flow of the essay by clearly showing the relationships among ideas, making the writer's train of thought easy to follow.</p>	<p>The organizing structure of the essay is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The essay is clear because the writer uses organizational strategies that are adequately suited to the expository task.</p> <p>The writer establishes a clear thesis statement. Most ideas are related to the thesis and are focused on the topic specified in the prompt. The essay is coherent, though it may not always be unified due to minor lapses in focus.</p> <p>The writer's progression of ideas is generally logical and controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the flow of the essay and show the relationships among ideas.</p>	<p>The organizing structure of the essay is evident but may not always be appropriate to the purpose or the specific demands of the prompt. The essay is not always clear because the writer uses organizational strategies that are only somewhat suited to the expository task.</p> <p>Most ideas are generally related to the topic specified in the prompt, but the writer's thesis statement is weak or somewhat unclear. The lack of an effective thesis or the writer's inclusion of irrelevant information interferes with the focus and coherence of the essay.</p> <p>The writer's progression of ideas is not always logical and controlled. Sometimes repetition or wordiness causes minor disruptions in the flow of the essay. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the flow of the essay or show the relationships among ideas.</p>	<p>The organizing structure of the essay is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies that are only marginally suited to the explanatory task, or they are inappropriate or not evident at all.</p> <p>The absence of a functional organizational structure causes the essay to lack clarity and direction.</p> <p>Most ideas are generally related to the topic specified in the prompt, but the thesis statement is missing, unclear, or illogical. The writer may fail to maintain focus on the topic, may include extraneous information, or may shift abruptly from idea to idea, weakening the coherence of the essay.</p> <p>The writer's progression of ideas is weak. Repetition or wordiness sometimes causes serious disruptions in the flow of the essay. At other times the lack of transitions and sentence-to-sentence connections causes the writer to present ideas in a random or illogical way, making one or more parts of the essay unclear or difficult to follow.</p>
Development of Ideas	<p>The development of ideas is effective because the writer uses details and examples that are specific and well chosen, adding substance to the essay.</p> <p>The essay is thoughtful and engaging. The writer may choose to use his/her unique experiences or view of the world as a basis for writing or to connect ideas in interesting ways. The writer develops the essay in a manner that demonstrates a thorough understanding of the expository writing task.</p>	<p>The development of ideas is sufficient because the writer uses details and examples that are specific and appropriate, adding some substance to the essay.</p> <p>The essay reflects some thoughtfulness. The writer's response to the prompt is original rather than formulaic. The writer develops the essay in a manner that demonstrates a good understanding of the expository writing task.</p>	<p>The development of ideas is minimal. The essay is superficial because the writer uses details and examples that are not always appropriate or are too briefly or partially presented.</p> <p>The essay reflects little or no thoughtfulness. The writer's response to the prompt is sometimes formulaic. The writer develops the essay in a manner that demonstrates only a limited understanding of the expository writing task.</p>	<p>The development of ideas is weak. The essay is ineffective because the writer uses details and examples that are inappropriate, vague, or insufficient.</p> <p>The essay is insubstantial because the writer's response to the prompt is vague or confused. In some cases, the essay as a whole is only weakly linked to the prompt. In other cases, the writer develops the essay in a manner that demonstrates a lack of understanding of the expository writing task.</p>
Use of Language /Conventions	<p>The writer's word choice is purposeful and precise. It reflects a keen awareness of the expository purpose and maintains a tone appropriate to the task. The word choice strongly contributes to the quality and clarity of the essay.</p> <p>Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the essay.</p> <p>The writer demonstrates a consistent command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay. The overall strength of the conventions contributes to the effectiveness of the essay.</p>	<p>The writer's word choice is, for the most part, clear and specific. It reflects an awareness of the expository purpose and establishes a tone appropriate to the task. The word choice usually contributes to the quality and clarity of the essay.</p> <p>Sentences are varied and adequately controlled, for the most part contributing to the effectiveness of the essay.</p> <p>The writer demonstrates an adequate command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the essay.</p>	<p>The writer's word choice may be general or imprecise. It reflects a basic awareness of the expository purpose but does little to establish a tone appropriate to the task. The word choice may not contribute to the quality and clarity of the essay.</p> <p>Sentences are awkward or only somewhat controlled, weakening the effectiveness of the essay.</p> <p>The writer demonstrates a partial command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.</p>	<p>The writer's word choice may be vague or limited. It reflects little or no awareness of the expository purpose and does not establish a tone appropriate to the task. The word choice may impede the quality and clarity of the essay.</p> <p>Sentences are simplistic, awkward, or uncontrolled, significantly limiting the effectiveness of the essay.</p> <p>The writer has little or no command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.</p>

Score 4 = 50 points

Score 3 = 40 points

Score 2 = 30 points

Score 1 = 20 points

SUCCESS!! You Have Completed Your Summer Reading Assignment!!

In order to obtain the maximum amount of points for your assignment, it is important that you avoid PLAGIARISM ☹

1. WHAT IS PLAGIARISM?

Many people think of plagiarism as copying another's work or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense. According to the Merriam- Webster Online Dictionary, to "plagiarize" means:

- To steal and pass off (the ideas or words of another) as one's own
- To use (another's production) without crediting the source
- To commit literary theft
- To present as new and original an idea or product derived from an existing source

2. ALL OF THE FOLLOWING ARE CONSIDERED PLAGIARISM:

- Turning in someone else's work as your own
- Copying words or ideas from someone else without giving credit
- Failing to put a quotation in quotation marks
- Giving incorrect information about the source of a quotation
- Changing words but copying the sentence structure of a source without giving credit
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.

3. AVOID PLAGIARISM:

Plagiarism is a serious issue, and it will absolutely not be tolerated. Assignments must be completed individually, without collaboration with other people and/or outside reading sources (including the internet). Plagiarized work will earn a zero as well as disciplinary consequences.

Most cases of plagiarism can be avoided by citing sources. On page # 8 of this packet, you can find a sample and the correct MLA format for your written responses. Simply acknowledging that certain material has been borrowed and providing your audience with the information necessary to find that source is usually enough to prevent plagiarism.