

**Waterford High School English Department  
Summer Reading Assignment  
Grade Twelve**

**The Assignment**

Student reading assignments are organized by course level. It is your responsibility to complete the reading and writing assignments for the first day of school. English teachers will collect your work on the first day that English class meets.

**UCONN/AP English 12:** Your assignment is to read the following two works:

*The Kite Runner* by Khaled Hosseini

*The Poisonwood Bible* by Barbara Kingsolver.

Your writing assignments for **each** of these will be a dialectical journal with 3 entries and an approach paper. The two approach papers will be scored according to the same rubric used in 11 Honors. (For guidelines on dialectical journal writing and approach papers see the end of this document.)

**Advanced English 12:**

Your reading assignment is to read The Kite Runner. Your writing assignment is based on personal reflections rather than the novel. Please look at the Advanced English 12 assignment information at the end of this document.

**Standard English 12:**

Your reading assignment is to read one text. You must choose this text from the list below. Your writing assignment should be based on the instructions following the book list.

**GRADE 12 Reading List**

<i>Clay</i>	David Almond	YA-AD	A ghost story where two boys get revenge, but at what cost?
<i>MONTANA 1948</i>	Larry Watson	AD	Fiction/Family torn apart by scandal
<i>SNOW FALLING ON CEDARS</i>	David Guterson	AD	Fiction/ Multi-layered murder trial
<i>A Walk in the Woods</i>	Bill Bryson	AD	An irreverent walk on the Appalachian Trail with a foolish friend
<i>CORELLI'S MANDOLIN</i>	Louis DeBernieres	AD	Fiction/Greece/WWII/Love story
<i>A BROTHER'S BLOOD</i>	Michael C. White	AD	Fiction/Mystery in American POW camp in Maine
<i>BEHIND THE SCENES AT THE MUSEUM</i>	Kate Atkinson	AD	Fiction/Quirky English family/Humor
<i>LOST IN PLACE</i>	Mark Saltzman	YA/AD	Nonfiction/Memoir/Boy growing up in CT middle class family

<i>CLOUD CHAMBER</i>	Michael Dorris	AD	Fiction/ Five generations of diverse family
<i>PRECIOUS BANE</i>	Mary Webb	AD	Fiction/British 19 <sup>th</sup> Century love story
<i>TESS OF THE D'URBERVILLE'S</i>	Thomas Hardy	AD	Fiction/19 <sup>th</sup> Century England/ a young girl's downfall
<i>A HANDMAID'S TALE</i>	Margaret Atwood	YA/AD	Fiction/futuristic/feminist/conflict
<i>ME AND EMMA</i>	Elizabeth Flock	YA/AD	F- poverty/sisters/ parenting
<i>SHE'S COME UNDONE</i>	Wally Lamb	AD	F- story of a girl's life
<i>THE DARK HALF</i>	Stephen King	AD	Fiction/Horror/Mystery
<i>THE LOVELY BONES</i>	Alice Sebold	AD	Fiction/Family/Murder
<i>IN COUNTRY</i>	Bobbie A. Mason	AD	Fiction/ Vietnam War/Kentucky
<i>THE NARROWS</i>	Ann Petry	AD	Fiction/ Interracial romance in New England in the 1950's
<i>ONE TRUE THING</i>	Anna Quindlen	AD	Fiction/ Daughter puts her own life on hold to nurse her mortally ill mother.
<i>RED MARS</i>	Kim Stanley Robinson	AD	Science fiction/Mars/Politics
<i>LIFE OF PI</i>	Yann Martel	AD	Fiction/Adventure/Survival/Faith
<i>GIRL WITH A PEARL EARRING</i>	Tracy Chevalier	AD	Fiction/15 <sup>th</sup> Century love story/Class differences/a maid becomes an artist's subject/obsession
<i>A SLIPPING DOWN LIFE</i>	Ann Tyler	AD	Fiction/ Shy teenager falls in love with voice of pop singer
<i>My Sister's Keeper</i>	Jodi Picoult	AD	Questions about genetic engineering arise in a family.
<i>A SENSE OF HONOR</i>	James Webb	AD	Fiction/ Powerful drama set at Naval Academy in 1960's
<i>THE WORLD ACCORDING TO GARP</i>	John Irving	AD	Fiction/ unique perspective on a young man's relationships
<i>A BREATH OF FRESH AIR</i>	Amulya Malladi	AD	Fiction/India/Marriage
<i>American Chica</i>	Marie Arana	AD	Non-fiction/Peruvian-American girl recounts her life in 2 cultures
<i>So Many Books, So Little time</i>	Sara Nelson	AD	Non-fiction/A "readaholic" plans to read a book a week for a year
<i>The Sound of Paper:</i>	Julia	AD	Non-fiction/Focus on the individual

