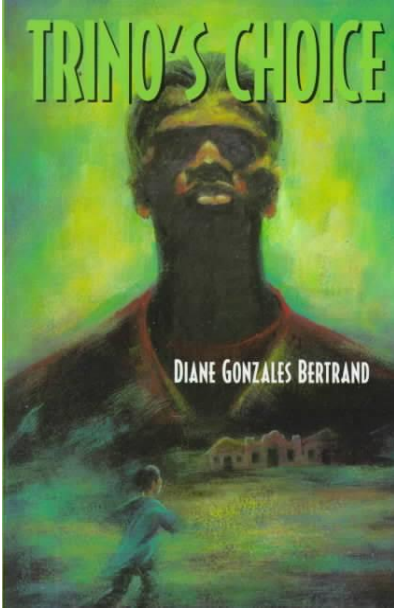



Due date:
August 28, 2017
First day of school

Sharyland Pioneer High School
English I CP Summer Reading
Extra Credit Assignment and Checklist




Directions: Use the following **checklist** to ensure you have completed all required parts of the summer reading extra credit assignment. Read *all* instructions carefully.



1. _____ Purchase a copy of Diane Gonzales Bertrand's *Trino's Choice*.
2. _____ Read the book and annotate **10 noteworthy pages** from the text (see attached example for annotations).
 - take notes on the sides and in the margins of **10** important or interesting pages
 - ask questions
 - note "light bulb"  moments when a passage or quote sticks out to you or gives you a new idea
3. _____ Design and create a movie poster which includes the following elements from the book:
 - Main character(s): Who is the main character? What personality traits does he/she have?
 - What conflicts (problems) occur in the book?
 - What is the setting?
 - What actors are cast?
 - Create a tagline: Example—"In Space, no one can hear you scream!" from the movie *Alien*, "If you have what it takes, you have it all" from the movie *The Fast and the Furious*, or "His greatest battle begins" from the movie *Spider Man 2*.

What to expect during the first week of school:

1. Turn in your book with annotations and your movie poster to your English I teacher on the *first day* of school to receive extra credit (worth one extra test grade *or* 20 pts added onto a test grade throughout the term).
2. Be prepared to discuss the book and movie poster with your English I teacher. You should use your "light bulb"  moments from your annotations to guide discussions.

Example of Proper Annotations

From Ray Bradbury's
Fahrenheit 451

💡 Beatty
was just
like Montag

He didn't
fight
against
it.

💡 no
more human
connection
-tech has
taken over

What
made him
re-think
things?
What is
missing?

endless
-they
learn
nothing
from TV

FAHRENHEIT 451

Montag, you are looking at a coward. I saw the way things were going, a long time back. I said nothing. I'm one of the innocents who could have spoken up and out when no one would listen to the 'guilty,' but I did not speak and thus became guilty myself. And when finally they set the structure to burn the books, using the firemen, I grunted a few times and ^{stopped} sided for there were no others grunting or yelling with me, by then. Now it's too late." Faber closed the Bible. "Well—suppose you tell me why you came here?"

"Nobody listens any more. I can't talk to the walls because they're yelling at me. I can't talk to my wife; she listens to the walls. I just want someone to hear what I have to say. And maybe if I talk long enough, it'll make sense. And I want you to teach me to understand what I read."

Faber examined Montag's thin, blue-jowled face. "How did you get shaken up? What knocked the torch out of your hands?"

"I don't know. We have everything we need to be happy, but we aren't happy. Something's missing. I looked around. The only thing I positively knew was gone was the books I'd burned in ten or twelve years. So I thought books might help."

