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MEMO

To: All Students Entering Grades 9-12 in September 2018
From: Brian Ersalesi
Date: April 24, 2018
Re: Summer Reading

As part of its mission to foster the concept of reading for enjoyment and to encourage students to become and remain active readers, the English department of Rutherford High School will continue their successful summer reading program in 2018. This concept fulfills an academic purpose, but also aims to provide an informative and interesting reading experience for all students.

For the 2018 summer reading program, Rutherford High School students will be permitted to choose their own summer reading selection. There is no required list. Any grade-level-appropriate, ability-level-appropriate, and content-appropriate book may be selected from any genre.

Talk with your teacher, talk with your parent/guardian, talk with your friend and find a book that you think you will enjoy! It could be fiction or non-fiction. Maybe you enjoy mysteries. Maybe you enjoy biographies! Once you do find that perfect book, submit it via GoogleForms:
<https://goo.gl/forms/qrZLYPEHW4PkGClN2>

Students MUST be logged in to their Rutherford Google account in order to fill out the form.

The selection form is due by Friday, June 1, 2018. It will count as a homework assignment for the 4th marking period of the 2017-2018 school year. All students' choices will be recorded and forwarded to their English teacher of record for the 2018-2019 school year.

Upon return to school in September, students will write about their chosen selection.

- Topics written in RED are for Fiction/Literature.
- Topics written in BLUE are for Non-Fiction/Informational Text.

This will be an in-class essay and will be graded with the *Rutherford Public Schools Modified PARCC Writing Rubric* and will count as a writing assignment for the 1st marking period of the 2018-2019 school year.

It is the hope of the English department that the freedom to choose a summer reading selection will demonstrate to students that reading can be a personally rewarding experience when the options are limitless.



Objective: Actively read your summer reading selection. You may wish to show evidence of your thinking by highlighting passages, lines, and words. Make your thinking visible! When you write your essay in class, you may use your book and your notations to complete your assignment.

SKILLS FOR ACTIVE READING: MAKE YOUR THINKING VISIBLE!

Remember, this is YOUR book. You chose it because you found it desirable! Mark up the book with your thoughts and ideas! Suggestions for actively reading:

Highlight important or confusing words: Highlight quotes, lines, words that you feel are powerful or confusing and jot down a side note explaining why you highlighted it. Take notes explaining why you chose these lines. Write down possible meanings.

Ask Questions: Highlight areas that may be confusing or you want to know more about. Record questions in the side notes that you have about author's intentions, things that are confusing, things that you want to know more about, motives, intentions of people in the book, etc.

Make Connections: Highlight areas that you can make a connection with. Take side notes on why or how you made this connection.

Make Predictions: Make a prediction and record it in the side notes. Highlight areas that support your prediction.

ESSAY TOPICS BEGIN ON THE NEXT PAGE.

- Topics written in RED are for Fiction/Literature.
- Topics written in BLUE are for Non-Fiction/Informational Text.



Prompts for Fiction/Literature

Directions: If your chosen book was fiction/literature, choose one of these essay topics and write a fully formed essay. **Students entering an Honors English course must use Choice 1 or Choice 5.**

Remember, writing just “what happened in the book” or a plot summary is not an essay option.

Choices 1-4 are for English 100, 200, 300, or 400. Honors classes must use either Choice 1 or Choice 5.

Choice 1. Literature often depicts characters caught between colliding cultures—national, regional, ethnic, religious, institutional, etc. Such collisions can call a character’s sense of identity into question. Using a literary work in which a character responds to such a cultural collision, write a well-organized essay describing the character’s response and explain its relevance to the work as a whole. **AVOID PLOT SUMMARY!**

Choice 2. A recurring theme in literature is the classic war between a passion and responsibility. For instance, a personal cause, a love, a desire for revenge, a determination to redress wrong, or some other emotion or drive may conflict with moral duty. Choose a literary work in which a character confronts the demands of a private passion that conflicts with his or her responsibilities. In a well-written essay show clearly the nature of the conflict, its effects upon the character, and the significance to the work. **AVOID PLOT SUMMARY!**

Choice 3. Choose a complex or important character in a literary work that might, on the basis of the character’s actions alone, be considered evil or immoral. Write a well-organized essay explaining both how and why the full presentation of the character in the work makes us react more sympathetically than we otherwise might. **AVOID PLOT SUMMARY!**

Choice 4. Write a letter to Mr. Ersalesi, the supervisor of English Language Arts and explain why you believe your selection should be required reading for students in Rutherford High School. Use proper letter writing format. Remember, this is not a plot summary. Use examples from the text to prove your reasoning.

Choice 5. Some literary works seem to advocate changes in social or political attitudes or in traditions. Choose such a literary work and note the particular attitudes or traditions that the author apparently wishes to modify. Then analyze the techniques the author uses to influence the reader’s or audience’s views. **AVOID PLOT SUMMARY!**



Prompts for Non-Fiction/Informational

Directions: If your chosen book was non-fiction/informational, choose one of these essay topics and write a fully formed essay. Remember, writing just “what happened in the book” or a plot summary is not an option. **Students entering an Honors English course must use Choice 4.**

Choices 1-3 are for English 100, 200, 300, or 400. Honors classes must use Choice 4.

Choice 1. When studying non-fiction, an easy way to begin analyzing it is through the acronym SOAPStone. Using this method, explain each concept of your book. Use specific quotes and examples to prove your thesis about tone.

