

# **Plainview High School Pre-AP English II** **Summer Reading Assignment 2021**

## **Contact Information**

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Hello, future Pre-AP 10th graders! I am excited you have chosen to continue to challenge yourself academically in Language Arts, and I cannot wait to meet you this fall. However, between now and then, I would like to emphasize the importance of you becoming students who read a wide variety of texts both critically and analytically. I would like you to stay in this practice over the summer as well so that you can engage texts with a critical eye when we begin our coursework in the fall semester. I also hope that your work over the summer can provide a meaningful transition into the Pre-AP English II coursework. The following assignment has been designed with those thoughts in mind. **This assignment is due on August 18, 2021 at 11:59 p.m.**

## **Step One: Read the Books**

First, you will be reading a class novel titled *Their Eyes Were Watching God*. This is a book that has been used on previous AP exams. For this novel, you can pick up a copy from my room (I have plenty), or you may purchase your own. Personally, I would just borrow one, but that is just me. With this, you will be taking notes/annotations throughout the novel, writing analysis paragraphs, and finding reliable articles that relate to either the novel TEWWG or Zora Neal Hurston. We will be using this book to guide the beginning of our journey with English, discussion, and collaboration.

Second, you will also read a book of your choice from the AP List provided [here](#). You may choose any book EXCEPT for *To Kill A Mockingbird*, *Brave New World*, and *The Kite Runner*. These are texts we will be looking at in class. Trust me, you will still have plenty of options to choose from. You may rent, buy, or check out this book. I want this to be comfortable for you and your family. With your choice novel, you will be completing a “one-slider” and will be presenting these to the class. Essentially, this is like a literary analysis paper on one page. Everyone will be filling out 2 things they learned and one thing they are confused about or have questions over your presentation of your one-slider. Be prepared to answer these potential questions.

*Their Eyes Were Watching God* Tasks:

1. Read and take notes over the book
  - a. If you borrow one of my books, please do not write in it. Either use sticky notes or a note-taking system to complete your annotations
2. Complete listed assignments below.

### **Step Two: Complete the Assignments with TEWWG**

**A. Figurative Language/Rhetorical Devices:** You need 2 examples of figurative language from the novel. The 2 examples need to be different from one another (i.e. you cannot choose 2 to be metaphors). Each number should be a full analysis paragraph (think of RACER format).

1. Figurative Language #1 (i.e. metaphor, simile, hyperbole...)
  - a. Which figurative piece you chose
  - b. Quote from text
  - c. Your analysis
2. Figurative Language #2 (i.e. metaphor, simile, hyperbole...)
  - d. Which figurative piece you chose
  - e. Quote from text
  - f. Your analysis

\*\* When you are writing your analysis for this section, please ask yourself how and why this figurative language is relevant to the novel.

B. Find 2 articles (reliable websites like .org, .gov, .edu, britannica, etc.) that provide relevance to modern day and book. You will need to state how/why that article relates to the book and how it is or can be relevant to society. You should have a paragraph per article explaining its relevance.

C. Be prepared to take a potential quiz, timed write, or participate in a socratic seminar.

### **Step Three: Complete the Assignment with Choice Novel**

Choose a book of your choice from the link above. Once you have read and chosen that book, you will create a "one-slider." This is typically known as a one-pager; however, you will be presenting these to the class, so a Google Slide would be the most appropriate in this scenario.

A one slider is a creative way of responding to literature. When making a one slider, your goal is to represent your understanding and analysis of what you have read in as many ways as possible. One sliders combines doodles, drawings, pictures, figurative language, quotes, your own thoughts, and deeper understandings of the text. One sliders are pretty flexible in that they don't have rigid rules, but you are expected to put effort and creativity into creating your one

slider. Throughout the process, you should be asking yourself, “What else can I add to this page to show how I am thinking about this text?” The one slider’s focus should center around the theme of the text.

A one slider is intended to help you think creatively and abstractly about what you are reading. When we are able to convey what we understand and what we have learned in different formats, it brings our critical thinking abilities to a new level. In life, certain jobs require us to think outside of the box. For example, if you get a job in marketing for sales, you will need to come up with new and engaging ways to convey information. Teachers and public speakers need to come up with new ways to differentiate and make learning meaningful. Scientists and innovators need to think creatively about what they know in order to make advancements in technology and medicine. The list goes on.

How are One Sliders Graded?

- Be creative when conveying information from your text
- Spend a considerable amount of time and energy on your one slider
- Plan out what you will include and where you will put it so that it is done with a purpose
- Go beyond summarizing and basic comprehension
- Show critical thinking and analysis of the text
- Use color
- Avoid stick people and pencil drawings
- Incorporate a variety of elements (Drawings, words, graffiti, etc.)
- Put in effort even if you don’t consider yourself “an artist”
- Explore examples of exemplar one pagers/sliders
- Focus your ideas around a theme of the text
- Provide insight into how you experience (thought about) the text as you read it
- Fill the entire page! There should be no white/blank space. Simply coloring half of the page doesn’t count. You need to fill the page with meaningful information about the text.
- Respond deeply, personally, and uniquely in a concise manner

Please select the appetizers, entrees, and desserts you plan to include so others can indulge in your one slider. Consider how each element would complement the overall theme of the text.