<i>Starting From Scratch</i>	Cameron		making a path in life
<i>Reach</i>	Laila Ali	YA/AD	Non-fiction/ Daughter of a famous boxer carves out a boxing career for herself
<i>100 Hispanic-Americans Who Shaped American History</i>	Rick Laezman	YA/AD	Non-fiction/Biographies of Hispanic-Americans who have had a significant impact in the U.S.
Nineteen Minutes	Jodi Picoult -	YA/AD	Fiction/small New England town torn apart by tragedy/teen issue
A Thousand Splendid Suns -	Khaled Hosseini	AD	Fiction/women's issues in Afghanistan

AD = Adult

YA = Young Adult

## 12S Summer Reading Assignment Choices

Select one of the projects below to demonstrate in a creative manner your understanding of one of the novels you read. **This will count as an important grade for your first quarter.** All projects are due to be handed in during your first English class.

Your project should focus on a literary element such as:

<b>GRAPHIC PROJECTS</b>		
A series of <b>illustrations or comic strips</b> drawn by hand or on a computer, which highlight important scenes, conflicts, symbols, and characters. Make sure to provide a variety of views of the texts. Short dialogue balloons are fine—but you must be sure to include a brief written explanation of your artistic choices.	A <b>Scrapbook</b> for one character. Include mementos of the character such as pictures, ticket stubs, a lock of hair, notes from friends, awards, souvenirs, dried flowers, etc. (Be creative-avoid real pictures from the book!) Each item must be labeled and explained in paragraph format.	
<b>PRESENTATION PROJECTS</b>		
A <b>Bag that Book</b> project which uses an appropriate container (Can? Bag? Box?) that you (1) decorate to reflect the book and (2) put six items in that have a connection to the book. You must explain the container, decorations in a brief written report to the teacher.		
<b>COMPUTER PROJECTS</b>		
(Save your project on a CD or DVD in PC compatible format, make sure it actually works!).		
A <b>Webpage</b> for a main character from your book that reflects that character using text, color, graphics and animation. Include <i>at least</i> four hyperlinked pages: an index page, a favorite activities page, a personal page and a fourth page that could be a friend's page, a poetry page, or an advice page, etc. that was written "by" your character.	A <b>PowerPoint Presentation</b> of <i>at least</i> six slides using text, color, graphics and animation. The presentation must address <i>at least</i> two of the literary elements above with the purposes of persuading others to read the book and proving that you read the book.	
<b>WRITTEN PROJECTS</b>		
Create a <b>Newspaper Page</b> with <i>at least</i> five typed newspaper articles based on people and events from the book. Be sure to write the articles in newspaper styles—straight news, features, advice columns,	Write a <b>Collection of Five (or more) Poems</b> (each at least 10 lines long) about significant events, characters, settings, themes, conflicts, etc. in the book. Include titles for each poem. In your commentary	Create an <b>Interview with a Character</b> . Write seven questions to ask a main character and then write what the character's response to each question would be. Be sure the answers refer to

etc.—and place them on a page in columns so it resembles a newspaper. You may include relevant pictures or ads.	or sharing, you must explain why you wrote each poem and how each one relates to the book.	specific details in the book and give insight into the character.
Compose a series of <b>five dialectical journals</b> in which you identify and discuss important passages from the text. A dialectical journal is structured in two columns. On the left side, you will record the quoted passages with the title the text and page numbers and/or chapter. On the right side, you will write 1) a brief explanation of the context of the quote as well as an analysis of its significance. Types of analysis that you may include: <ul style="list-style-type: none"> <li>✓ Explain how the passage conveys an important conflict in the reading.</li> <li>✓ Examine how the passage develops the characterization of an important character.</li> <li>✓ Explain how the passage examines a major theme of the text.</li> <li>✓ Analyze the author’s craft. How does your chosen passage demonstrate the author’s style of writing?</li> <li>✓ Connect the passage to this text and another text (short story, novel, film) you have read.</li> </ul>		

