

## **English I Honors Summer Reading and Project Student Letter**

Welcome to English I Honors. I hope you have a great summer and I would also like to introduce your first assignment, which consists of reading a novel and completing a project related to the reading which will be turned in on the first day of school. In addition to having completed both the reading and project, you will also be given a written assessment over the required reading (that you chose from the list) during the first week of school.

### **Required Reading:**

Choose and read one novel from the list. Novels may be obtained through libraries, used or local bookstores, or online.

### **Options:**

I Am the Messenger  
by Markus Zusak

A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah

A Tree Grows in Brooklyn by Betty Smith

### **Reading Selections:**

Judging a book by its cover or its total number of pages may result in missing out on a great reading experience and depending on Spark Notes or a movie will not help you pass the written assessment. Although there may be a movie version, I can attest that the movie versions of the above titles lack content pertinent to the plot included in the books. The best way to read a book is to do exactly that. Read the book.

**Before having to complete a written assessment, keeping a reading journal is a great way to review your summer reading. Some questions you may want to answer in your journal are as follows:**

- What is the setting?
- Who are the main characters? Provide a description for each.
- What is the plot of the story?
- Does the story include a problem or a conflict? How is it resolved?
- Does the author use any recurring themes or symbolism? How do these literary devices contribute to the story?

Happy Reading!

Ms. Martino

## English I Honors Parent Letter

Dear Parent/Guardian:

I am writing to introduce the first assignment for English I Honors, which consists of reading a novel and completing a project related to the reading which will be turned in on the first day of school. In addition to having completed both the reading and project, students will also be given a written assessment over the required reading (that they chose from the list) during the first week of school.

Students should choose and read **ONE** novel from the list. Novels may be obtained through libraries, used or local bookstores, or online.

I Am the Messenger by Markus Zusak

A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah

A Tree Grows in Brooklyn by Betty Smith

When deciding upon the titles for the summer reading, the goal was to provide a reading experience that would be challenging, interesting and life applicable to students. Especially due to the fact that it is an honors course, the students are expected to be mature readers, sometimes being exposed to reading with mature subjects and language. Parents, I urge you to please take the time to thoroughly read book reviews available for each title before making a purchase from the list above. If a book should be considered offensive in your household, please choose an alternative book offered from the list. There are many wonderful titles out there, so I am sure you can understand how difficult it was to narrow the list down to three and at the same time hit the interest of both boys and girls.

If you have any questions or concerns, please e-mail me at [martinom@pcsb.org](mailto:martinom@pcsb.org).

Sincerely,

Marisa Martino

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Please sign and return to the 8<sup>th</sup> grade office by Wednesday, April 25<sup>th</sup>.

\_\_\_ I understand the summer reading requirements for English I Honors.

Student name \_\_\_\_\_ Date: \_\_\_\_\_

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

## **Summer Reading ABC Literacy Book Project**

**Directions:** As a requirement for your summer reading you will be completing an ABC literacy book project. The format of the project may vary (i.e. a scrapbook, to entries written in a composition notebook, or simply typing each entry). The ABC literacy book project will consist of twenty-six entries (one entry per page, in alphabetical order) encouraging you to focus on different aspects of the book you choose to read. The entries listed below are self-explanatory but are only a **minimum requirement** for what information should be included on each page. Your work will be assessed on quality of thought put into your entries, accuracy of information, and your effort to be creative. Before beginning this project please read *Osceola Middle School English Department Policy on Cheating and Plagiarism*. Work hard and have fun!

### **Entries:**

**“A”**ntagonist (include information from the book)

**“B”**ook (short summary of the book)

**“C”**limax (include information from the book)

**“D”**escription of main characters (include information from the book)

**“E”**xposition (include the theme, setting, characters, and circumstances at the book’s beginning)

**“F”**igurative language (include one example of each of the following literary terms, taken from the book: simile, metaphor, and hyperbole. Make sure you explain the significance of each example)

**“G”**ive an alternate ending (for the book)

**“H”**eat to heart (write a one full page letter to a character of your choice giving them a piece of your mind, and place your letter in an addressed envelope)

**“I”**llustration (draw an illustration, that does not already exist, that could be placed on the cover of the book)

**“J”**ustify why the book is a *must read* for all teens (in paragraph form and no less than 10 sentences)

**“K”**now your book (provide ten questions *worth asking* for the book and include the answers to your ten questions)

**“L”**esson learned (include at least one lesson you learned from the book)

**“M”**aking *personal* connections (explain two personal connections you were able to make with the book)

**“N”**arration (the point of view in which the story of the book is told)

**“O”**bituary (for a character of your choice from the book)

**“P”**rotagonist (include information from the book)

**“Q”**uotes (two of your favorite quotes from the book and be sure to give the author credit by including the title and page number in which you have borrowed this information. Make sure you explain the significance of each quote)