Appetizers (choose some from this section)

- ★ Meaningful connections you made while reading
- ★ Thoughtful questions that extend thinking beyond the text
- ★ A path that shows how you altered and added to your original prediction
- ★ Inferences that deepened your understanding
- ★ A six word summary of the text
- ★ Doodles, drawings, or images that you visualize or associate with the text
- ★ A rating and assessment that reflects your evaluation of how well the author accomplished his/her purpose
- ★ A few sentences synthesizing how the theme of this text relates to that of another
- ★ An analysis of the theme of the text or of important quotations

Entrees (choose some from this section)

- ★ Conflicts present in the story (think about different types of conflicts)
- ★ Plot details (including elements of the exposition, rising action, climax, falling action, and resolution)
- ★ Characterization (quotes, examples, labeled illustrations/caricatures, etc.)
- ★ Suspense techniques the author employs
- ★ Important scenes from the text
- ★ Setting details
- ★ Main ideas
- ★ A chart that represents information that can be gleaned from reading the text
- ★ Text messages or other social media posts the characters might have written
- ★ Important vocabulary words

Desserts (choose some from this section)

- ★ Figurative language from or about the text (similes, metaphors, personification, hyperboles, etc.)
- ★ Other literary devices the author uses
- ★ Symbolism and imagery
- ★ Alternate taglines for the text
- ★ Notes about the author's style and the text's structure
- ★ Your takeaway, the bigger picture, lessons learned
- ★ Important historical context
- ★ Author's Purpose
- ★ Genre

**One Slider Rubric**

<u>Category</u>	<u>Developing (69 + below)</u>	<u>Proficient (70-87)</u>	<u>Mastery (88-100)</u>
<b>Theme and Title</b> The theme is clearly defined, and specific examples of textual evidence are included to show its development. Author's name and book title are included.			
<b>Illustrations</b> The illustrations, images, and doodles are colorful, proportionate to the amount of words, and related to the theme			
<b>Response/?</b>			

The personal response is thorough, reveals how you experienced the text, and relates to the overall theme. A question extends your thinking			
<b>Quotations</b> Quotations (with page numbers - MLA format) are included that relate to the theme, and a brief analysis of why they are important accompanies them.			
<b>Content</b> The content included is balanced and utilizes a wide array of appetizers, entrees, and desserts. The content is unique and relates to the theme. The response shows a concerted effort to think critically.			
<b>Appearance</b> The content on the one pager is thoughtfully arranged. Everything is clearly centered around an important thematic focal point			
<b>Presentation</b> The presentation is clear, covers the “appetizers, entrees, and desserts” and shares with the audience what was enjoyed/not enjoyed about the book, no more than 5 minutes long. And more than 1:30 minutes long.			

Rubric for Writing TEWWG

Category	Advanced (93-100)	Proficient (80-92)	Partial (65-79)	Inadequate (<65)
<b>Reading</b>	<i>f</i> Thorough comprehension of the source text and an understanding of the most important details <i>f</i> Freedom from errors of interpretation regarding the text <i>f</i> Skillful use of textual evidence (quotations, paraphrases, or both)	<i>f</i> Effective comprehension of the source text and an understanding of important details <i>f</i> Freedom from significant errors of interpretation regarding the text <i>f</i> Appropriate use of textual evidence (quotations, paraphrases, or both)	<i>f</i> A very basic or general comprehension of the source text and an understanding of some details <i>f</i> Some errors of interpretation regarding the text <i>f</i> Limited and/or inconsistent use of textual evidence (quotations, paraphrases, or both)	<i>f</i> Little to no comprehension of the source text and a lack of understanding of important details <i>f</i> Numerous errors of interpretation regarding the text <i>f</i> Little to no use of textual evidence (quotations, paraphrases, or both)

<b>Analysis</b>	<i>f</i> A perceptive analysis of the explicit and implicit meanings found in the text <i>f</i> A well-considered evaluation of the author's use of telling details and a consistent focus on the most relevant details <i>f</i> Relevant, sufficient, and strategically chosen support for claims	<i>f</i> A reasonable analysis of the explicit and implicit meanings found in the text <i>f</i> An adequate evaluation of the author's use of telling details and the inclusion of the most relevant details <i>f</i> Relevant support for claims	<i>f</i> A limited or unconvincing analysis of the explicit and implicit meanings found in the text <i>f</i> A limited evaluation of the author's use of telling details and/or the inclusion of irrelevant or inadequate details <i>f</i> Limited or weak support for claims	<i>f</i> Little to no analysis of the explicit and implicit meanings found in the text <i>f</i> Little to no evaluation of the author's use of telling details and/or the inclusion of irrelevant or very few details <i>f</i> Little to no support for claims
<b>Writing</b>	<i>f</i> Cohesion and the highly effective use and command of language <i>f</i> A logical structure, with an insightful claim, effective order, and clear transitions <i>f</i> A strong command of the conventions of standard written English, with almost no errors	<i>f</i> Cohesion and an adequate use and command of language <i>f</i> A logical structure, with a plausible claim, effective order, and transitions <i>f</i> An adequate command of the conventions of standard written English, with only slight errors that do not interfere with meaning	<i>f</i> Little to no cohesion or command of language <i>f</i> An inadequate structure, with an unclear claim and a lack of adequate transitions <i>f</i> Several errors in the conventions of standard written English that interfere with meaning	<i>f</i> A complete lack of cohesion or command of language <i>f</i> A missing or inadequate structure, with no identifiable claim and few if any transitions <i>f</i> Many errors in the conventions of standard written English that interfere with meaning
<b>FEEDBACK:</b>		<b>TOTAL POINTS:</b>		/100