- Speaker – Who is writing this?
- Occasion – When was it written?
- Audience – Who was it written for?
- Purpose – Why was it written?
- Subject – Who is it about?
- Tone – Study the word choice. How does the speaker feel about the subject?

Choice 2. Think about the subject of your book. Who is the intended audience of your book? Imagine you’re writing a review of the book for a group of people who normally would not be interested in this topic. Try to convince them that it is worthwhile. (For example, you are writing a review to convince NY Jets fans why Odell Beckham’s biography is worthy.)

Choice 3. Write a letter to Mr. Ersalesi, the supervisor of English Language Arts and explain why you believe your selection should be required reading for students in Rutherford High School. Use proper letter writing format. Remember, this is not a plot summary. Use examples from the text to prove your reasoning.

Choice 4 is the required topic for all Honors English classes. Students in other classes may choose to use it as well.

Choice 4. As you read your summer reading selection, consider how the author uses: evidence, such as facts or examples, to support claims; reasoning to develop ideas and to connect claims, and evidence; stylistic or persuasive elements, such as word choice or appeals to emotion, to add power to the ideas expressed. Write an essay in which you explain how your author builds their argument to persuade or inform their audience. In your essay, analyze how your audience uses one or more of the features listed, or features of your own choice, to strengthen the logic and persuasiveness of their argument. Be sure that your analysis focuses on the most relevant features of the text.



SUMMER READING DIRECTIONS

1. Select a book. Any book of any genre that is interesting and exciting to you may be selected. (It should be an appropriate text with regards to grade level, ability level, and content.)
2. Submit your book via <https://goo.gl/forms/qrZLYPEHW4PkGCl2> by Friday, June 1, 2018. Your choice will be forwarded to next year's English teacher.
3. Read the book over the summer! Make notes and write in the margins! Remember you can use your book when you write the essay in class.
4. When you return to school in September, be prepared to write an in-class essay on the first day of school using the prompt found in this packet.
5. Have questions? Need help?
 - a. Between now and June 22, 2018, email your English teacher.
 - b. Between June 23, 2018 and September 3, 2018, email Mr. Brian Ersalesi at bersalesi@rutherfordschools.org.

| Rutherford Public Schools Modified PARCC Rubric for RST and LAT – Grades 6-11 | | | | | | |
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| Construct Measured | Score Point 5 | Score Point 4 | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |
| Reading Comprehension of Key Ideas and Details | The student response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis with effective and convincing textual evidence. | The student response demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis, and supporting the analysis with adequate textual evidence. | The student response demonstrates adequate comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis, and supporting the analysis with adequate textual evidence. | The student response demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis and supporting the analysis with basic textual evidence. | The student response demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis and supporting the analysis with limited textual evidence. | The student response demonstrates no comprehension of ideas by providing inaccurate or no analysis of little to no textual evidence. |
| Writing Written Expression | The student response: <ul style="list-style-type: none"> addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to the task by using clear and convincing reasoning supported by relevant textual evidence; demonstrates purposeful coherence, clarity, and cohesion, | The student response: <ul style="list-style-type: none"> addresses the prompt and provides mostly effective development of the claim or topic that is mostly appropriate to the task, by using clear reasoning supported by relevant, textual evidence; demonstrates coherence, clarity, and cohesion, making it fairly easy to follow the writer's progression of ideas; | The student response: <ul style="list-style-type: none"> addresses the prompt and provides basic development of the claim or topic that is mostly appropriate to the task, by using clear reasoning mostly supported by relevant, textual evidence; demonstrates coherence, clarity, and cohesion, making it mostly easy to follow the writer's progression of ideas; establishes and | The student response: <ul style="list-style-type: none"> addresses the prompt and provides some development of the claim or topic that is somewhat appropriate to the task, by using some reasoning and text-based evidence; demonstrates some coherence, clarity, and/or cohesion, making the writers' progression of ideas usually discernible but not obvious; | The student response: <ul style="list-style-type: none"> addresses the prompt and develops the claim or topic and provides minimal development that is limited in its appropriateness to the task by using limited reasoning and text-based evidence; or is a developed, text-based response with little or no awareness of the prompt; | The student response: <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks coherence, clarity, and cohesion; has an inappropriate style, with little to no awareness of the norms of the discipline. |

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| | <p>making it easy to follow the writer's progression of ideas;</p> <ul style="list-style-type: none"> establishes and maintains an effective style, attending to the norms and conventions of the discipline. | <ul style="list-style-type: none"> establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline. | <p>maintains a somewhat effective style, while attending to the norms and conventions of the discipline.</p> | <ul style="list-style-type: none"> has a style that is somewhat effective, generally attending to the norms and conventions of the discipline. | <ul style="list-style-type: none"> demonstrates limited coherence, clarity, and/or cohesion, making the writer's progression of ideas somewhat unclear; has a style that has limited effectiveness, with limited awareness of the norms of discipline. | |
| <p>Writing</p> <p>Knowledge of Language and Conventions</p> | <p>Same as Score Point 4</p> | <p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p> | <p>The student response to the prompt demonstrates basic command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is mostly clear.</p> | <p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p> | <p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p> | <p>The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p> |

This is a modified rubric designed to allow teachers to see growth within the limited score points available on the PARCC rubric.

Rev: September 29, 2014
Rev: October 6, 2015 (Numbers changed for LinkIt use)