

English 10 Honors Summer Readings

Due: First Day of School – Wednesday, September 2, 2015

Selections:

*The Lovely Bones** by Alice Sebold

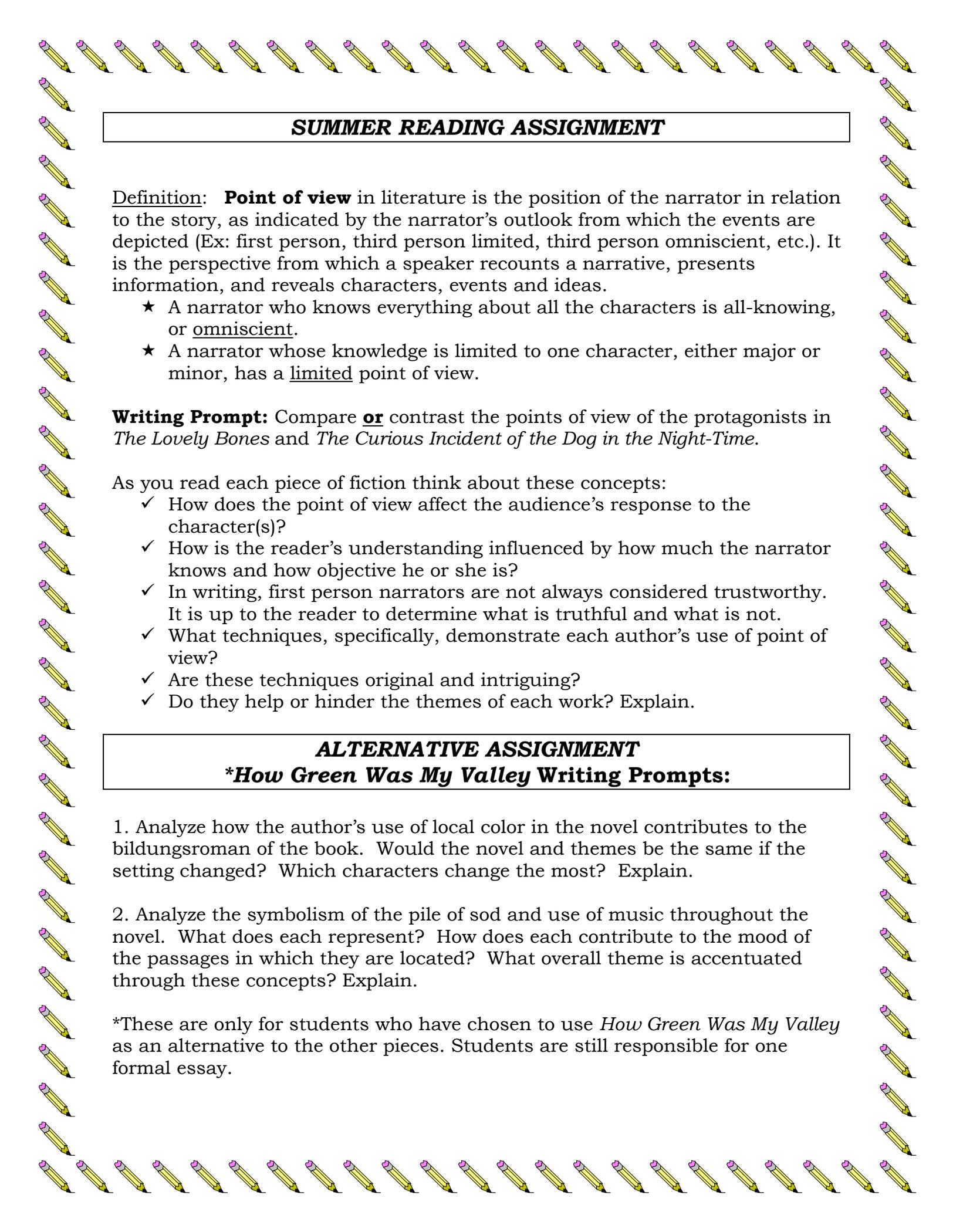
*The Curious Incident of the Dog in the Night-Time** by Mark Haddon

**How Green Was My Valley* by Richard Llewellyn can be used as an alternative selection for students/parents who have objections or concerns with the controversial content and/or language of either piece. Feel free to e-mail me at ksopp@wvwsd.org with questions or concerns.

