



**Honors English I
(LA103)
Westerville North High School**

Summer Reading Project 2014

Dear Honors Student:

Welcome to *Honors English I*! This summer reading project is designed to help ensure that you are prepared for the new academic school year. Additionally, reading helps to build your vocabulary, perfect your writing skills, open your eyes to a wide variety of opportunities, ideas, and personalities, develop your problem-solving skills, and help improve upon your standardized test scores.

You are required to **read one book** this summer and then **complete the attached written assignments**. It is suggested that you read the book in its entirety prior to beginning the written assignments.

These books were selected for literary merit (quality of writing and critical acclaim for authors) and for high-interest for young adults. Please also note that some of the books listed contain events, language and themes intended for mature readers. Use your personal and family tastes, values and sensibilities as a filter to help you decide on appropriate reading material for you.

Your Honors English I teacher will begin the 2014-2015 school year with an essay related to your novel. If possible, please bring your book with you on the first day of class.

Sincerely,
Honors English I Teachers

Project Due Date

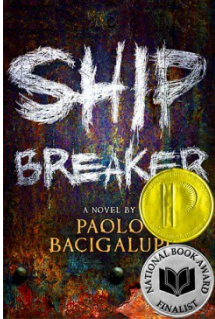
For all Westerville high schools, the Summer Reading Project is **due on the first day of school (Wednesday, August 13th)**. Please personally deliver your writings to your *Honors English I* teacher during class on the first day.

Late Policy

Students turning in the summer project one day late will receive no more than 89%, two days late will receive no more than 79%, and three days late will receive no more than 50% credit. Failure to turn in the summer project will result in a zero for the assignment which is part of the first quarter's grades. For new students to the district, the due date for the project is October 6th (one week before the end of the first grading period). New students will also need to complete the in-class assessments over the summer reading project given at the beginning of the school year.



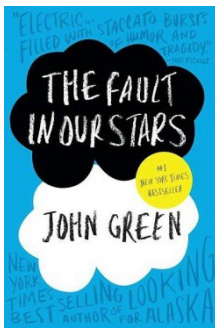
Book Choices: You will select one of the following books to read. It is strongly suggested that you read your book choice in its entirety prior to completing the written assignments.



Ship Breaker
by Paolo Bacigalupi

Publisher Description: In America's Gulf Coast region, where grounded oil tankers are being broken down for parts, Nailer, a teenage boy, works the light crew, scavenging for copper wiring just to make quota--and hopefully live to see another day. But when, by luck or chance, he discovers an exquisite clipper ship beached during a recent hurricane, Nailer faces the most important decision of his life: Strip the ship for all it's worth or rescue its lone survivor, a beautiful and wealthy girl who could lead him to a better life. . . .

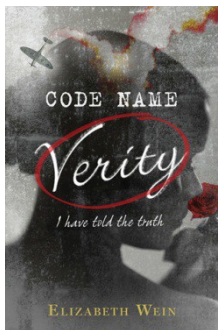
In this powerful novel, award-winning author Paolo Bacigalupi delivers a thrilling, fast-paced adventure set in a vivid and raw, uncertain future.



The Fault in Our Stars
By John Green

Publisher Description: Despite the tumor-shrinking medical miracle that has bought her a few years, Hazel has never been anything but terminal, her final chapter inscribed upon diagnosis. But when a gorgeous plot twist named Augustus Waters suddenly appears at Cancer Kid Support Group, Hazel's story is about to be completely rewritten.

Insightful, bold, irreverent, and raw, *The Fault in Our Stars* is award-winning-author John Green's most ambitious and heartbreaking work yet, brilliantly exploring the funny, thrilling, and tragic business of being alive and in love.



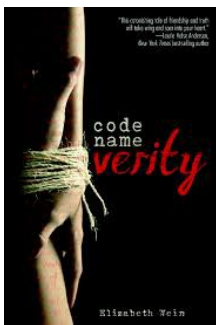
Code Name Verity
by Elizabeth Wein

Publisher Description: Oct. 11th, 1943—A British spy plane crashes in Nazi-occupied France. Its pilot and passenger are best friends. One of the girls has a chance at survival. The other has lost the game before it's barely begun.

When "Verity" is arrested by the Gestapo, she's sure she doesn't stand a chance. As a secret agent captured in enemy territory, she's living a spy's worst nightmare. Her Nazi interrogators give her a simple choice: reveal her mission or face a grisly execution.

As she intricately weaves her confession, Verity uncovers her past, how she became friends with the pilot Maddie, and why she left Maddie in the wrecked fuselage of their plane. On each new scrap of paper, Verity battles for her life, confronting her views on courage and failure and her desperate hope to make it home. But will trading her secrets be enough to save her from the enemy?

Harrowing and beautifully written, Elizabeth Wein creates a visceral read of danger, resolve, and survival that shows just how far true friends will go to save each other. *Code Name Verity* is an outstanding novel that will stick with you long after the last page.





Book Assignment Overview

- For the book that you select, you will also need to pick one of the subjects below to focus on in order to complete the written assignment. After finishing the book, select **three passages** from the book that focus on the subject you have selected. The passages should be approximately one to two paragraphs. One passage should be from the beginning of the novel, one from the middle, and one from the end. Complete the attached graphic organizer focusing on how the book treats the subject selected.
- After you have found passages that discuss the subject throughout the book and have completed the graphic organizer, reflect on what you see as the overall message of the book. Write a reflection in which you share the personal thoughts and reactions you had as you read the book. Also, find a way to connect the story to your own experience or to the world around you. **Your reflection should be approximately 250 words and should not exceed 300 words.** In Microsoft Word a running word count can be found on the bottom of your screen. Please type your response (double-spaced, 12 point font, Times New Roman) and make sure to include your name and the book title at the top of the page. This piece will be evaluated on your ability to organize your thoughts and to express yourself succinctly.

