

**FROM MR. CITTADINI
ENGLISH DEPT.**

Dear Parents/Guardians:

Another school year is upon us. This year your students will be Juniors. It is important to keep learning at all times, which is why the summer assignment is important. The students are required to read **ONE OF THE FOLLOWING THREE BOOKS** CCSS.ELA-LITERACY.CCRA.R.10—*Animal Farm (Classic Literature)*, *Where You Go Is Not Who You'll Be: An Antidote to the College Admissions Mania* by Frank Bruni (*Non-Fiction: Social Issue*), or *Incidents in the Life of a Slave Girl* by Harriet Jacobs (*Biography*).¹ The assignment is due the first Friday of the school year. As such, we will be spending at least the first week of the school year covering these readings. Therefore, the students should come to class **with the book in their possession**. This can be in the form of the book itself, or some digital download/e-book edition on their school device. The books are available in most book stores and are definitely available online through Amazon and Barnes and Nobles.

Coverage of the book will begin on the first full school day. We will focus on the writing process and provide textual evidence in their writing. We want to emphasize that plagiarism is unacceptable and the questions at the end of this packet are designed to help students create an original work.

The English Dept. especially will be placing heavy emphasis on writing skills. In most cases the students will be asked to re-write the summer assignments in order to improve their proofreading and editing skills. The questions to be answered (IN ESSAY FORMAT) are on p. 2 of this document, p.3 includes a visual learning aid that should be fill out as well, and the assignment rubric can be found on p. 4.

Thank you for your cooperation. If there are any questions about this or any other assignment this year, the best way to reach us is via e-mail at lcittadini@neumanngorettihs.org.

Sincerely,



Mr. Leo Cittadini

¹ All books can be found on the suggested 11th grade reading list from Good Reads.
<https://www.goodreads.com/shelf/show/11th-grade-summer-reading>

and [https://www.goodreads.com/book/show/152519.Incidents in the Life of a Slave Girl?ac=1&from_search=true](https://www.goodreads.com/book/show/152519.Incidents_in_the_Life_of_a_Slave_Girl?ac=1&from_search=true)

Read **one** of the 3 books and answer these questions:

Complete question in a STANDARD 5 paragraph essay: (2-3 pages total)

- Intro
- Body
- Conclusion

Argumentative Essay on chosen book [CCSS.ELA-LITERACY.W.11-12.1](#)

1. Introduction [CCSS.ELA-LITERACY.W.11-12.1.A](#)

What was the author's purpose? Did the author achieve his or her purpose? Argue your opinion on this topic and provide evidence from the text to back up your points. This is the thesis statement and intro of your paper.

Is the writing effective, powerful, difficult, beautiful, etc.? Pick out some adjectives of your own.

2. Body [CCSS.ELA-LITERACY.W.11-12.1.B](#)

What are the strengths and weakness of the book? List 2 each. Explain your reasoning.

What is your overall response to the book? Did you find it interesting, moving, and dull?

Pick some scenes that exemplify your opinion.

Would you recommend it to others? Why or why not? This makes up the body of your paper and supports your initial argument..

3. Conclusion Final paragraph [CCSS.ELA-LITERACY.W.11-12.1.E](#)

Briefly conclude by pulling your thoughts together. You may want to say what impression the book left you with, or emphasize what you want your reader to know about it.

Use examples from the book where necessary. Cite textual evidence to support your claims. Again, do not plagiarize.

BOOK CHART: Complete in addition to essay. [CCSS.ELA-LITERACY.RI.11-12.6](#)

Notice & Note Signposts Bookmark	Notice & Note Signposts Bookmark
Name _____	<i>Record page numbers and brief responses to the signposts you see. Try to find two good examples for each signpost.</i>
Book _____	
Signpost Descriptions	
<p>Contrasts and Contradictions When a character does something that contrasts with what you'd expect or contradicts his earlier acts or statements STOP and ask, "Why is the character doing that?"</p>	<p>Contrasts and Contradictions</p>
<p>AHA Moment When a character realizes, understands, or finally figures out something STOP and ask yourself, "How might this change things?"</p>	<p>AHA Moment</p>
<p>Tough Questions When a character asks him or herself a very difficult question, STOP and ask yourself, "What does this question make me wonder about?"</p>	<p>Tough Questions</p>
<p>Words of the Wiser When a character (probably older and wiser) takes the main character aside and offers serious advice, STOP and ask, "What's the point of the lesson and how might it affect the character?"</p>	<p>Words of the Wiser</p>
<p>Again & Again When you notice a word, phrase, or situation mentioned over and over, STOP and ask yourself, "Why does this keep happening over and over again?"</p>	<p>Again & Again</p>
<p>Memory Moment When an author interrupts the action to tell you about a memory, STOP and ask yourself, "Why or how might this memory be important?"</p>	<p>Memory Moment</p>