The selections listed are part of the summer reading curriculum required for entry into the tenth grade honors program. **The selections and assignments should be carefully read, conscientiously prepared, and entirely complete by the first day of the school year.** Students should be ready for quizzes and tests on all aspects including vocabulary, plot, characters, literary devices, and stylistic techniques. Students **MUST** complete **ONE formal** essay in response to the writing prompt provided. Responses must be typed according to MLA format, Seventh Edition. They should not exceed three pages in length (not including works cited page).

Please Note:

- ✓ Questions in the prompt will help you generate your thoughts, but you should organize them into a coherent, short essay with a central focus.
- ✓ You must have a concise, coherent, parallel, three-prong thesis statement that encapsulates and drives the scope of your response.
- ✓ Late work will be penalized 10 points per calendar day late.
- ✓ Failure to complete this work will result in an Incomplete grade (0.0 F).
- ✓ Responses will be assessed using the standard writing rubric which assesses domains of focus, content, organization, style and conventions.
- ✓ When referencing the texts, be sure to **internally document** the sources as well as include a works cited page according to MLA format.



SUMMER READING ASSIGNMENT

Definition: **Point of view** in literature is the position of the narrator in relation to the story, as indicated by the narrator's outlook from which the events are depicted (Ex: first person, third person limited, third person omniscient, etc.). It is the perspective from which a speaker recounts a narrative, presents information, and reveals characters, events and ideas.

- ★ A narrator who knows everything about all the characters is all-knowing, or omniscient.
- ★ A narrator whose knowledge is limited to one character, either major or minor, has a limited point of view.

Writing Prompt: Compare or contrast the points of view of the protagonists in *The Lovely Bones* and *The Curious Incident of the Dog in the Night-Time*.

As you read each piece of fiction think about these concepts:

- ✓ How does the point of view affect the audience's response to the character(s)?
- ✓ How is the reader's understanding influenced by how much the narrator knows and how objective he or she is?
- ✓ In writing, first person narrators are not always considered trustworthy. It is up to the reader to determine what is truthful and what is not.
- ✓ What techniques, specifically, demonstrate each author's use of point of view?
- ✓ Are these techniques original and intriguing?
- ✓ Do they help or hinder the themes of each work? Explain.

