

2019 English Language Arts Summer Assignment

Available on our website francislewishs.org

The Francis Lewis High School summer reading and writing assignment has been designed to provide students with the opportunity to further develop their reading and writing skills during the summer months. The assignment provides choices of texts appropriate to the grade levels that students will be entering in the fall as well as a personal statement prompt taken from the *Common Application* essay prompts.

Instructions for Incoming Ninth Graders

1. Read **one** text from the list provided for English Language Arts (see below); you can get a copy of the text at your local library or online.
2. Complete one text-analysis response, based upon your selected text, following the directions provided (see below).
3. Write a complete paragraph responding to the *Common Application* essay prompt provided (see below).

***All of your writing pieces should be typed and saved – preferably as a Google Doc.*

Submit your writing pieces (both the text-analysis and *Common Application* response) to your ELA teacher during the first week of class; the writing pieces will count as your first homework grades for the fall semester.

Assignment Guidelines and Requirements

- All work must be your own. Do not plagiarize. You will not receive credit for the assignment if your work is copied from any source.
- The text analysis essay is directly correlated to the text you are reading.
- The paragraph responding to the *Common Application* essay prompt is a modified personal statement.

If you have any questions about the assignment, please contact Carrie Huggins by email at chuggins@schools.nyc.gov.

1. **Text Choices:**

9th Grade

The Book Thief by Markus Zusak (YA fiction)

or

The 57 Bus by Dashka Slater (YA nonfiction)

or

Persepolis by Marjane Satrapi (YA graphic novel)

2. **Text-analysis directions:**

Your Task: Closely read one of the texts above and write a well-developed, text-based response of three paragraphs. In your response, identify a central idea in the text and analyze how the author's use of *one* writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do *not* simply summarize the text.

Central Idea: The **central idea** is the **central**, unifying idea of the story, which ties together all of the other elements used by the author to tell the story. The **central idea** can be best described as the universal truth found in the story.

Guidelines: Use these guidelines when writing your text-analysis response.

Be sure to:

- Identify a central idea in the text
- Analyze how the author's use of *one* writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Examples include: characterization, conflict, denotation/connotation, metaphor, simile, irony, language use, point-of-view, setting, structure, symbolism, theme, tone, etc.
- Use strong and thorough evidence from the text to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

3. **Common Application prompt and directions:**

Your Task: Write one well-developed paragraph (7-10 sentences) answering the question below:
Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?