ARGUMENTATIVE ESSAY RUBRIC:

⊗ Focus / Claim	Below Grade Level	Almost Grade Level	At Grade Level	Above Grade Level
Response	Response has little or nothing to do with the prompt	Response addresses most parts of the prompt	Response includes all parts of the prompt	Responds to all parts of the prompt exceptionally
Claim	Introduces a superficial or flawed claim in a weak thesis statement	Introduces a reasonable claim in a thesis statement	Introduces a precise and knowledgeable claim in a clear thesis statement	Introduces a precise and knowledgeable claim in an advanced thesis statement

⊗ Organization / Structure	Below Grade Level	Almost Grade Level	At Grade Level	Above Grade Level
Introduction	Inadequately develops complex topic(s) in introduction with somewhat relevant body paragraphs	Superficially develops complex topic(s) in introduction with relevant body paragraphs that build sequentially	Develops complex topic(s) in introduction with relevant body paragraphs that build coherently	Artfully orients reader to topic(s) in introduction with relevant body paragraphs that build effectively
Conclusion	Conclusion is inadequate or omitted	Conclusion is repetitive, superficial, or only partially follows from the information presented	Conclusion logically follows from and supports the information presented while articulating the significance of the topic	Conclusion is meaningful/reflective and follows from and supports the information presented while articulating the significance of the topic
Argument	Claims are inadequately developed within minimal body paragraphs	Claims are generally developed using body paragraphs	Claims are thoroughly developed within relevant body paragraphs	Claims are exceptionally well developed within relevant body paragraphs
Cohesion	Uses limited or inappropriate transition/linking words, phrases, and/or clauses	Uses transition/linking words, phrases, and/or clauses to establish some cohesion and clarification between paragraphs and sections	Uses transition/linking words, phrases, and/or clauses to establish meaningful and effective cohesion and clarification between paragraphs and sections	Uses transition/linking words, phrases, and/or clauses skillfully and effectively to establish cohesion and clarification between paragraphs and sections

⊗ Evidence / Support	Below Grade Level	Almost Grade Level	At Grade Level	Above Grade Level
Evidence	Use of evidence is not relevant or sufficient to support text	Use of evidence is relevant to support text but lacks sufficient evidence and/or accuracy	Use of evidence is relevant and sufficient to support text	Use of evidence is skillful, relevant, and sufficient to accurately support text
Sources	Uses few or no discernible/credible sources	Uses sources that are mostly credible	Uses sources that are credible	Uses varied and credible sources
Persuasion and Reasoning	Limited evidence, or simplistic, or flawed reasoning is used to support assertions	Evidence of valid and accurate reasoning is used to support assertions	Rhetorical devices (e.g., logos, pathos, ethos) are often used to support assertions	Rhetorical devices (e.g., logos, pathos, ethos) are skillfully used to support assertions

(Rubric Cont.)

5 Summer Assg.

 Language	Below Grade Level	Almost Grade Level	At Grade Level	Above Grade Level
Sentence Structure	Sentence fragments and/or run-ons illustrate a lack of sentence mastery	Sentence structure is correct but basic with little variation	<i>Sentence structure is correct and varied</i>	Sentence structure is correct, varied, and artful
Writing Conventions	Limited understanding of writing conventions (capitalization, spelling, punctuation, grammar) for the grade level; extensive errors impair communication	Inconsistent use of writing conventions (capitalization, spelling, punctuation, grammar) for the grade level; multiple errors obscure meaning	Demonstrates effective use of writing conventions (capitalization, spelling, punctuation, grammar) for the grade level; errors are minor and do not obscure meaning	Demonstrates technically accurate writing along with creativity in using writing conventions to convey meaning
Vocabulary	Word choice is characterized by incorrect or simplistic words	Word choice involves basic or vague terms	Word choice is strong and appropriate for grade level	Word choice is sophisticated