

11th Grade Honors Language Arts

Modern Global Literature

Summer Reading 2018

Dear students and parents,

Studies show that most students experience a loss of reading skills over the summer, but **students who continue to read over the summer months actually gain skills**. Efforts should be made during the summer to help sustain reading skills and intellectual activity. Reading, especially reading novels, builds critical reading and thinking skills, vocabulary, and language abilities. Remember, students who are avid readers score higher on the SATs,

Most importantly, students require a good example! Keep lots of reading material around the house. Turn off the television and have each person read his or her book, even the adults in the house. Better yet, read the same book your child is reading and discuss it with him/her. This is an effective way to develop habits of the mind and build capacity for thought and insight.

Listed below is the summer reading requirement for 11th grade Honors Language Arts.

Submit a printed copy of your work to your honors teacher on the FIRST DAY OF SCHOOL IN SEPTEMBER. You will upload your writing to Turn It In.com later that week.

Have a safe and fun summer!

Read the required novel and answer the questions in one essay.

In the Time of the Butterflies by Julia Alvarez

"It is November 25, 1960, and three beautiful sisters have been found near their wrecked Jeep at the bottom of a 150-foot cliff on the north coast of the Dominican Republic. The official state newspaper reports their deaths as accidental. It does not mention that a fourth sister lives. Nor does it explain that the sisters were among the leading opponents of Gen. Rafael Leonidas Trujillo's dictatorship. It doesn't have to. Everybody knows of Las Mariposas—"The Butterflies."

"A fascinating and powerful picture of a family and a nation's history." —*The Dallas Morning News*

(*The Denver Post*)

Answer the following questions about *In The Time of the Butterflies* in one essay response. (Do not write two separate essays) Your writing should reach approximately three (3) typed pages and be double-spaced. You should develop a thesis statement in order to direct and organize your writing.

Answers should exemplify your best writing, with few, if any, grammatical errors. Statements/opinions should be supported by specific references to the book, and *quotes should be cited using proper MLA format*. Please refer to the scoring rubric on page 2 as you craft your response.

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#1. How does the character's geographic location and/or culture impact his experience?

#2. In what way(s) can the reader empathize with any of the characters' experiences?

Friendly reminders for your essay:

- MLA Format
- Thesis statement/main argument
- Evidence from the text/properly-cited quotes
- Enhanced word choice
- Thoroughly edited
- Printed for the first day of school
- Be prepared to discuss this work with the teacher and classmates upon arrival to school in September
- Enjoy reading!

ARGUMENT					
Description	5 Exceptional	4 Skilled	3 Proficient	2 Developing	1 Inadequate
Claim: The text introduces a clear, arguable claim that can be supported by reasons and evidence.	The text introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. The text has a structure and organization that is carefully crafted to support the claim.	The text introduces a precise claim that is clearly arguable and takes an identifiable position on an issue. The text has an effective structure and organization that is aligned with the claim.	The text introduces a claim that is arguable and takes a position. The text has a structure and organization that is aligned with the claim.	The text contains an unclear or emerging claim that suggests a vague position. The text attempts a structure and organization to support the position.	The text contains an unidentifiable claim or vague position. The text has limited structure and organization.
Development: The text provides sufficient data and evidence to back up the claim while pointing out the strengths and limitations of both the claim and counterclaim. The text provides a conclusion that supports the argument.	The text provides convincing and relevant data and evidence to back up the claim and skillfully addresses counterclaims. The conclusion effectively strengthens the claim and evidence.	The text provides sufficient and relevant data and evidence to back up the claim and fairly addresses counterclaims. The conclusion effectively reinforces the claim and evidence.	The text provides data and evidence to back up the claim and addresses counterclaims. The conclusion ties to the claim and evidence.	The text provides data and evidence that attempt to back up the claim and unclearly addresses counterclaims or lacks counterclaims. The conclusion merely restates the position.	The text contains limited data and evidence related to the claim and counterclaims or lacks counterclaims. The text may fail to conclude the argument or position.
Audience: The text anticipates the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.	The text consistently addresses the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.	The text anticipates the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.	The text considers the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the needs of the audience.	The text illustrates an inconsistent awareness of the audience's knowledge level and needs.	The text lacks an awareness of the audience's knowledge level and needs.
Cohesion: The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, creates cohesion and clarifies the relationship between the claim and reasons, between reasons and evidence, and between claims and counterclaims.	The text strategically uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text explains the relationships between the claim and reasons as well as the evidence. The text strategically links the counterclaims to the claim.	The text skillfully uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text identifies the relationship between the claim and reasons as well as the evidence. The text effectively links the counterclaims to the claim.	The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text connects the claim and reasons. The text links the counterclaims to the claim.	The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the claim and reasons.	The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the claims and reasons.
Style and Conventions: The text presents a formal, objective tone that demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).	The text presents an engaging, formal and objective tone. The text intentionally uses standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).	The text presents a formal, objective tone. The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).	The text presents a formal tone. The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).	The text illustrates a limited awareness of formal tone. The text demonstrates some accuracy in standard English conventions of usage and mechanics.	The text illustrates a limited awareness of or inconsistent tone. The text demonstrates inaccuracy in standard English conventions of usage and mechanics.