**Theme Impact of Setting Conflicts Symbols Characterization Mood**  
**Reading Skills Based Rubric for Summer Reading Projects**

	<b>EXCELLENT 10</b>	<b>VERY PROFICIENT 8.5</b>	<b>PROFICIENT 7</b>	<b>APPROACHING PROFICIENCY 6.5</b>	<b>LACKING PROFICIENCY 5 or less</b>	<b>SCORE</b>
II-a. Comprehension	The project demonstrates an excellent understanding of multiple aspects of the plot and characters of the text.	The project demonstrates a good understanding of the plot and characters of the text.	The project demonstrates some understanding of portions of the plot or some of the characters.	The project demonstrates a literal or superficial understanding of portions of the text.	The project demonstrates little to no understanding of the material(s) read.	
II-b. Interpretation	The project demonstrates an excellent insight into and a strongly developed interpretation a multiple aspects of theme, symbols, characterizations, mood or other aspects of the author’s craft.	The project demonstrates insight into and a somewhat developed interpretation of a couple of aspects of theme, symbols, characterizations, mood or other aspects of the author’s craft.	The project demonstrates an adequate interpretation of one aspect of the author’s craft such as theme, symbols, characterizations, or mood.	The project demonstrates minimal interpretation of the author’s craft.	The project demonstrates little to no interpretation of aspects of the author’s craft.	
II-c. Synthesis and Analysis	The project as whole presents an excellent synthesis of the text as a whole, and includes several powerful supportive examples from the text that are coupled with insightful analysis.	The project as a whole presents a logical synthesis of many parts of the text and includes several supportive examples from the text that are coupled with effective analysis.	The project as a whole demonstrates an adequate synthesis of some major aspects of the material(s) read and includes some general support from the text.	The project as a whole has a limited focus and only general support.	The project as a whole is very limited and poorly supported.	
Language and Visual Aspects IA(f)	The student uses a sophisticated writing style, appropriate words	The student uses appropriate words, conventions of the English language,	The student uses empty words and repetitive sentence structures.	The paper is uninteresting, and the student makes no effort to be	There are serious language problems that make this a seriously flawed	

	<p>to convey meaning, conventions of written English, MLA conventions and a variety of sentence structures. There are few if any mechanical and/or spelling errors. If the project is primarily visual in nature, the visual are detailed, meaningful and presented in an attractive manner.</p>	<p>MLA conventions and a variety of sentence structures. There are few mechanical or spelling errors.</p> <p>If the project is primarily visual in nature, the visual are detailed, logical and presented in an organized manner.</p>	<p>Also, there are mechanical and spelling problems that occasionally disrupt the read.</p> <p>If the project is primarily visual in nature, the visual are logical and somewhat organized manner.</p>	<p>sophisticated. Also, there are serious problems with mechanics and spelling that contribute to a disruptive read.</p> <p>If the project is primarily visual in nature, the visuals are present, but lack powerful details and perhaps are messy.</p>	<p>paper.</p> <p>If the project is primarily visual in nature, the visuals are present but ineffective.</p>	
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## 12UCONN/AP English APPROACH PAPER

**Definition of an Approach Paper:** A short (between 250 and 300 words) paper on an assigned topic. Approach papers are “mini-essays” with a very brief introduction stating the thesis, a body which makes two to four relevant points supported by well-chosen detail. Approach papers don’t usually have to have a conclusion. Your purpose in these papers is to explore the provocative possibilities raised in your mind by a topic. A great approach paper should raise issues no one else has thought to raise; it should spark original, enlightening discussion.

### Approach Paper: Scoring Rubric

**9 - 8:** For those papers that are well written. The writer has an exceptional and original command of theme, character and the issue raised by the question. The argument is illuminated by precisely chosen detail.

**7 - 6:** For those papers that are less well written. The command of theme, character and situation is commendable, but may reflect a greater dependence on class discussion as a source of ideas. Like the

**5 - 4** For those essays that are only adequately written. They are passable but undistinguished in insight and choice of detail. Periodically, the language lapses into wordiness and imprecision.

**3 - 2:** For those essays that are poorly written: they show serious errors in understanding either of class discussion or of the text; they are poorly organized, wordy and vague.

**1:** For those essay that are badly written, very brief and thin, or unrelated to the question. Essays that reveal an incomplete or inaccurate reading of the text on

the literal level will also receive a 1.