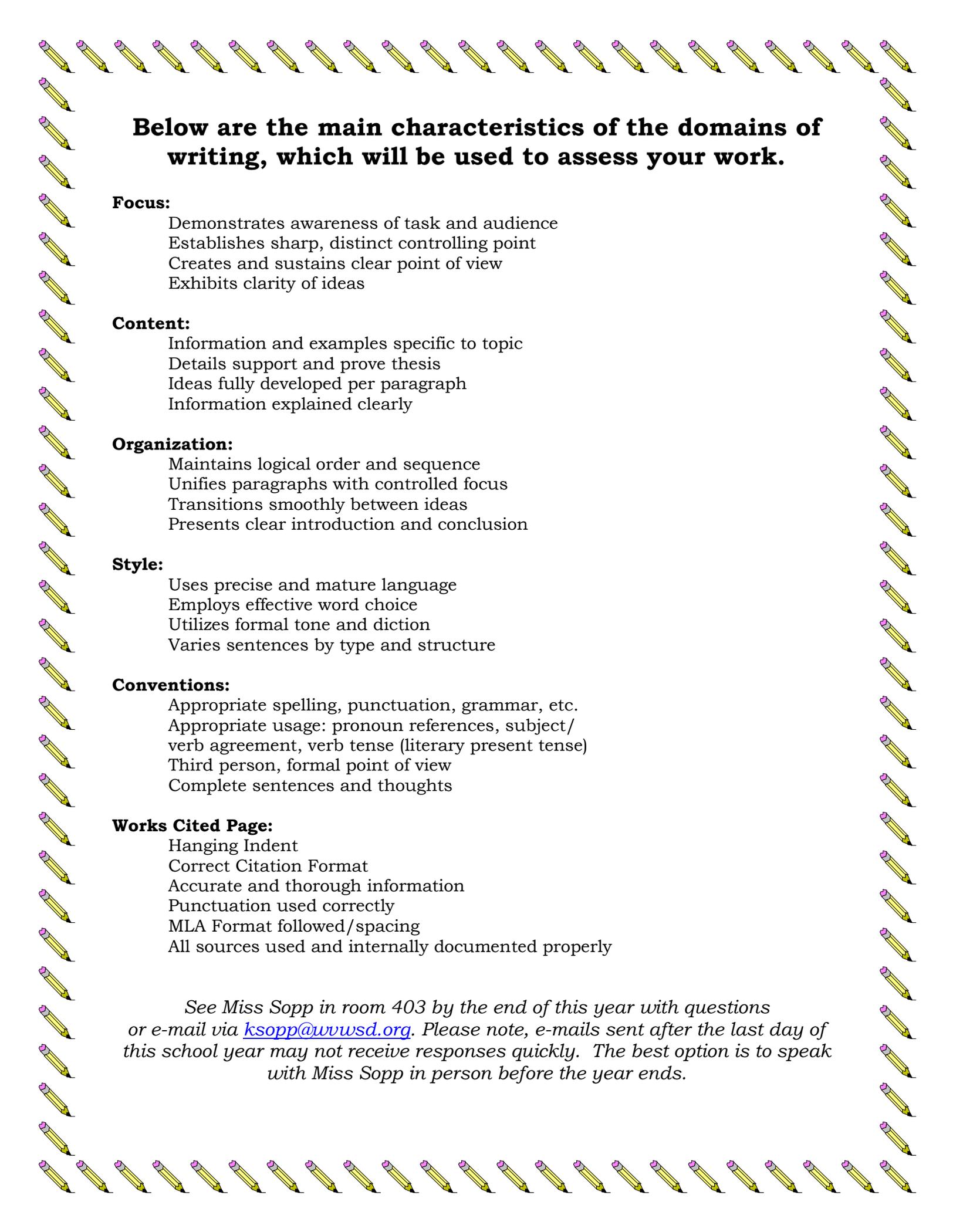
ALTERNATIVE ASSIGNMENT

****How Green Was My Valley* Writing Prompts:**

1. Analyze how the author's use of local color in the novel contributes to the bildungsroman of the book. Would the novel and themes be the same if the setting changed? Which characters change the most? Explain.

2. Analyze the symbolism of the pile of sod and use of music throughout the novel. What does each represent? How does each contribute to the mood of the passages in which they are located? What overall theme is accentuated through these concepts? Explain.

*These are only for students who have chosen to use *How Green Was My Valley* as an alternative to the other pieces. Students are still responsible for one formal essay.



Below are the main characteristics of the domains of writing, which will be used to assess your work.

Focus:

- Demonstrates awareness of task and audience
- Establishes sharp, distinct controlling point
- Creates and sustains clear point of view
- Exhibits clarity of ideas

Content:

- Information and examples specific to topic
- Details support and prove thesis
- Ideas fully developed per paragraph
- Information explained clearly

Organization:

- Maintains logical order and sequence
- Unifies paragraphs with controlled focus
- Transitions smoothly between ideas
- Presents clear introduction and conclusion

Style:

- Uses precise and mature language
- Employs effective word choice
- Utilizes formal tone and diction
- Varies sentences by type and structure

Conventions:

- Appropriate spelling, punctuation, grammar, etc.
- Appropriate usage: pronoun references, subject/verb agreement, verb tense (literary present tense)
- Third person, formal point of view
- Complete sentences and thoughts

Works Cited Page:

- Hanging Indent
- Correct Citation Format
- Accurate and thorough information
- Punctuation used correctly
- MLA Format followed/spacing
- All sources used and internally documented properly

See Miss Sopp in room 403 by the end of this year with questions or e-mail via ksopp@wvwsd.org. Please note, e-mails sent after the last day of this school year may not receive responses quickly. The best option is to speak with Miss Sopp in person before the year ends.