"You're a hopeless romantic," said Faber. "It would be funny if it were not serious. It's not books you need, it's some of the things that once were in books. The same things could be in the 'parlor families' today. The same infinite detail and awareness could be projected through the radios and televisions, but are not. No, no, it's not books at all you're looking for! Take it where you can find it, in old phonograph records, old motion pictures, and in old friends; look for it in nature and look for it in yourself. Books were only one type of receptacle where we stored a lot of

82

The Sieve and the Sand

things we were afraid we might forget. There is nothing magical in them at all. The magic is only in what books say, how they stitched the patches of the universe together into one garment for us. Of course you couldn't know this, of course you still can't understand what I mean when I say all this. You are intuitively right, that's what counts. Three things are missing. To know without evidence or to reason

"Number one: Do you know why books such as this are so important? Because they have quality. And what does the word quality mean? To me it means texture. This book has pores. It has features. This book can go under the microscope. You'd find life under the glass, streaming past in infinite profusion. The more pores, the more truthfully recorded details of life per square inch you can get on a sheet of paper, the more 'literary' you are. That's my definition, anyway. Telling details. Fresh detail. The good writers touch life often. The mediocre ones run a quick hand over her. The bad ones rape her and leave her for the flies.

"So now do you see why books are hated and feared? They show the pores in the face of life. The comfortable people want only wax moon faces, poreless, hairless, expressionless. We are living in a time when flowers are trying to live on flowers, instead of growing on good rain and black loam. Even fireworks, for all their prettiness, come from the chemistry of the earth. Yet somehow we think we can grow, feeding on flowers and fireworks, without completing the cycle back to reality. Do you know the legend of Hercules and Antaeus, the giant wrestler, whose strength was incredible so long as he stood firmly on the earth? But when he was held, rootless, in midair, by Hercules, he perished easily. If there isn't something in that legend for us today, in this city, in our time, then I am completely insane. Well,

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💡 This is so true! It's why we journal and document things!

💡 You can read a book 10 times and learn something new each time.

💡 Books expose the truth!

Literature = life lessons

1.) Have a conversation with the text (find meaning and ask questions 2.) Identify "light bulb" moments to guide future discussion 3.) Identify and define difficult terms

HOW TO ANNOTATE

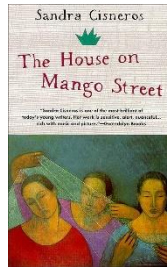


Sharyland Pioneer High School

English II CP Summer Reading Extra Credit Assignment



Due date:
August 22, 2016
First day of school



Summer Reading Project: *The House on Mango Street* by Sandra Cisneros

This summer you have the opportunity to read *The House on Mango Street* by Sandra Cisneros. If you should have any questions regarding the following assignment, please feel free to contact me via email (sballesteros@sharylandisd.org).

Due: August 22nd, 2016

Directions: Read *The House on Mango Street* by Sandra Cisneros and complete the assignment below while following the instructions carefully. All components must be included in your final product.

Sandra Cisneros tells her readers that she decided to write her novel because “You will always be Mango Street. You can’t erase what you know. You can’t forget who you are.” The purpose of this project is to create your **own** book, which will help you remember what you know as well as show others who you are.

Your book must have the following items:

1. An original cover with title - 10 points
3. Dedication - 5 points
4. Table of contents - 5 points
5. Written in the same style as Cisneros - 25 points
6. 4 Chapters that follow the guidelines - 55 points

Total: 100 points

You should mimic the author’s style in your writing. Include figurative language, incorporate symbols, and vary your syntax. **Don’t just write a summary.** Look at how Sandra Cisneros uses creative writing to convey meaning and use that as your model for each of your chapters.

Your chapters must be chosen from the following subjects:

- Your neighborhood
- Games or favorite toys from your childhood
- A time you got into trouble
- A time you saw someone else get into trouble

- Advice from an adult
- A positive story from your experiences at school
- A negative story from your experiences at school
- A special family member
- A happy time for you
- A special holiday
- A special birthday
- The Big Game
- A birth
- One additional chapter on anything you wish

Chapter Length: Each chapter should be at least $\frac{3}{4}$ to 1 page typed. If your chapter is shorter than that, it will not receive full credit. Your chapters can be in any order you choose as long as they follow your table of contents.



