

English III Honors  
Berkeley High School  
2018-2019 Summer Reading

Dear English III Honors Students:

I hope you have a great summer! You all come highly recommended, so I am sure we will have a great experience together in the coming school year. The first portion of your responsibilities for English III Honors is to complete summer reading. **The following assignments are due by the fifteenth day of school, without exception and regardless of which semester you have English.**

All assignments are to be typed in **MLA format (12-point Times New Roman font, double spaced, no extra spacing between paragraphs, 1-inch margins)**. **Plagiarism is not an option—if you plagiarize, you will receive a ZERO. All work will be submitted digitally, so be certain to save all typed work.**

Good luck, and feel free to contact me over the summer if you have any questions! I look forward meeting each of you in the fall!

Regards,  
English III Teachers

If you have questions, please contact Mr. Sweeney (sweeneyc@bcstdschools.net).

**Fiction:** *The Jungle* by Upton Sinclair (ISBN 978-1543285703)

**Nonfiction:** *The Greatest Generation* by Tom Brokaw (ISBN 978-0812975291)

**\*\*\*Students will be responsible for participating in a book chat/Socratic Seminar within the first two weeks of school and for providing their own copies of the two texts.**

Writing Prompts:

- a) ***The Jungle*** — in a 700- to 750-word critical analysis, answer **one (1)** of the following prompts in a well-developed essay using textual evidence to support your answers:
  - a. Explain how the various features of the text bring the ideas and events of this period to life. Explain how the themes, descriptive details, images, and dialogue enhance meaning and advance the writer's purpose. Explain what the writer's personal feelings and ideas add to the reader's understanding or interest in the work.
  - b. Analyze the political, social, and cultural context of this novel, which was published in 1906. Explain how this cultural context is relevant to a twenty-first century audience.
- b) ***The Greatest Generation*** — in a 700- to 750-word critical analysis, answer **one (1)** of the following prompts in a well-developed essay using textual evidence to support your answers:
  - a. Explain how the themes, characterizations, writing style, and language enhance meaning and advance the writer's purpose. Explain how these add to the reader's understanding or interest in the work.
  - b. Analyze the political, social, and cultural significance of this book, which was published in 1998. Explain how the focus on *The Greatest Generation* is relevant to a twenty-first century audience.
- c) All written work must include:
  - a. a Works Cited page
  - b. MLA header and heading
  - c. In-text citations (using several quotations from the texts)
- d) For assistance with MLA format, refer to Purdue OWL's MLA Guide:  
<https://owl.english.purdue.edu/owl/resource/747/01/>

## GRADING RUBRIC FOR SUMMER READING

<i>CATEGORY</i>	<i>Advanced (4)</i>	<i>Proficient (3)</i>	<i>Progressing (2)</i>	<i>Emerging (1)</i>
<b>Introduction/ Thesis</b>	*clear and concise introduction that states topic efficiently with a clear voice.  **thesis is exceptionally clear, arguable, well-developed, and a definitive statement.	*mostly clear and concise introduction that states topic with a clear voice.  **thesis is clear and arguable statement of position.	*somewhat clear and concise introduction that states topic, but lacks a clear voice.  **thesis is somewhat clear and arguable.	*unclear, wordy, or no introduction of topic.  **paper's purpose is unclear/thesis is weak or missing.
<b>Completion</b>	*essay is at least 700 words in length and meets all other requirements.	*Lacking 1-2 criteria.	*Lacking 3 criteria.	*Lacking 4 or more criteria/requirements.
<b>Support of Thesis/Analysis</b>	*critical, relevant, and consistent connections made between evidence and thesis.  **clear and in-depth analysis.	*consistent connections made between evidence and thesis  **mostly clear, in-depth analysis.	*some connections made between evidence and thesis.  **somewhat clear analysis.	*limited or no connections made between evidence and thesis.  **lack of clear and in-depth analysis.
<b>Organization/ Development of Thesis</b>	*clear, logical, mature, and thorough development of thesis with appropriate and efficient transitions between and within paragraphs.	*clear and logical order that supports thesis with appropriate transitions between and within paragraphs.	*somewhat clear and logical development with functional transitions between and within paragraphs.	*lacks development of ideas with inefficient or no transitions between and within paragraphs.
<b>Conclusion</b>	*clear and concise concluding ideas with connections between essay's purpose and impact on the reader.  **introduces no new information.	*clear concluding ideas with some connections between the essay's purpose and the impact on the reader.  **introduces no new information.	*basic summary of topic with some final concluding ideas.	*no concluding ideas or conclusion is not clear.
<b>Grammar/Usage/ Mechanics/Format</b>	*control of grammar, usage, and mechanics.  **almost entirely free of spelling, punctuation, MLA, and grammatical errors. (>5)  ***proper MLA format throughout	*may contain few spelling, punctuation, MLA, and grammar errors.  **Very few, minor errors in MLA formatting	*contains several spelling, punctuation, MLA, and grammar errors which detract from the paper's readability.  **Several MLA related errors	*so many spelling, punctuation, MLA, and grammar errors that the paper cannot be understood.  **MLA format is not recognizable
<b>Citation Format</b>	*conforms to MLA rules for formatting and citation of sources are mostly without error (>5).	*conforms to MLA rules for formatting and citation of sources with some errors.	*frequent errors in MLA format.	*lack of MLA format

Grade:

Teacher Comments: