ASSIGNMENTS

All grades 9-12: English I, II, III, IV
Honors and AP assignments are different and are listed after this assignment

Assignment Due Date: All students must be prepared to submit this written summer reading assignment by the first full week of school in September. Your teacher may require you to do more with this book after school begins.

FIRST STEP: Choose a book from the English Summer Reading Book List posted on the PV website at www.pvhs.k12.nj.us. Then, do the following assignment:

The summer reading assignment has two parts:

I. **Quotebook** (you will be able to refer to this as you complete the second part):

II. **In-class timed writing** (which will be scheduled by your English teacher early in September)

I. The Quotebook

As you read, you find that some passages are more striking, more surprising, more significant, more intriguing, or simply more memorably satisfying than others. These are the passages you want to record in your Quotebook.

Number your passage. Type a quoted passage and the page number where you found it in a parenthetical note—like this (78). Under the quote, add your explanatory notes, which will answer two questions:
A. What is the context? This question focuses on this passage as part of the book. If you read a novel, this includes information about who said it and to whom? What is happening in the plot at this point? If you read a nonfiction book, this means what was the topic under discussion? How does this passage fit—it is evidence from a new source? A confirming fact? A great example? A new direction in the argument? A surprising contradiction? An anecdote? A joke? (4-sentence minimum)

B. What do you like about this quote? This question focuses on your experience as a reader. Your notes here will capture your reaction to the passage and single out the things that make it significant/funny/startling/deep for you. (3 sentence minimum)

Quotebook FAQ's

1. How long is a passage?
More than one sentence, less than a paragraph.

2. How long should my note on each passage be?
A. Explaining the context: 4 sentence minimum. If it’s complicated, it may be longer.
B. Explaining what you like: 3 sentence minimum. Again, if it’s complicated, it may be longer.
So, that’s a minimum of 7 sentences per entry.

3. How many passages should be in the Quotebook?
10 minimum—but if it’s a good book, you will probably have more.

4. Is it O.K. if they are all from the first 25 pages, because that part was really, really good?
NO. Space out your quote choices through the book—no more than one every 20 pages. Remember, part of this assignment is showing that you finished the book.

5. Do I have to type this?
Yes. You will be submitting it to Turnitin.com, so you need to type it and have it available either as an attachment in an email or in your student transfer folder or on your desktop or on a flashdrive so that you can submit it. The excuse, “It’s on my laptop at home but I can’t access it from here” translates into “I didn’t even start yet, so I am playing for time right now.”
6. What if I don’t like the book very much?
Your reactions don’t have to be positive—if you dislike a book, you should definitely say so, and the quotes you chose can reflect the flaws you see in the book. Sometimes it’s just as useful to figure out why you don’t like a book as it is to figure out why you do. On the other hand, since you have the summer, why not try another book that you may like more?

7. How are you grading this?
The Quotebook is 50% of your summer reading grade. Your grade on it depends on
a. completeness—it includes at least 10 quotes, spaced through your book with notes that answer both questions and fulfill the length requirement.
b. specificity—the notes are focused on the passage rather than vague, all-purpose ramblings

c. coherence—solid sentence structure and grammar
d. look – a reasonable degree of care and neatness

8. What if my friend and I “work together” on it?
Everyone will be required to submit this assignment to TURNITIN. If two or more assignments match, this may be considered plagiarism. This is an individual project, and not a difficult or burdensome one. The quotes you choose will reflect your reading of the book; what you have to say about them should be in your own words. Turnitin.com checks submitted assignments, not only against online sources, but also against the pool of other assignments. Please do your own work.

III. In-class Writing
Early in September, you will have a class period to respond to an essay topic about the book you read. You will be able to refer to your Quotebook in writing the essay. In fact, the essay will require you to use some direct quotes, which you can draw from your Quotebook.

This essay will be the other 50% of your summer reading grade.
English I Honors Summer Reading Assignments

Welcome to English I Honors! The summer reading book for our class is *Things Fall Apart* by Chinua Achebe. Please finish reading it and complete the written assignment below by the time class starts in the fall. Bring the written assignment with you the second full day of class. I am looking forward to meeting you and to working together on this novel.

Dr. Clinton

**Written Assignment:** Complete A, B, and C. (If I give you a minimum length, it means that, while it is fine to write more, you should not write less.)