*Please note that all work on this project should be yours individually. You should not work together with other students on these assignments.

Subjects

Ship Breaker

- Poverty
- Child Labor
- Environmental issues

Code Name Verity

- Treatment of prisoners
- Females in combat
- The nature of truth

The Fault in Our Stars

- Feelings of isolation
- Types of support systems
- Coping with mortality



Summer Reading Project Checklist

- ___ 1. Select one of the three books and read it in its entirety.
- ___ 2. Select a subject to focus on for your “book assignment” responses (see the list of acceptable subjects by book).
- ___ 3. Select three passages from your book and complete the accompanying graphic organizers by hand writing directly on the pages provided. Handwriting must be legible and should reflect standard grammar conventions.
- ___ 4. Compose a 250-300 word reflection as described in the “book assignment overview” (type, print and attach to graphic organizers).
- ___ 5. Proofread your work, have someone else proof read your work and be ready to submit your completed project on the first day of school.
- ___ 6. If possible, please plan to bring your novel with you for the first two weeks of school. You will be required to write an extended essay upon returning to school.

Summer Reading Project Rubric

- **A- Very thorough-** You addressed all parts of the project. The passages you selected clearly support the subject and your explanation of the development of the subject is very thorough. In your reflection, the quality and development of ideas, organization, relevance, wording and phrasing, grammar, punctuation and style were all excellent and appropriate for an Honors Freshman student. You clearly worked hard on this and your strong effort is appreciated. You are on your way to success in Honors English!
- **B- Good Job-** You addressed all parts of the project. The passages you selected support the subject and your reflection of the main message is included but is not very thorough. Your writing is appropriate for a freshman, but may need some more work to be considered exemplary level. Your writing was organized and there were few errors in grammar, punctuation and spelling, but your writing may have lacked depth. You will need to apply yourself more in order to receive an A in Honors English, but your potential for success is evident.
- **C- Average-** You addressed all parts of the project. The passages you selected may not completely support your subject. You need to select better passages to support your subject and work on explaining how the subject develops throughout the novel. Your style of writing in the reflection is common and not engaging. You should focus more on the quality and development of ideas, organization, and making sure what you are writing about is relevant to the topic. There are several errors in grammar, punctuation and spelling. Expect to work harder this year in Honors English, but don't give up!
- **D- What happened?** - You have not covered all of the requirements of the project and your work shows little effort. You have not selected passages from the book to support your subject and your explanation of the development of the subject is therefore not evident. Your reflective piece is below average for a freshman student. In order to keep up with the level of your peers, you will need to work on organizing your writing, developing quality ideas, and improving the wording and phrasing of your writing. There are too many errors in grammar, punctuation and spelling. You will need to work much harder in order to maintain an average grade in Honors English.
- **F- Clearly, there is not enough information included or project was not submitted.** There is little to no effort in your project.



Book Title: _____ Student Name: _____

Subject Selected: _____

Passage (Include page #'s)/Summary (Beginning of the book)

How does the passage relate to the subject you selected?

Pick out 3 key words in this passage and list them here:

How do these words contribute to the development of the subject? Answer Below.



Book Title: _____ Student Name: _____

Passage (Include page #'s)/Summary (Middle of the book)	How does the passage relate to the subject you selected? How has the subject developed since the beginning of the book?

Pick out 3 key words in this passage and list them here.

How do these words contribute to the development of the subject? Answer below.



Book Title: _____ Student Name: _____

Passage (Include Page #'s)/Summary (End of the book)	How does the passage relate to the subject you selected? How has the subject developed since the beginning and middle of the book?

Pick out 3 key words in this passage and list them here.

How do these words contribute to the development of the subject? Answer below.



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Summer Reading Project Common Core Standards Covered 2013-2014

Common Core Standards Addressed Over the Summer:

Reading: Literature

Key Ideas and Details:

- **CCSS.ELA-Literacy.RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CCSS.ELA-Literacy.RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Craft and Structure:

- **CCSS.ELA-Literacy.RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Writing

Text Types and Purposes:

- **CCSS.ELA-Literacy.W.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

Common Core Standards Addressed Upon Return to School:

Upon returning to school, teachers will provide direct instruction for the standards listed above (**CCSS.ELA-Literacy.RL.9-10.1**, **CCSS.ELA-Literacy.RL.9-10.2**, **CCSS.ELA-Literacy.RL.9-10.4**, **CCSS.ELA-Literacy.W.9-10.2**). In addition to these standards, teachers will also provide direct instruction on the following standards in preparation for a culminating writing assignment integrating fiction and non-fiction texts.

Reading: Informational Text

Key Ideas and Details:

- **CCSS.ELA-Literacy.RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Integration of Knowledge and Ideas:

- **CCSS.ELA-Literacy.RI.9-10.7** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Writing

Text Types and Purposes:

- **CCSS.ELA-Literacy.W.9-10.2a** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- **CCSS.ELA-Literacy.W.9-10.2b** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- **CCSS.ELA-Literacy.W.9-10.2c** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- **CCSS.ELA-Literacy.W.9-10.2e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **CCSS.ELA-Literacy.W.9-10.2f** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Language

Conventions of Standard English:

- **CCSS.ELA-Literacy.L.9-10.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:

- **CCSS.ELA-Literacy.L.9-10.3a** Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.