Welcome to Honors Freshman English, a rigorous course that offers ninth grade students challenging learning opportunities. In order to facilitate and enrich the course of study in Honors Freshman English, it will be necessary to read a novel AND complete the accompanying assignment. Students should anticipate both objective and written assessments to assess their knowledge of the novel itself during the first week of school.

Please read the following required novel:

*To Kill a Mockingbird*

You will be submitting an essay by August 16th; you can send it to my e-mail, which is dellannok@pvhs.k12.nj.us.

Choose EITHER Scout or Jem, and write a character analysis, focusing on the changes the character undergoes. You must use textual evidence (direct quotes from the novel) to support your assertions.

I suggest you take notes as you read the novel by using Post-it notes. On your Post-It Note, you should write annotations (notes) that address questions for the literary elements listed below. The questions for each literary element are provided as a guide for your study of the novel. Of course, you are encouraged to develop your response beyond the provided questions, if you wish. I strongly encourage you to utilize these questions to help you “navigate the novel” in order to enhance your critical reading and understanding of the text.

Literary Elements- Questions to Consider

**Setting** 1. Why is the setting important? 2. To what extent does the setting shape the characters, conflicts, and themes?

**Conflict** 1. What conflicts arise? Are the conflicts internal or external? 2. Why are they important?

**Characterization** 1. How does the author depict a character? On what details does the author focus? 2. How does this characterization help readers to understand the novel?

**Style** 1. What do you notice about the author’s style? 2. Are the sentences long or short? Rhythmic or abrupt? 3. Are there examples of figurative language or imagery? What effect do they have on the passage?

**Theme** 1. What themes are developed? 2. How are these ideas developed? 3. How is this theme important in the novel?

Example Annotation/Literary Post-It Note for Harper Lee’s *To Kill a Mockingbird*

Passage: Dill saw it next. He put his hands to his face. When it crossed to Jem, Jem saw it. He put his arm over his head and went rigid. The shadow stopped about a foot beyond Jem. Its arm came out from its side, dropped, and was still. Then it turned and moved back across Jem, walked along the porch and off the side of the house, returning as it had come.
Style / Page 58
1. Lee creates a suspenseful mood through her description of the man’s shadow.
2. She uses short, simple sentences that sound choppy in order to increase the tension for readers.
3. Lee uses imagery of the shadow moving across Jem and raising his arm – while Jem and Dill cover their heads with their arms. This shows the boys’ fear and adds to the suspenseful mood of the passage.

I will not collect your notes, but I strongly suggest you try this method of analyzing while you read. I look forward to meeting you in September. Enjoy your summer; I hope you read some great books!
Sincerely,
Mrs. Dellanno
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
3. *The Kite Runner*   Khaled Hosseini

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
AP Literature and Composition
Summer Reading Assignment 2019-20
Ms. Jamie Peters
petersj@pvhs.k12.nj.us

Join the AP Lit Summer Assignment 2019 Google Classroom
Code: a8jog07
(a-8-j-letter o-g-zero-7)

Please enroll in the Google Classroom by Friday, July 12th. All assignments will be posted on Monday, July 15th.

You are to read THREE novels:
How to Read Literature Like a Professor by Thomas Foster
The Great Gatsby by F. Scott Fitzgerald
And a choice novel from the attached list

Assignments:
1. Read How to Read Literature Like a Professor by Thomas Foster. (You need to read this book before beginning the novel, The Great Gatsby). Complete the How To Read Literature Assignment on the AP Lit Summer Assignment Google Classroom. Submit on Google Classroom by 11:59 pm on Friday, August 16th*.
   **if this date conflicts with a scheduled vacation, please send me an email in advance and we can work on a compromise.

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. I will collect your annotated books on Friday, September 6th.

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 (you are NOT limited to the chunk you selected for the HTRL assignment; they can be ANY 5 chapters from the ENTIRE book) that apply to The Great Gatsby, and write a one-paragraph response for each chapter that explains the connection back to Gatsby. See the sample paragraph below.

You will submit these paragraphs on Google Classroom (the assignment is titled “HTRL and The Great Gatsby”) by 11:59 pm on Friday, September 6th. Remember, 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 you discuss and connect to Gatsby.