**A. Fables and Proverbs**

1. Define *fable*.
2. As you read, make a list of the five fables that characters tell each other. This list will include the page number and a phrase briefly identifying each.
3. One of the five fables is about Lizard and the Greens. Answer the following two questions about this fable.
   a. What would you say is the lesson or moral of this fable? (State your moral and give a brief 3-4 sentence explanation)
   b. What connections of parallels can you draw between this fable and the characters and events of the novel? (Minimum 6-sentence paragraph)
4. Define *proverb*.
5. List two proverbs that you find in the novel along with the page number where you find each of them. For each of the proverbs you chose, give a brief explanation (2-3 sentences) of what the speaker means by it.

**B. Six Character Traits**

What kind of character is Okonkwo?

1. List three of his character traits that you think are admirable. Find two specific examples—concrete things that he says or does—that demonstrate each trait. Be sure to include page numbers for each of your examples.
2. List three of his character traits that you think are weaknesses or failings. Find two specific examples—concrete things that he says or does—that demonstrate each trait. Again, be sure to include page numbers for each of your examples.

**C. Talking Back to an Online Essay.** At times students go to online sources to help them understand what they’re reading. The danger is that these online sources will replace your own thoughts and impressions—those reactions and impressions and questions and associations are valuable! They are your inroads to understand that reading. Hold on to them!!
Sometimes students also go to online sources for ideas and interpretation. This is where it gets extremely risky, because there is a lot of weak, questionable, and out-and-out wrongheaded commentary out there, so this next assignment is an exercise in trusting yourself.

Below is an online essay that one of my students actually referred to interpret the fable of Tortoise and the Birds. (The lines are numbered for easy reference.)

1. First read it through, looking for the writer's opinions--places where the writer offers her own interpretation or analysis of what the fable means. You are not looking for errors of fact or grammar or spelling here. The very first sentence, for example, has a big factual error about the ending of the fable, and the writer misspells Okonkwo every time (!), but that sort of mistake is not what you are after. You are looking for one of the parallels that the writer draws between the fable and Okonkwo that, in your opinion, just doesn't hold up.

2. Choose one of those statements that you disagree with and explain why in a 7-sentence paragraph. Your explanation should use examples from the book to support your point of view.

**Online essay**

In the novel *Things Fall Apart*, Chinua Achebe includes a fable about a tortoise and his fatal demise. I feel that Achebe included this tale in order to foreshadow the fate of the novel's main character Okonkow. This fable is also used as a tool in order to display Okonkow's character to the reader, showing his tragic flaws which will eventually lead to his demise. Although Okonkow is seen as a "superman" among his tribe, his fear of failure becomes his driving force behind his tragic heroicness.

I feel that there are many similarities between the tortoise in the fable and Okonkow. "Tortoise saw all these preparations and soon discovered what it all meant...he was full of cunning" (Achebe, 96). This shows how the tortoise, like Okonkow, noticed that there was great importance to accomplishment, that the praise of others and inclusion in their activities was one of the most important achievements to strive for during his life.

Another display of Okonkow's character comes when Achebe states: "I am a changed man. I have learned that a man who makes trouble for others is also making it for himself" (97). This statement, made by the tortoise, is a direct reflection of the character of Okonkow, and also, in many ways, a direct reflection of the fear he holds with in him. Okonkow is haunted by the idleness and irresponsibility of his father. He dreads becoming what he viewed as a child, he is terrified that he will die an Agbala. This statement also shows that despite his fear of becoming like his father, Okonkow is also trying to show everyone else that he is not destined for the same fate his father had. Okonkow strives to be the best in everything that he does, in wrestling, farming, village titles, and also in his family.

In the fable, the tortoise is admired by all of the birds flying with him to the feast. They have great respect for him just as Okonkow's peers do for him. The birds flying with tortoise agree
and support him as he offers his custom of taking on a new name for the feast, just as Okonkow's villagers support him, especially when he commits a wrongdoing during times like the "Week of Peace." The birds soon realize that the tortoise was only concerned with himself, and had no real ideals of community, just as villagers begin to notice that Okonkow is selfish and has no respect for the community in which he lives.

Just as the tortoise is repaired by the medicine man, Okonkow is given new life by the refuge that his mother's village provides for him. Also, like the tortoise, Okonkow may have survived his hardships, but he returned damaged. The tortoise did not die from his fall from the sky, and Okonkow was not physically harmed by his exile, but both would remain forever changed by the experience of falling from grace.

