

## 10<sup>th</sup> Honors Language Arts Summer Reading Assignment, 2019

In order to make students better prepared for 10<sup>th</sup> Grade Honors Language Arts, they will complete the following assignment by the first day of the 2019-2020 school year:

### PART ONE

- Access the Owl Excelsior Writing Lab website (<https://owl.excelsior.edu/>)
- Read through the assigned sections carefully and take hand-written notes using the template provided.
  - The Writing Process (a.-i.)
  - Rhetorical Styles (a-b.iv.)

*\* Follow the outline provided on the next page for all subsections that must be completed.*

*\*\*Notes should be completed in Cornell Style, 2 column notes using the template. Students should NOT copy every word in these sections.*

*\*\*\*Staple all note together with your name and be prepared to turn them in on the first day of school.*

- Participate in the reviews, videos, games and/or quizzes that are provided in these sections.

### PART TWO

- Read a book! Choose any book that you have not read before and read it over the summer.
- Complete a thought log after every 20 minutes of reading. You must have a minimum of 20 entries. You may need to read additional books to get 20 entries.
  - Follow the format and directions for thought-logs.
- Entries must be handwritten and ready to turn in on the first day of school.

## Required Sections from OWL Website

### 1. The Writing Process- exploring the steps necessary to write essays

#### a. Overview

- i. Thinking about your assignment
- ii. Developing ideas
- iii. Narrowing a topic
- iv. Gathering Information
- v. Ordering and Drafting
- vi. Revising & Editing Basics

#### b. Prewriting Strategies

- i. Journaling
- ii. Freewriting
- iii. Brainstorming
- iv. Mapping
- v. Listing
- vi. Asking Defining Questions
- vii. Noting Pros and Cons
- viii. See It in Practice

#### c. Audience Awareness

- i. Writing for Your Audience
- ii. Analyzing Your Audience

#### d. Finding your Voice

- i. Different Voices
- ii. Academic Voice

#### e. Introductions and Conclusions

- i. Introductions
- ii. Introductions Purpose
- iii. Introductions Strategies
- iv. Conclusions

#### f. Parts of a Thesis Sentence

- i. Thesis Angles
- ii. Common Problems
- iii. Thesis Creation

#### g. Paragraphing

- i. Topic Sentences

- ii. Paragraphing and Transitioning

#### h. Essay Writing

- i. Traditional Essay Structure
- ii. Rough Drafts

#### i. Revising and Editing process

- i. Stage 1
- ii. Stage 2
- iii. Stage 3
- iv. Revising 7 Editing Tips
- v. Peer Review

### 2. Rhetorical Styles- Understand different essay structures

#### a. Styles of Development

#### b. Argumentative Essay

- i. Techniques
- ii. Think Before You Begin
- iii. Modes of Persuasion
- iv. What does it Look Like?



## Thought Logs

Students should read for 20 minute increments and then complete a thought log. For 8 minutes, a student should reflect on what he/she read and write continuously for these 8 minutes. This is informal writing, so the use of first or second person is acceptable. After 8 minutes of writing down thoughts, students should take 2 additional minutes to read their writing and make any edits that are necessary. An entire thought log should take a total of 10 minutes. Use the sentence starters below to help you reflect on your reading and to vary your journal entries. Begin each new thought log on a new page.

All thought-log entries must be hand-written and reflect 8 minutes worth of writing and 20 minutes worth of reading.

### Thought Log Sentence Starters:

---

#### Tracking your thinking over the course of a book:

I used to think \_\_\_\_\_, but now I think \_\_\_\_\_.

I still think \_\_\_\_\_, but I'd like to add \_\_\_\_\_.

Others think \_\_\_\_\_, but I think \_\_\_\_\_.

#### Things to track over time:

A character:

- How does he/she change?
- What insights does the character gain?

#### What big ideas are being developed?

- What conflict arises?
- What do these conflicts tell the reader?
- What claims does the author make? What passages support these claims?

#### What techniques/moves does the writer make?

- What literary devices are used? (e.g. foreshadowing, personification).
- Where does the author use punctuation and sentence structure effectively?
- What are the key passages? Why?
- Notice beautiful sentences/passages. Comment on them.

#### Track your confusion

- What is confusing at the beginning of the book? Does the confusion remain or does it clear up?
- What passages/sentences/words do you find confusing? Show evidence that you are wrestling with the confusion.

#### Thought starters:

|                        |                                    |  |
|------------------------|------------------------------------|--|
| • I noticed...         | • I'd like to know...              | • Although it seems...                 |
| • I wonder...          | • If I were...                     | • I'm not sure...                      |
| • I was reminded of... | • The central issue(s) is (are)... | • If _____, then...                    |
| • I think...           | • I'm surprised that...            | • One consequence of _____ could be... |
| • I realized...        |                                    |  |

#### "That" statements

This passage makes me think that...

This makes me feel that...

The author is suggesting that...

**Example:**

| I   | V          | F   |
|---|------------|---|
| Pages 1 to 16 of <u>To Kill a Mockingbird</u> by Harper Lee | introduces | the characters and setting of the novel as well as the point of view that the story is told in. |

Pages 1 to 16 of *To Kill a Mockingbird* by Harper Lee introduces the characters and setting of the novel as well as the point of view that the story is told in.

Today I was introduced to Scout, a young girl living in the South during the 1950s. I also learned about her brother Jem, and her dad Atticus. I like the family dynamic between them all. Scout's mom died, so they have a housekeeper that helps out and seems to treat Scout like a daughter. It is interesting though because I think Calpurnia is black and they have a unique relationship. I predict that this may be an issue as the novel continues. I like Scout so far, she seems smart and intuitive. I also read about Dill, who is a friend that Scout and Jem made. What I most enjoyed was reading about a mysterious character named Boo Radley. I want to know more about him. I hope at some point Scout and Jem become friends with him. Some of the things that are mentioned in the novel just don't happen anymore- like how they handle criminals in the novel and how they considered sending Boo to an insane asylum. This shows the time period of the book well. Lee used some figurative language in this passage- personification in describing Boo's house and a simile when describing the fascination that all of the kids have with Boo and his house. This helps bring the writing alive and interesting to read. I predict that Scout, Jem, and Dill get into some trouble in this novel at some point.