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## MEMO

To: All Students Entering Grades 9-12 in September 2016  
From: Brian Ersalesi  
Date: May 10, 2016  
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 has created a summer reading program that fulfills an academic purpose, but also aims to provide an informative and interesting reading experience for all students.

For the 2016 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.

Students should select a book and submit it via GoogleForms: <http://goo.gl/forms/HjT65Uznh7>

The selection form is due by Friday, June 3, 2016. It will count as a homework assignment for the 4<sup>th</sup> marking period of the 2015-2016 school year.

All students' choices will be recorded and forwarded to their English teacher of record for the 2016-2017 school year.

Upon return to school in September, students will write about their chosen selection. 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 1<sup>st</sup> marking period of the 2016-2017 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 answer the following prompt:

When reading your book, you should be able to make one or more of the following connections to the “Big Four” literary conflicts:

- Man vs. Man
- Man vs. Nature
- Man vs. Self
- Man vs. Society

What is the major conflict of your text?  
To which of the “Big Four” conflicts does your text’s conflict fall under?  
Use direct quotations and details from your text to substantiate your writing.

**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.

Conflicts: Identifying major themes of literature and analyzing their development throughout a piece of text are part of ELA the Common Core Standards for grades 9-12 (Literacy.RL.9-10.2, Literacy.RL11-12.2). A common approach for this standard is to study the “Big Four” types of literary conflict: **Man vs. Man**, **Man vs. Nature**, **Man vs. Society**, and **Man vs. Self**.

### Man vs. Man

		
<p>Characters are pitted against one another.</p>	<p>The antagonist tries to keep the protagonist from reaching his goal.</p>	<p>The protagonist must overcome the efforts of the antagonist to reach his goal.</p>

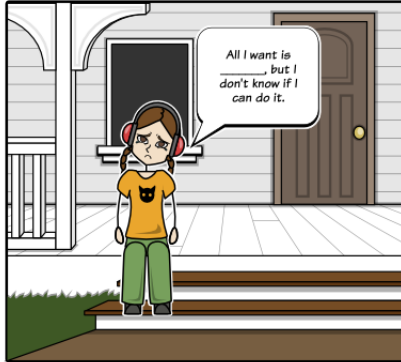
Create your own at [StoryboardThat.com](http://StoryboardThat.com)

### Man vs. Nature

		
<p>The hero must overcome a force of nature to meet his goal.</p>	<p>Nature can be a force of nature (like a storm, earthquake, or difficult climate) OR an animal from nature.</p>	<p>In literature, the hero sometimes meets his goal, but sometimes is defeated.</p>

Create your own at [StoryboardThat.com](http://StoryboardThat.com)

## Man vs. Self



The protagonist must overcome her own nature to reach her goal.



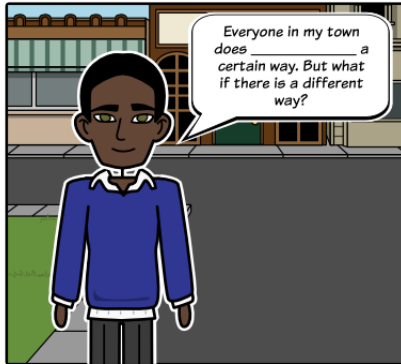
The protagonist has an inner struggle within her own mind.



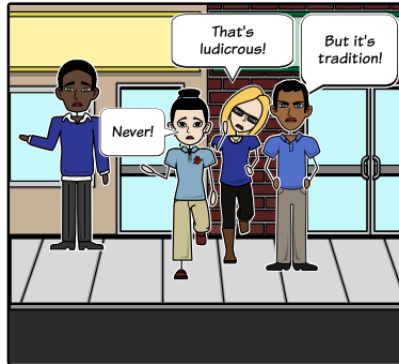
The protagonist needs to overcome her struggle to reach the goal. In literature, this may or may not happen.

Create your own at [StoryboardThat.com](http://StoryboardThat.com)

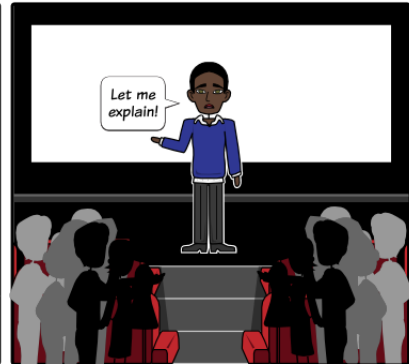
## Man vs. Society



A protagonist sees something in a unique way.