The tortoise and Okonkow are, in my opinion, a direct reflection of one another. They each have the cunning ability to become great members of the community in which they live, but they also possess the capability to have that quality become their greatest downfall. They have the opportunities presented to them, but their greed, and fear, consume them and eventually become a fatal quality.

from Yahoo VoicesAmy Madore

English II Honors

Dear Students of Sophomore Honors,

Welcome to Sophomore Honors English. I hope you are excited about meeting the challenges of this course; your summer reading is the first step in preparing you for the demanding and rewarding class you will be taking next year. In September, we will begin by discussing and writing about the novels you have been assigned. To prepare, you must take notes as you read the literature. Record observations about plot, characters, setting, themes, as well as the author's style and tone. Taking notes is imperative; students have found that referring to their notes helps them to recall information about the books. I also encourage you to explore your reactions to the works through writing; reader response journal are excellent tools for discovery, and they provide excellent writing practice. You will be completing a written evaluation for each novel; one will be completed this summer and the other two will be assigned in the fall.
You are required to read three titles over this summer.

1. *The Scarlet Letter*  Nathaniel Hawthorne

To supplement your notes, you must create a vocabulary list for *The Scarlet Letter*. While you must understand these words to fully comprehend the novel, increasing your vocabulary will also help you prepare for the *PSAT*. Hawthorne’s novel includes a rather lengthy introduction called “The Custom House.” You will not be tested on this portion of the book; you may begin taking notes and defining new vocabulary on page 45, the first chapter of the novel. In addition to reading these required texts, I recommend that you read other novels, short stories, poems, etc. A student of Honors English must be a voracious reader! Have a wonderful summer; I look forward to welcoming you in September.

Sincerely,
Mrs. Kathleen Dellanno
Teacher of Sophomore Honors

*See below for
English II Honors writing assignment

## Writing Assignment

After reading *The Color of Water*, think about the changes the two central figures undergo and the forces behind those changes. Choose either James McBride or Ruth McBride Jordan, and write an essay detailing the character’s growth and development. Be sure to incorporate textual evidence, and avoid mere plot summary.

Please submit this paper to me by August 18th. You can e-mail it to me at dellannok@pvhs.k12.nj.us. If you have any questions or concerns, feel free to e-mail me at any time.
English III Honors Summer Reading Assignment
Welcome to English III honors. This summer you will be reading three American literary works that will help to initiate our discussion on American literature. While you read, I strongly suggest that you take notes on characters, plot, setting, and theme as these notes will help you to recall information about the readings. I would also advise reading with post-its in order to keep any questions or comments about these works within your reach. You will be completing a short and informal writing piece on *The Glass Castle: A Memoir* and *Long Day’s Journey into Night* plus an analytical essay on *The Poisonwood Bible*. See below for details on these assignments. You should email each of your assignments to me at garofalom@pvhs.k12.nj.us

Here are the titles that you are required to read over this summer:

*The Glass Castle: A Memoir* by Jeannette Walls (this novel must be purchased)
*The Poisonwood Bible* by Barbara Kingsolver
*Long Day’s Journey into Night* by Eugene O’Neill

Reading is an emotional experience. For *The Glass Castle* and *Long Day’s Journey into Night*, you will write me an email expressing how you feel about the literary work. Select an event in the novel, a character, a theme or anything else that affects you. Tell me what about the literary work moves you and why. Please speak freely (no need to be too formal); I want to understand your reaction and emotions. Include details and evidence from the literary work, but do not summarize. Send one reaction by 8/15 and the second by 8/30.

**The following assignment on The Poisonwood Bible is due September 12, 2016.**

Throughout the course of the novel, each of the women deals with her journey separately and differently. Please write an analytical essay where you breakdown each character and, through evidence from the text, discuss why they do what they do and how their journeys impact their lives. Please do not retell the story, discuss-do not summarize!
I look forward to reading your thoughts on this summer’s readings, and I especially look forward to working with you throughout your junior year and to getting to know your thoughts on life and literature. If you have any questions, please feel free to email me @ garofalom@pvhs.k12.nj.us

Have a wonderful summer!

Sincerely,
Ms. Mary Garofalo

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**AP Literature and Composition**

Summer Reading Assignment 2017-18

Ms. Jamie Peters

petersj@pvhs.k12.nj.us

**Assignments:**

1. Read *How to Read Literature Like a Professor* (HTRL) by Thomas Foster. You should read this book before beginning the novel. Complete assignment for *How to Read Literature* (see attached) (Due to Ms. Peters by Monday, August 21st via email or share on Google Docs).

2. Read and annotate *The Great Gatsby* by F. Scott Fitzgerald. Please see the annotations guide for directions and sample annotations. At least 50 percent of each chapter should be annotated like the provided sample.

3. As you read *The Great Gatsby*, make mindful connections to the literary principles outlined in *How to Read Literature Like a Professor*. Choose at least five chapters from *How to Read Literature* that apply to *The Great Gatsby*, and write a one-paragraph response for each one that explains the connection. See the sample paragraph below.

