

POSNACK

S C H O O L

English 4

Summer Reading Assignment 2020-2021

Instructor: Dr. Michelle Tolentino (mtolentino@posnackschool.org)

Assignment 1

Read and Annotate *The Time Machine*, by H.G. Wells (50 points objective assessment, 25 points summary notes completion)

Read and write Summary Notes As you read, write 1-3 bullet points to summarize each chapter in the book or on a sticky note. This is a great way to monitor comprehension and remember the story later. You must bring your book to class on the first day to earn credit for annotations. This is a completion assignment.

Objective Assessment during the first week of school, you will complete an objective assessment to demonstrate your understanding of the novel. This will include multiple choice, matching, and short answer questions.

Assignment 2

Read a Novel of Choice (Book Review Presentation Done During Class -50 points)

Choose a novel and read it. That's right, just relax and read! The goal with this portion of the summer reading program is to give you an opportunity to read for the sake of reading and most importantly, enjoy it! When you return to school, you will be given class time to prepare a book review presentation. You will tell the class about the book and explain why or why not it is one you would recommend. You **MUST** bring the book to class on the first day after summer break. Do not worry about annotating. Do not worry about the presentation. Just relax and read! You **MUST** bring your novel to class on the first day of school.

Below is a list of recommended titles; however, you are not required to choose something from this list.

1. *Glass Castle* by Jeanette Walls
2. *Merlin* by Stephen Lawhead
3. *The Secret Life of Bees* by Sue Monk Kidd
4. *The Curious Incident of the Dog in the Night-time* by Mark Haddon
5. *Little Bee* by Chris Cleave
6. *Lord of the Flies* by Joseph Golding
7. *Extremely Loud and Incredibly Close* by Jonathan Safran Foer
8. *Call Me By My Name*
9. *The Hate You Give* by Angie Thomas
10. *Little Bee* Chris Cleave
11. *Wintergirls* by Laurie Halse Anderson
12. *Into the Wild* by Jon Krakauer
13. *Will Greyson, Will Greyson* by John Green
14. *A Visit from the Goon Squad* by Jennifer Egan
15. *Hillbilly Elegy* by J.D. Vance

Assignment 3

College Essay (50 points – Completion)

Select one of the 2020 Common Application prompts and craft a well-written 500-700 word response. Bring your typed essay to class and submit it on PAPER (MLA format) on the first day of school for completion points in English class. After that, you will work with the college counselors to revise this essay as you begin the application process.

COMMON APPLICATION ESSAY PROMPTS 2020

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
2. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?
4. Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma - anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.
5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.
6. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?
7. Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.
- 8.

Below is a list from the College Counseling Department

Writing the College Essay

Do:

- Answer the question and follow directions.
- Use personal detail: show, don't tell.
- Be concise. More is not better.
- Vary sentence structure and use transitions.
- Use active voice verbs.
- Seek opinions from an English teacher or school counselor.
- Start early.
- Write in your own voice.
- Use spell-check.
- Paint a picture of the "real" you... not who you think the college wants you to be.
- Be truthful.
- Be mindful that your application should be consistent with your future goals.
- Stay focused as you have a limited word count (650 words).

Don't:

- Try to be funny if you're not.
- Use Thesaurus words.
- Use the name of the wrong college in the essay.
- Be cynical, over competitive, or critical. Colleges will wonder if that is the personality you will bring with you.
- Exceed the word limit (650).
- Repeat what is listed on your activities section of the application.
- Write chronologically – it will be boring.
- State a point of view without backing it up with details and examples.
- Use slang.
- Have someone else write your essay! College admissions committees know the voice of a high school senior. This can be grounds for rejection.

The college essay is the best opportunity to distinguish yourself from the other qualified applicants. The dean of admissions from Harvard is looking for: the quality of your thinking, your questioning nature, your openness to ideas, and your unique way of expressing your ideas. Your character is the hardest thing for admission committees to measure. The essay is your chance to reveal who you are – your genuine passions, values, authenticity and sincerity. Be yourself!

Ivy deans recently commented, "Don't write about the upcoming presidential election for this year's essay. When a major national or global event happens, such as a hurricane or pandemics, thousands of students will write about the same

events. The admissions committee wants to know about YOU, not the people and events in your life. In other words, if you write about your dad, or grandmother, or a bike trip through Montana that you took last summer – no matter how dramatic – tell about the person or event in a few sentences and use the rest of the essay to tell what you learned from the person or experience. How have you changed because of it? No matter what the question – who or what has influenced you the most – the task is not to write about the “who” or the “what.” The admissions committees want to know what fascinates you about the “who” or the “what.”

Common App has announced that the 2020-2021 essay prompts will remain the same as the 2019–2020 essay prompts

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Rubric for Book Review Presentation

Criteria	Excellent 10-8	Above Average 7-5	Average 4-2	Below Average 1-0
Introduction attracts audience	Exceptional creative beginning with an excellent quote	Creative beginning with a good quote	Not a very creative or interesting beginning with a quote	Not a very good beginning with no quote
Maintains eye contact	Always maintains eye contact and engages audience	Almost always maintains eye contact	Sometimes maintains eye contact	Never maintains eye contact
Discusses the plot, setting, and characters (x2)	Thorough and interesting summary of these elements.	Somewhat thorough and interesting summary of these elements	Average summary of the elements	Does not summarize these elements or is missing a component.
Discusses the theme	Correctly discusses theme and makes an educated argument for the theme of the novel	Correctly discusses theme but fails to elaborate on the importance	Discusses theme but is incorrect or not very thorough in their elaboration of theme	Does not discuss theme or makes a very general statement about the theme
Conclusion makes us want to read the book (or not read the book)	Very enticing conclusion – draws the listener to read the book	Somewhat interesting conclusion- listener might want to read the book	Concluded but did not draw the listener to read the book	Very boring conclusion or no conclusion at all
Demonstrates enthusiasm for the book	Very enthusiastic and knowledgeable	Somewhat enthusiastic and knowledgeable	Shows average enthusiasm and understanding	Not enthusiastic at all
Audible	Voice is clear, words are pronounced correctly and tempo is good.	Voice is mostly clear and audible, Pronunciation is mostly correct.	Sometimes hard to understand or hear the student. Mispronounces common words.	Spoken word is too soft, mumble, speaking much too fast or slow
Visual aid	Visual aid is well done, colorful, and very helpful to the presentation	Visual aid is colorful, and helpful to the presentation	Visual aid is completed and might be helpful to the presentation	Visual aid is not done or very poorly done
Stays within time limit	Within 4:00-5:00 minutes	Between 4:00-4:44 minutes	Between 3:00-3:59 minutes	Too short or too long

Comments:

Total score: /100