People in his town or culture don't like his way of thinking. His bold ideas diverge from tradition or the rules. They ridicule and threaten him. He is compelled to act.



Our hero may convince the others he is right, but he might be forced to flee town. He may even lose his life.

Create your own at [StoryboardThat.com](http://StoryboardThat.com)



### ***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 <http://goo.gl/forms/HjT65Uznh7> by Friday, June 3, 2016. Your choice will be forwarded to next year's English teacher.
3. Read the book over the summer!
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 24<sup>th</sup>, 2016, email your English teacher.
  - b. Between June 25<sup>th</sup>, 2016 and September 1<sup>st</sup>, 2016, email Mr. Brian Ersalesi at [bersalesi@rutherfordschools.org](mailto:bersalesi@rutherfordschools.org).

Rutherford Public Schools  
Modified PARCC Rubric for RST and LAT – Grades 6-11

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 <b>full comprehension</b> of ideas stated explicitly and inferentially by providing an <b>accurate</b> analysis and supporting the analysis with <b>effective and convincing</b> textual evidence.	The student response demonstrates <b>comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>mostly accurate</b> analysis, and supporting the analysis with <b>adequate</b> textual evidence.	The student response demonstrates <b>adequate comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>generally accurate</b> analysis, and supporting the analysis with <b>adequate</b> textual evidence.	The student response demonstrates <b>basic comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>generally accurate</b> analysis and supporting the analysis with <b>basic</b> textual evidence.	The student response demonstrates <b>limited comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>minimally accurate</b> analysis and supporting the analysis with <b>limited</b> textual evidence.	The student response demonstrates <b>no comprehension</b> of ideas by providing inaccurate or no analysis of <b>little to no</b> textual evidence.
Writing Written Expression	The student response: <ul style="list-style-type: none"> <li>addresses the prompt and provides <b>effective and comprehensive</b> development of the claim or topic that is <b>consistently appropriate</b> to the task by using <b>clear and convincing</b> reasoning supported by <b>relevant textual</b> evidence;</li> <li>demonstrates <b>purposeful</b> coherence, clarity, and cohesion,</li> </ul>	The student response: <ul style="list-style-type: none"> <li>addresses the prompt and provides <b>mostly effective</b> development of the claim or topic that is <b>mostly appropriate</b> to the task, by using <b>clear</b> reasoning supported by <b>relevant, textual</b> evidence;</li> <li>demonstrates coherence, clarity, and cohesion, making it <b>fairly easy to follow</b> the writer’s progression of ideas;</li> </ul>	The student response: <ul style="list-style-type: none"> <li>addresses the prompt and provides <b>basic</b> development of the claim or topic that is <b>mostly appropriate</b> to the task, by using <b>clear</b> reasoning mostly supported by <b>relevant, textual</b> evidence;</li> <li>demonstrates coherence, clarity, and cohesion, making it <b>mostly easy to follow</b> the writer’s progression of ideas;</li> <li>establishes and</li> </ul>	The student response: <ul style="list-style-type: none"> <li>addresses the prompt and provides <b>some</b> development of the claim or topic that is <b>somewhat appropriate</b> to the task, by using <b>some</b> reasoning and <b>text-based evidence</b>;</li> <li>demonstrates <b>some</b> coherence, clarity, and/or cohesion, making the writers’ progression of ideas <b>usually discernible but not obvious</b>;</li> </ul>	The student response: <ul style="list-style-type: none"> <li>addresses the prompt and develops the claim or topic and provides <b>minimal</b> development that is <b>limited in its appropriateness</b> to the task by using <b>limited</b> reasoning and <b>text-based evidence</b>; or</li> <li>is a developed, text-based response with <b>little or no awareness</b> of the prompt;</li> </ul>	The student response: <ul style="list-style-type: none"> <li>is <b>undeveloped</b> and/or <b>inappropriate</b> to the task;</li> <li><b>lacks</b> coherence, clarity, and cohesion;</li> <li>has an inappropriate style, with <b>little to no awareness</b> of the norms of the discipline.</li> </ul>



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