4. You will turn in all five paragraphs, as well as your annotated copy of *The Great Gatsby*, on the first day of class. This does not have to be in a complete essay format. You are to just focus your attention to writing strong individual paragraphs for each chapter from HTRL that you discuss and connect to *Gatsby*. 
Sample of an Advanced-Level Response

In “If She Comes Up, It’s a Baptism,” Foster discusses the use of water in literature and the symbolism of characters either drowning, bathing, or being immersed in water, each of which reveals its own symbolic act. Water carries with it a lot of religious imagery, specifically related to baptism and catharsis. Foster references Joseph Conrad and his character who survives a storm at sea. Foster writes, “A young man sails away from his known world, dies out of one existence, and comes back a new person, hence, he is reborn. Symbolically, that’s the same pattern we see in baptism: death and rebirth through the medium of water” (Foster 135). This idea of a symbolic rebirth is seen in A Streetcar Named Desire, specifically with Blanche DuBois’ character. Throughout the play, it becomes clear that Blanche has been through a lot in her life, from the loss of her family home, the suicide of her former husband, and the destruction of her reputation. As these details are revealed about her and uncovered by her brutal brother-in-law, Stanley Kowalski, Blanche is seen immersing herself in hot baths to “calm her nerves.” Blanche’s “white” persona has been stripped away from her and, symbolically, she must cleanse herself of her past experiences and indiscretions doing so by her frequent baths. But, as Foster writes, “the thing about baptism is, you have to be ready to receive it” (Foster 137). Blanche never accepts what she did in the past and tries to live in her own fantasy world. This is ultimately her downfall. Although she tries to cleanse herself, the baptism is not complete because she is not ready to become a new person, as Foster states is one of the criteria for an effective literary baptism.

** See below for the annotation guide and sample novel annotations.

AP English Annotation Guide

As part of your summer reading assignment, you will annotate your required text as you read. Below are definitions and examples of annotations.

Annotating keeps the reader engaged with the text. While you are reading, use one or more of these strategies to mark the book and include your thoughts and questions. If you prefer, you may use sticky notes to make your annotations instead of writing in the margins.

Requirements for annotations:
1. Write comments to ask questions, relate to characters, make connections to other texts, and/or world events, etc.
2. Write comments about the author’s style, word choice, or graphic elements.
3. Write annotations per chapter. (See rubric.)

Suggested annotation strategies:
1. Star any passages that are very important: events, decisions, or cause and effect relationships.
2. Underline any sentences that made you think or appealed to you and describe your thinking.
3. Circle/highlight words that are unfamiliar or make a list of them in the back of the book.
4. Put a question mark by areas that you were confused about or did not fully understand.
5. Bracket any sentences that exemplify the author’s style, word choice, or where the author includes graphic elements. Write your thoughts about the language.

Suggested sentence stems for annotation:
• Why did…
• This part about ______ makes me wonder…
• How are these similar…
• How are these different…
• What would happen if…
• This section about ______ means…
• The way the author says ______ makes me think…
• The word _____ in this paragraph means ______
• What does the author mean by ______
• The words _____ in this paragraph help me understand the meaning of the word ______
• After reading this paragraph, I can now predict that…
• After reading this paragraph, I can now understand why…
• The author included this graphic element in order to…
• The character is like…
• This is similar to…
• The differences are…
• This character makes me think of…
• This setting reminds me of…
• This is good because…
• This is hard because…
• This is confusing because…
• Now I understand…
• This character did _____ because…
• This character is connected to…
• The conflict in this scene…
• The author develops this character by…
• The author uses repetition in order to…
• The author’s use of description…
• The author organizes this text by…

Plagiarism: In order to fully prepare our students for expectations at the collegiate level, plagiarism of any kind is unacceptable. Please refer to the following link for guidance: http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml. There are many resources available online, at the library, and in bookstores.

Annotation Rubric

Advanced (50 points):
• Text has been thoroughly annotated with meaningful questions, observations, and reflections of the content as well as the writing; variety of topics marked for discussion; variety of stylistic devices marked.
• Comments demonstrate analysis and interpretation – thinking beyond the surface level of the text. Thoughtful connections made to other texts, or other events throughout the text.
• Comments accomplish a great variety of purposes.
• Consistent markings throughout text (not bunched).
• Each chapter has several annotations.
• Turned in on the first day of class
Proficient (40 points):
  • Text has been annotated reasonably well with questions, observations, and/or reflections of the content as well as the writing style.
  • Comments demonstrate some analysis and interpretation – thinking somewhat beyond the surface level of the text. Attempts at making connections.
  • Comments accomplish a variety of purposes.
  • Some lapses in entries exist or entries may be bunched.
  • Each chapter has at least two annotations.

