



May 2019

Dear Parents:

Your student has requested **Pre-AP English II at Brazoswood High School** for the upcoming school year. The purpose of this course is to offer promising students challenging work that will prepare them for Advanced Placement courses.

In the Brazosport Independent School District, Advanced Placement English courses are offered to eleventh and twelfth grade students. Upon successful completion of coursework, students may take AP examinations administered each year in May, and if successful, they will be awarded college English credit accepted by most universities. The Pre-AP courses offered in grades 7-11 develop reading, writing, and thinking skills necessary for success in AP courses. Reading selections for these courses represent concepts and/or reading selections frequently cited on Advanced Placement examinations.

Brazosport ISD is assigning summer reading in these courses to begin the year with a common dialogue, to expose students to high-quality authors and texts, to inspire critical thinking, and to maintain the standard of an advanced curriculum.

Your student is required to read **ONE** of the following books. Books may be checked out from your child's current English Language Arts teacher, obtained through the public library, or purchased independently.

(Some of these books may contain mature language and content. Parents, please assist your child in selecting a book that you find appropriate.)

1. *A Tale of Two Cities* by Charles Dickens
2. *A Picture of Dorian Grey* by Oscar Wilde
3. *Jane Eyre* by Charlotte Brontë

Please encourage your child to complete this reading assignment in order to ensure a successful beginning of the school year.

Thank you for your cooperation and continuing interest in your student's education.

Sincerely,

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# Summer Reading Assignment

## English II- 2019/20

### Part 1 (25%)

#### Response Essay:

##### *Directions:*

1. Choose three of the sentence starters below to create your topic sentences for your three **body paragraphs**.
2. Expand each of your sentences into a body paragraph for your essay.
3. Write a response essay (650 words minimum) following the outline provided on the bottom of this page.
4. Highlight your sentence starters in the final copy of your essay.

#### Sentence Starters:

*It is noticeable that...*

*It is curious that... because...*

*When reading about..., it sparked a memory of...*

*A connection between the novel and ... is*

*The novel can be compared to ...*

*The novel is surprising in that...*

*It is interesting that...*

*As the novel progressed, it became clear that...*

*It is easy to predict....because....*

*The central issue(s) is/are...*

*One consequence of \_\_\_\_\_ could be...*

*If \_\_\_\_\_, then...*

*It's questionable whether ....*

*Although it seems...*

#### Essay Outline:

##### Introduction

- Identify the author's purpose in writing the text. Consider why the author chose to write and share this particular story
- Identify the intended audience. Go beyond identifying the intended age group. Consider the interests and experiences of a potential reader.

##### Body Paragraphs

- The reflections written based on the sentence starters above will make up your body paragraphs.
- As you determine the order of paragraphs, consider revising for continuity and adding transitions.

##### Conclusion

- Give your review of the book. Go beyond simply whether or not you liked the book or whether or not you recommend it. Think deeper in justifying your review. What are the appealing features of the writing? What is lacking? Etc.

**Important: Avoid a basic plot summary. I do not need to read step-by-step what happened in the book. I am looking for your response to what happened.**

## Part 2 (25%)

### Four Corners Project:

Using the blank page given by your teacher, fold the paper to create four even squares. Write the title and author of your novel across the top of the page. Label the boxes with four of the terms shown below (Conflict, Symbolism, Irony, Climax or Character). Next, give a quote, explanation, and illustration. Your illustrations should be in color, and your project should show quality work.

	Title	Author
Conflict		Symbolism
Irony		Character

**For conflict, irony, and character, make sure that you include the type.**

- Conflict: man vs. man, man vs. self, man vs. society, man vs. nature
- Irony: verbal, situational, dramatic
- Character: protagonist, antagonist

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## Part 3 (50%)

### Book Test

You will be assessed on your knowledge and understanding of the book you chose for summer reading. The assessment will consist of both comprehension and analysis questions, and the date will be determined during the first week of classes.

Be sure to complete the **Reading Log** as you read your novel.

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## Summer Reading Project Rubric

Book Test \_\_\_\_\_% / 2

Points earned= \_\_\_\_\_/50

### Response Essay

Points earned= \_\_\_\_\_/25

All sentence starters completed(3) \_\_\_\_\_

Intro./Conclusion (4) \_\_\_\_\_

3 Quality/Developed Body Paragraphs (9) \_\_\_\_\_

Deeper Analysis that shows evidence of reading(4) \_\_\_\_\_

Grammar and Mechanics (2) \_\_\_\_\_

650 word minimum (3) \_\_\_\_\_

### Four Corners Project (25)

Points Earned= \_\_\_\_\_/25

Title and Author(2) \_\_\_\_\_

Identified Type (conflict, irony, character) (3)\_\_\_\_\_

Quote (4) \_\_\_\_\_

Explanation (8) \_\_\_\_\_

Illustration (4) \_\_\_\_\_

Quality work/ colored (4)\_\_\_\_\_

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### Academic Honesty Statement:

By signing this document, I am indicated that I read the book listed above and that the reflection essay I am submitting is my own, original work. I understand that submitting work that is not my own, will result in a grade of zero with no opportunity to redo the assignment.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_