9 = 100, 8 = 92, 7 = 87, 6 = 82, 5 = 77, 4 = 72, 3 = 67, 2 = 62, 1 = 40

### 12UCONN/AP - How to Write a Dialectical Journal & How You Will Be Graded

As you read, your job is to identify important passages for response and discussion. Your response to these passages will be in the form of a dialectical journal.

A dialectical journal is structured in two columns. On the left side, you will record the quoted passages with the title of the text and page numbers and/or chapter. On the right side, you will write **1) a brief explanation of the context of the quote as well as 2) an analysis of its significance.** Types of analysis that you may do include:

1. Explain how the passage conveys an important conflict in the reading.
2. Examine how the passage develops the characterization of an important character.
3. Explain how the passage examines a major theme of the text.
4. Analyze the author's craft. How does your chosen passage demonstrate the author's style of writing?
5. Connect the passage to this text and another text (short story, novel, film) you have read. Use specific references from both works to substantiate the connection.
6. Explain how the passage helps create a visual image in the mind of the reader and establishes the setting.
7. Explain how the passage foreshadows future events in the text.
8. Explain how the diction in the passage is important to its narrative purpose.
9. Analyze an important symbol or the author's use of figurative language (simile, metaphor, personification).
10. Analyze the narrative structure and/or point of view of the text as demonstrated in your passage.

**Please take note- One quoted passage plus its context and its analysis equals one journal entry. It is very important that your journal does address the whole reading assignment. Passage choices should reflect an understanding of the beginning, middle, and end of the book. Keep in mind, this assignment is about analyzing the text; it is not a personal response journal. Focus on analyzing the passages rather than just giving your opinion on them.**

### Dialectical Journal Scoring Rubric

#### A Range

- Skillfully demonstrates thoughtful interpretation and commentary about the text
- Includes comments about literary elements such as theme, symbolism, imagery, characterization and how these elements contribute to the meaning of the text
- Asks thought-provoking, insightful questions
- Coverage of text is complete and thorough
- Writing shows sentence clarity and variety

#### B Range

- Demonstrates some intelligent interpretation and commentary about the text
- Includes some literary elements, but less on how they contribute to the meaning
- Asks pertinent questions

- Adequately addresses all parts of reading assignment
- Writing is mostly clear

#### C Range

- Most of the commentary is vague, unsupported, or plot summary/paraphrase
- Some listing of literary elements; virtually no discussion on meaning
- Asks few, or obvious questions
- Addresses most of the reading assignment, but is incomplete or not thorough
- Writing might be unclear at times

#### D-F Range

- Entries are plot summary or paraphrase
- Few literary elements are mentioned; virtually no discussion on meaning
- Makes no attempt to question or interrogate text
- Does not address whole reading assignment or does so only minimally
- Writing lacks clarity

#### Sample Dialectical Journal Entry

##### To Kill a Mockingbird

##### Chapter 12, page 115

This change in Jem had come about in a matter of weeks. Mrs. Dubose was not cold in her grave—Jem had seemed grateful enough for my company when he went to read to her. Overnight, it seemed, Jem had acquired an alien set of values and was trying to impose them on me: several times he went so far as to tell me what to do. After one altercation when Jem hollered, “It’s time you started bein’ a girl and acting right!” I burst into tears and fled to Calpurnia.

##### Context-

In her narration, Jem’s sister Scout is describing her brother’s changes as he grows from being a kid to almost being a teenager. At this point in the novel, Jem learns that Mrs. Dubose had died and that she left a gift for him (camellia flower). His father tells him in the previous chapter that Mrs. Dubose was “the bravest person he ever knew.” However, Jem is still frustrated by her and seems to want to just forget about her. A bit later on, Atticus explains to Scout that Jem is moody and that he needs his space.

##### Analysis-

This passage is important to the characterization of both Jem and Scout. In the beginning of the novel, Jem and Scout are like partners in crime. They play games together with Dill and seem to have strong brother-sister relationship. At this point, Jem is twelve and is about to be a teenager. He is changing and growing up. In this quote, Scout explains her frustration and confusion that her brother is different. While Jem is suddenly concerned about her role as a girl and wants her to “act right,” Scout is still very much a tom-boy and does not understand his new “alien” values. This quote signifies that one sibling is growing up and the other struggles to understand it.