Adequate (30 points):
  • Text has been briefly annotated with questions, comments, observations, and/or reflections of the content or writing style.
  • Commentary remains mostly at the surface level. The commentary suggests thought in specific sections of the text rather than throughout.
  • Entries may be sporadic.
  • Each chapter has at least one annotation.

Inadequate (20 points):
  • Text has been briefly annotated.
  • Commentary is perfunctory. Little or no attempt to make connections.
  • Not all chapters are annotated.

A note about the Examples of Annotated Texts that Correspond with the Rubric

The examples on the next pages are meant as samples only to demonstrate the quality of annotation, as described in the rubric. Please see the directions on page 1 of this document and the details in the rubric on this page for further clarification, and review the example pages as a guide as to what it could look like for each classification. The examples are not inclusive of all the types of annotations a student could make.
"Lennie!" he said sharply. "Lennie, for God's sake, don't drink so much." Lennie continued to snort into the pool. The small man leaned over and shook him by the shoulder. "Lennie. You gonna be sick like you was last night."

Lennie dipped his whole head under, hat and all; then he sat up on the bank and his hat dripped down on his blue coat and ran down his back. "That's good," he said. "You drink some, George. You take a good big drink." He smiled happily.

George unsnagged his bundle and dropped it gently on the bank. "I ain't sure it's good water," he said. "Looks kinda scummy."

Lennie dabbed his big paw in the water and wiggled his fingers so the water arose in little splashes; rings widened across the pool to the other side and came back again. Lennie watched them go. "Look, George. Look what I done."

George knelt beside the pool and drank from his hand with quick scoops. "Tastes all right," he admitted. "Don't really seem to be running, though. You never oughta drink water when it ain't running, Lennie," he said hopefully. "You'd drink out of a gutter if you was thirsty." He threw a scoop of water into his face and rubbed it about with his hand, under his chin and around the back of his neck. Then he replaced his
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Assignment for *How to Read Literature Like a Professor*

You are to read and annotate the entire novel. Then, select one of the following “chunks” from *How to Read Literature Like a Professor* and complete the following chart digging into these chapters and applying them to other texts you’ve read in your literary career. See the sample in the chart to guide you.

**Chunk 1:**
Chapter 5, “Now Where Have I Seen Her Before?”
Interlude, “Did He Mean That?”
Chapter 12, “Is That a Symbol?”
Interlude, “One Story”
Chapter 25, “Don’t Read With Your Eyes”

**Chunk 2:**
Chapter 2, “Nice to Eat With You: Acts of Communion”
Chapter 3, “Nice to Eat You: Acts of Vampires”
Chapter 11, “...More Than It’s Gonna Hurt You: Concerning Violence”
Chapter 16, “It’s All About Sex”
Chapter 17, “...Except Sex”

**Chunk 3:**
Chapter 6, “When in Doubt...It’s From Shakespeare”
Chapter 7, “...or the Bible”
Chapter 8, “Hanseldee and Gretledum”
Chapter 9, “It’s Greek to Me”
Chapter 14, “Yes, She’s a Christ Figure, Too”

**Chunk 4:**
Chapter 10, “It’s More Than Rain or Snow”
Chapter 15, “Flights of Fancy”
Chapter 18, “If She Comes Up, It’s a Baptism”
Chapter 19, “Geography Matters”
Chapter 20, “So does Season”

**Chunk 5:**
Chapter 13, “It’s All Political”
Chapter 21, “Marked For Greatness”
Chapter 22, “He’s Blind For a Reason, You Know”
Chapter 23, “It’s Never Just Heart Disease”
Chapter 24, “...And Rarely Just Illness”
Based on the “chunk” you selected, complete the following chart.

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Key Ideas/Concepts/Terms</th>
<th>Reading Connections from your personal repertoire (texts from your literary career)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Quest, knight, nemesis, journey, dangerous road, Holy Grail, self-knowledge, quester, place to go, stated reason to go there, challenges and trials, the real reason to go</td>
<td>In The Old Man and the Sea, Santiago sets out to sea after eighty-four days without catching a fish. The stated journey is for Santiago to prove himself, he is an old man who people no longer believe is a “lucky” fisherman. Yet, on this journey, Santiago learns more about himself, his faith, and his inner strength than his ability to catch a fish (which he does), but in the end, the fish is eaten by sharks. This journey isn’t about the marlin he catches, but the lessons Santiago learns along the way.</td>
</tr>
</tbody>
</table>