Sharyland Pioneer High School
English III CP
Summer Reading
Extra Credit Assignment

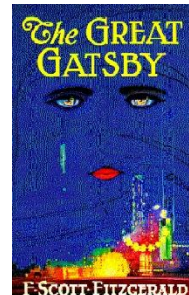
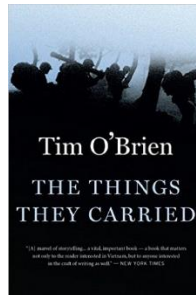


CHOOSE ONE (1) OF THE FOLLOWING NOVELS FOR THIS ASSIGNMENT:

The Things They Carried by Tim O' Brien

OR

The Great Gatsby by F. Scott Fitzgerald



ASSIGNMENT: DIALECTICAL JOURNALS

PURPOSE: To identify and explain significant passages in the text as a form of annotating the text in order to internalize, question, and remember the readings. The dialectical journals will serve as notes for in-class assignments as well as a starting point for class discussions.

REQUIREMENTS: Identify fifteen (15) KEY QUOTATIONS/PASSAGES throughout the novel you think are especially significant in the novel. Then, write a detailed analysis of each quotation/passage. You may write as much as you want; your minimum requirement per entry is three (3) sentences. This assignment **must** be typed in MLA format using 12pt font and Times New Roman. Follow the format on the back of this paper for your journal.

DUE DATE: Monday, August 22, 2016 by 11:59PM through Turnitin.com.

SUBMISSION: Both assignments will be submitted electronically through Turnitin.com. Below are the credentials you will need to register for the course:

Enrollment ID: 12608785

Password: diamondbacks

*Refer to the page in this packet with general instructions for Turnitin.com submissions.

NOTE: This assignment is optional, and you will receive extra credit for the course if you complete it in a timely manner.

Example of a dialectical journal (may not be used as your entry):

Quote	Ch. #, Pg. #	Response/Analysis
"Their hands were a maze of cuts, and each cut represented a chance for blood poisoning."	Ch. 1, pg. 1	Did the workers continue to work with bleeding hands? Today we see widespread diseases transmitted through blood. Yes, through such unsanitary conditions people could easily become sick.

Basic Responses:

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Challenge the text

Higher Level Responses

- Analyze the text for use of literary devices (tone, structure, style, imagery, figurative language, etc.)
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc.)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the text as a whole

A NOTE ON ACADEMIC DISHONESTY: Plagiarism is a serious issue, and it will absolutely not be tolerated. Assignments must be completed individually, without collaboration with other people and/or outside reading sources (including the internet). Plagiarized work will earn a zero as well as disciplinary consequences.

Happy reading! ☺



Sharyland Pioneer High School
English IV CP
Summer Reading
Extra Credit Assignment



CHOOSE ONE (1) OF THE FOLLOWING NOVELS FOR THIS ASSIGNMENT:

***Brave New World* by Aldous Huxley**

OR

***1984* by George Orwell**



ASSIGNMENT: DIALECTICAL JOURNALS

PURPOSE: To identify and explain significant passages in the text as a form of annotating the text in order to internalize, question, and remember the readings. The dialectical journals will serve as notes for in-class assignments as well as a starting point for class discussions.

REQUIREMENTS: Identify fifteen (15) KEY QUOTATIONS/PASSAGES throughout the novel you think are especially significant in the novel. Then, write a detailed analysis of each quotation/passage. You may write as much as you want; your minimum requirement per entry is three (3) sentences. This assignment **must** be typed in MLA format using 12pt font and Times New Roman. Follow the format on the back of this paper for your journal.

DUE DATE: Monday, August 22, 2016 by 11:59PM through Turnitin.com.

SUBMISSION: Both assignments will be submitted electronically through Turnitin.com. Below are the credentials you will need to register for the course:

Enrollment ID: 12608976

Password: diamondbacks

*Refer to the page in this packet with general instructions for Turnitin.com submissions.

NOTE: This assignment is optional, and you will receive extra credit for the course if you complete it in a timely manner.

Example of a dialectical journal (may not be used as your entry):

Quote	Ch. #, Pg. #	Response/Analysis
"Their hands were a maze of cuts, and each cut represented a chance for blood poisoning."	Ch. 1, pg. 1	Did the workers continue to work with bleeding hands? Today we see widespread diseases transmitted through blood. Yes, through such unsanitary conditions people could easily become sick.

Basic Responses:

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Challenge the text

Higher Level Responses

- Analyze the text for use of literary devices (tone, structure, style, imagery, figurative language, etc.)
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc.)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the text as a whole

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Happy reading! ☺