## 12 Advanced Summer Assignment

**Advanced English 12:** Your reading assignment is to read *The Kite Runner* by Khaled Hosseini. **You do not need to compose any dialectical journals for this book; in fact, you do not have to write about this book at all before the school year starts.** This text will be the focus of an approach paper, which will be assigned the first week of school. It is recommended, but not required that you take notes during reading and come prepared with observations and questions about the book. You may need your copy of the book during the first week of school.

Why aren't you composing dialectical journals? It is because your English teacher wants you to take some time to compose some of your own stories in the form of first draft personal narratives. Many of you will be working on applications to college in the Fall, and the college essay (which is a personal narrative) is a major part of many applications. We want you to hit the ground running with these essays, and so your summer writing assignment will be to respond to three personal narrative prompts in **rough draft** format, which will be collected on the first day of school and count as three homework grades. Your responses will be revised during the first quarter and serve as a springboard for the first quarter benchmark: the college essay.

### **Summer Writing Assignment: Personal Narrative Journals**

**Directions:** Answer the prompts below using specific details from your life as support. Each response must be typed or neatly handwritten on a separate piece of paper. The word limit is 500 words. This assignment will be checked for completion and count as three homework grades. Late responses will not be accepted. Try your best. Use the attached rubric as a guide for your writing and keep in mind that your responses are rough drafts. You're not expected to get every part of your response perfect. We will be working with you to polish these over the course of the first quarter.

Personal Narrative Journal #1: *Summarize your high school experience. Include academic, work, community and/or social events as well as awards and/or recognition you have received.*

Personal Narrative Journal #2: *Several people have contributed to who I am today. These are people who have influenced me, nurtured me, or guided me. An important person to me is...because...*

Personal Narrative Journal #3: *Describe any personal circumstances or academic experiences (positive or negative) that you feel are important to know about you.*

**PERSONAL NARRATIVE**

**IA. COMMUNICATE IN STANDARD ENGLISH FOR A VARIETY OF PURPOSES- WRITING**

CRITERIA	STUDENT ACADEMIC EXPECTATION	5 EXCELLENT	4 VERY PROFICIENT	3 PROFICIENT	2 APPROACHING PROFICIENCY	1 LACKING PROFICIENCY
Purpose and Audience	IA(a).	Response effectively establishes a specific purpose and topic, addresses an audience, and conveys a main idea.	Response establishes a specific purpose and topic, addresses an audience, and conveys a main idea.	Response establishes a purpose and topic, addresses an audience, and conveys a main idea.	Response attempts to establish a purpose and topic, may address an audience and /or attempts to convey a main idea.	Response shows little or no attempt to establish a <b>purpose and topic</b> and/or address an audience. There's little or no evidence of a main idea.
Content	IA(b).	Response consistently displays appropriately specific content to support and develop the main idea. Writing reveals personal traits by showing, not telling. The overall effect of the narrative leaves a profound impact.	Response effectively displays appropriate content to support and develop the main idea. Writing reveals personal traits by mostly showing, not telling. The overall effect of the narrative leaves a strong understanding of who the writer is.	Response displays content to support and develop the main idea. Writing reveals traits mostly by telling, not showing. The overall effect of the narrative leaves a general understanding of who the writer is.	Response attempts to display some content to support a main idea. Writing reveals traits by telling. The overall effect of the narrative leaves little lasting impact or understanding.	Response displays little or no content in an attempt to support a main idea. The writer reveals personal traits outright. The narrative does not leave any impact or understanding.
Organization	IA(c).	Response consistently maintains internal and external structure by demonstrating balance and coherent development. The narrative's order is logical, meaningful, and smooth.	Response maintains internal and external structure by demonstrating balance and coherent development. The narrative's order is logical and meaningful.	Response maintains internal and external structure with some balance and development. The narrative shows gaps in logic and/or order in places.	Response attempts to maintain internal and external structure with some balance and/or development. The narrative lacks a clear order.	Response displays little or no structure.
Comprehensiveness	IA(e).	Response consistently displays appropriate and specific information and support.	Response effectively displays appropriate and specific information and support.	Response displays some appropriate and specific information and support.	Response attempts to display some appropriate information and/or support.	Response displays little or no varied information and/or support.
Language	IA(f).	Response effectively displays standard written English, fluency of expression, and appropriate tone.	Response displays standard written English, fluency of expression, and appropriate tone.	Response displays standard written English, some fluency of expression, and tone.	Response attempts to use standard written English, some fluency of expression, and/or tone.	Response uses little to no standard written English, fluency of expression, and/or tone.