**“R”**esolution (include information from the book)

**“S”**ensory details (quote a descriptive passage that appeals to the senses. Be sure to give the author credit by including the title and page number in which you have borrowed this information. Make sure you explain the significance of each passage)

**“T”**op five song list (choose a character from the book and create a top five song list that would be found on their iPod. You must include the lyrics for the song choice and explain how this song applies to the character)

**“U”**ndercover mission (go on an undercover mission to reveal and write a minimum of 10 facts about the author)

**“V”**isiting your favorite character (what five questions would you ask, and explain your reasoning for each question)

**“W”**ould you recommend the book to your peers? (explain your choice in paragraph form and no less than 10 sentences)

**“X”**enophobia (tell which characters experience xenophobia in the book)

**“Y”**ou get to create a page based on your own ideas! (kind of like a freebie, just be sure to stick to the books)

**“Z”**inger (although some books have more than others, describe at least one zinger and explain why it was unexpected to you.)

**NAME:** \_\_\_\_\_

**GRADE:** \_\_\_\_/100

**ABC LITERARY BOOK PROJECT RUBRIC**

Category	100-93/A	92-86/B	85-75/C	74-70/D	69-0/F
Accuracy of Information _____	All information is accurate and closely relates to the text where writing is creative.	Most of the information is accurate, but one or two things throughout were incorrectly quoted or referred to.	Three or four instances of inaccuracy.	Five or six instances of inaccuracy.	Six or more instances of inaccuracy.
Creative Effort _____	Project is highly creative and involved obvious effort	Project is somewhat creative, but some ideas are unoriginal. Effort is still clearly displayed.	More effort could have been used. Some of the pages are creative, but only the minimum was attempted.	Only the minimum was attempted throughout. Pages are plain.	No creativity was used.
Quality of Thought _____	The writing and illustrative aspects both show higher level thinking.	Most of the project contains elements that show higher level thinking.	3 or 4 aspects of the project do not prove quality thought; ideas are cliché or generic.	5 to 7 aspects of the project use cliché or generic ideas, either in the writing or illustrative portions.	More than 7 aspects of the project are generic or cliché. Quality thought does not seem to be considered.
Completed All Pages (26) _____	All pages complete.	1 page is missing.	2 pages are missing.	3 pages are missing.	4 or more pages are missing.
Grammar/ Spelling _____	There are only 1 or 2 grammar or spelling are errors.	There are 3 or 4 grammar or spelling errors.	There are 5 or 6 grammar or spelling errors.	There are 7 to 9 grammar or spelling errors.	There are 10 or more grammar or spelling errors.
Writing Style is Appropriate for Assignment	The writing style is appropriate for each page and is on the ninth grade level.	Writing style may be inappropriate or immature on one page.	Writing style is inappropriate or immature on two pages.	Writing style is inappropriate or immature on three pages.	Writing style is inappropriate or immature on more than three pages.

## **Osceola Middle School English Department Policy on Cheating and Plagiarism**

*Cheating* is claiming the work of other individuals, groups, or agencies as your own.

### **Cheating includes:**

- exchanging assignments with other students, whether it is believed the work will be copied or not;
- giving or receiving answers during tests or quizzes. (It is the student's responsibility to secure his or her papers so other students will not have the opportunity or the temptation to copy.);
- taking credit for group work when the student has not contributed an equal or appropriate share toward the final result;
- accessing a test or quiz for the purpose of determining the questions in advance of its administration;
- using summaries and commentaries (*Cliff Notes*, *Spark Notes*, etc.) instead of reading the assigned materials or for copying essays and responses.

*Plagiarism* is a form of cheating. In this case, plagiarism happens most often when students are researching for information on topics in a class project or paper. Plagiarism is seen as a serious form of cheating that gives teachers a false view of a student's strengths and weaknesses. It prevents further instruction in areas of weakness and delays the student in reaching his or her potential.

### **Plagiarism includes:**

- taking someone else's assignment or portion of an assignment and submitting it as one's own;
- submitting material written by someone else or rephrasing the ideas of another without giving the author's name or source;
- presenting the work of tutors, parents, siblings, or friends as one's own;
- failing to properly cite sources used in writing a paper or preparing a project;
- submitting purchased papers or papers from the Internet written by someone else as one's own;
- supporting plagiarism by providing work to others, whether it is believed it will be copied or not.

### **Consequences:**

The consequences may include:

- Re-instruction or review of proper research strategies and citations to avoid plagiarism.
- Students involved may receive a grade of "0" on the assignment, test, quiz, or project.
- A disciplinary referral may be submitted to the office and parents will be contacted.