

**Summer Reading
Honors Fiction Text
Grades 9-10**

Choose a dynamic character (one that changes over the course of the novel), and complete **BOTH** the background table and the written response. Remember that a dynamic character can be a major or minor character.

Character Background

Fill out the table below based on your knowledge of the character throughout the work as a whole. You may have to infer some information by considering the character's actions, dialogue, or thoughts. **Support your answer with a brief quotation from the text.**

Education: (How knowledgeable does the character seem?)	
Home life: (What kind of family does he/she have? Where/how does he/she live?)	
Role in the Community: (Do others rely on him/her? Does he/she improve or detract from his/her environment?)	
Ambitions: (What does he/she want to be or do? Why? How does he/she work toward this goal?)	
Frustrations:	
Temperament: (Is he/she a happy person? Optimist/Pessimist/Realist?)	
Change in Behavior: (over the course of the novel)	

Written Response

Consider the information from your background table to develop a profile of your character. Ultimately, determine what kind of person he/she is, and how his/her characterization impacts the novel. You do not need to include all of the information from your background chart; rather, choose the most relevant information that applies to your analysis. Support your argument with specific details from the text.

Summer Writing Editing Checklist

Formatting

Did you...

- Have your writing double-spaced?
- Have everything typed in Times New Roman font size 12?
- Have each new paragraph indented?
- Use (last name page number) for each citation?
- Use present tense?

Content

Did you...

- Answer the question that was asked?
- Use evidence to support EACH argument you make?
 - Cite each piece of evidence
- Explain how EACH piece of evidence proves your point?

Grammar and Diction

Did you...

- Avoid using first and second person in your writing?
- Write in complete sentences?
- Vary your sentence structure so you don't have just simple or just complex sentences?
- Use appropriate vocabulary for your audience?
- Avoid repeating phrases or ideas?

Length Requirements

Minimum:

Grade 9: extended paragraph (12-18 sentences)

Grade 10: 2-3 paragraphs

Grade 11: 4-5 paragraphs

Grade 12: 5 paragraph essay

Rubric

	Exceeds Expectations (5)	Meets Expectations (4)	Approaching Expectations (3)	Does not Meet Expectations (2)
Critical Thinking	Discussion shows evidence of critical thought focused on the prompt. Discussion moves beyond the literal, superficial level of answering the question.	Discussion shows evidence of critical thought; discussion may be somewhat superficial and only briefly address the elements in the prompt.	Discussion shows lack of critical thought; discussion is superficial. There is doubt as to whether the student read the text.	Discussion lacks connected thought. Prompt may not be fully addressed.
Focus	Clear, focused, concise expression of ideas.	Fairly clear, but may lack focus or concise expression of ideas.	Unclear or vague in some references.	Lacking any focused discussion.
Textual Evidence	Provides evidence that best supports the topic.	Provides evidence, but not necessarily the best evidence to support the claim.	Provides evidence, but it is not effective to illustrate the point.	Does not provide textual evidence.
Conventions of writing	Author has observed the requirements listed on the writing checklist; his/her writing makes the review more interesting.	Author has observed most of the requirements listed on the writing checklist; writing style does not make the review difficult to understand.	Author observes some of the requirements on the writing checklist; some errors make the review difficult to understand.	Writing is confusing due to errors in writing.

It goes without saying that any of your work that is not your own (copied from another student or an online resource) will not be accepted.

Deductions for late work will be taken. Work that is submitted after September 2, 2022 will not be accepted for assessment.

Summer Reading

Honors Non-fiction Text

Grades 9-10

Please respond to each of the prompts in an extended paragraph (8+ sentences). Use at **least three supporting pieces of evidence from the text** in each answer in the form of direct quotation with appropriate MLA formatting.

1. Select any figure from the text. Based on the characterization, choose a shape and a color to represent this figure and explain why you chose the specific shape and color.
2. Identify a major thematic idea from the text. How is this thematic idea demonstrated in multiple ways in the text?
3. Identify a primary and secondary conflict facing the major figure in the text. What techniques does the author use to communicate, shape, and resolve these conflicts?

Writing Checklist

Formatting

Did you...

- Have your writing double-spaced?
- Have everything typed in Times New Roman font size 12?
- Have each new paragraph indented?
- Use (last name page number) for each citation?
- Use present tense?
- Include a Works Cited entry at the end of your work?

Content

Did you...

- Use evidence to support EACH argument you make?
 - Cite each piece of evidence
- Explain how EACH piece of evidence proves your point?

Grammar and Diction

Did you...

- Avoid using first and second person in your writing?
- Write in complete sentences?
- Vary your sentence structure so you don't have just simple or just complex sentences?
- Use formal vocabulary?
- Avoid repeating phrases or ideas?

Rubric

	Exceeds Expectations (5)	Meets Expectations (4)	Approaching Expectations (3)	Does not Meet Expectations (2)
Critical Thinking	Discussion shows evidence of critical thought focused on the prompt. Discussion moves beyond the literal, superficial level of answering the question.	Discussion shows evidence of critical thought; discussion may be somewhat superficial and only briefly address the elements in the prompt.	Discussion shows lack of critical thought; discussion is superficial. There is doubt as to whether the student read the text.	Discussion lacks connected thought. Prompt may not be fully addressed.
Focus	Clear, focused, concise expression of ideas.	Fairly clear, but may lack focus or concise expression of ideas.	Unclear or vague in some references.	Lacking any focused discussion.
Textual Evidence	Provides evidence that best supports the topic.	Provides evidence, but not necessarily the best evidence to support the claim.	Provides evidence, but it is not effective to illustrate the point.	Does not provide textual evidence.
Conventions of writing	Author has observed the requirements listed on the writing checklist; his/her writing makes the review more interesting.	Author has observed most of the requirements listed on the writing checklist; writing style does not make the review difficult to understand.	Author observes some of the requirements on the writing checklist; some errors make the review difficult to understand.	Writing is confusing due to errors in writing.