4. Select a novel from the attached list and complete the “Literary Merit” assignment. Submit on Google Classroom by 11:59 pm on Friday, August 30th*. **If this date conflicts with a scheduled vacation, please send me an email in advance and we can work on a compromise.**

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
DUE THE FIRST DAY OF CLASS

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

Lennie dabbled 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 oughtta 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
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”
<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>
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English IV Honors Summer Reading Assignment

Hello, Senior Honors Students! I am so looking forward to our upcoming year together on this new journey in Senior Honors! I am excited to design a class specifically to you and your learning needs/interests.

My goal for this course is to foster and grow your desire to read and learn while reading, combining classic texts with contemporary ones, and discussing topics that are of high interest to you, while digging deeply into all genres of literature.

Please join the English IV Honors Classroom for the Summer Assignment ASAP.
This is the code: rgy2rk

Please enroll in the Google Classroom by Friday, July 12th. All assignments will be posted on Monday, July 15th.

Our class will be completely paperless and digital. It is highly recommended that you bring your device with you (tablet/laptop) on a daily basis. Please read over the BYOD Policy (linked here) from the Passaic Valley website.

Summer Assignments

Part One: All students must purchase/rent/borrow 1984 by George Orwell.

Read this iconic novel, 1984. Then, read the following articles:
New York Times Article, "George Orwell's 1984 is Suddenly a Best Seller"
PBS Article, "George Orwell's 1984 is a Best Seller Again"

Then, complete the 1984 assignment on Google Classroom.

Part Two:
Select ONE novel from a NY Times Bestseller List. The book can come from one of the following lists:

- “Combined Print & EBook Fiction”
- “Paperback Trade Fiction”
- “Paperback Nonfiction”
- “Combined Print & Ebook Nonfiction”

Then, complete the “Choice Reading” assignment on Google Classroom.

BOTH assignments are to be submitted via Google Classroom by Monday, August 27th by 11:59 pm.

If you have any questions over the summer, please email me!
petersj@pvhs.k12.nj.us
AP Language and Composition Summer Assignment

Please join the AP Lang Google Classroom for the Summer Assignment ASAP. This is the code: ch1qr7

Please enroll in the Google Classroom by Friday, July 12th.
All assignments will be posted on Monday, July 15th.

Please be advised that our class will be completely paperless and electronic. It is recommended that you bring your own device (laptop/tablet) on a daily basis. Please read the BYOD Info from the Passaic Valley homepage.

Summer Assignment

*Outliers* by Malcom Gladwell

Read the entire book. Annotate the major ideas and highlight significant supporting details. Reference your annotations when completing the writing assignment. Electronic versions are fine for this assignment. In fact, here is a PDF of the book! [Outliers PDF](#)

**Writing Assignment Directions:**
- Write a summary of the most significant and relevant claims/arguments presented by Gladwell. Support your summary with textual evidence from the book. Summaries should be concise but also express comprehensive reading of the text. Use MLA format to structure your paper and cite page numbers. You can find guides for MLA format at: [http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/)
- Assignment length - 2 pages, double-spaced
- Submit via Google Classroom (“Outliers Writing Assignment” by Monday, August 20th (by 11:59 pm))

2. *They Say/I Say* with Readings by Gerald Graff, Cathy Birkenstien, & Russel Durst

Read the following Chapters:
- The Introduction
- Chapter 14 “What’s Motivating” Reading for Conversation Assignment:
The second half of this book contains collections of readings that relate to big topics. The topics include:

- “How Can We Bridge the Differences That Divide Us?”
- “Is College The Best Option?”
- “Are We in a Race Against the Machine?”
- “What’s Gender Got to Do With It?”
- “What’s There to Eat?”

Select ONE reading PER TOPIC (for a total of 5 readings!). Read your selected reading and answer the questions that follow it. You will type your answers to these questions on the “They Say/I Say Readings Assignment” on Google Classroom. **This is due by 11:59pm on Friday, August 30th!**

If you have any questions, please email me! petersj@pvhs.k12.nj.us
Also, please check your PV email for any updates/additional information!