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Eleventh Grade English -- Peekskill High School-- Summer Reading Assignment

Welcome to 11th grade! We are excited about the brand new year ahead of us and look forward to meeting you in September. Over the summer, you must complete the Summer Reading Assignment. This work will count towards your 1st quarter grade. Be sure to pace yourself and work on this assignment during July and August, as leaving all of the work until the end of the summer will lead to low-quality work and heavy stress. **This assignment is due by via Google Classroom on Friday, September 14, 2018.**

Required Assignments:

- Writing from Sources (see page 2)

***All work must be typed. Use Times New Roman, 12 point font and double spacing.

***Assignment will be submitted via Google Classroom to your new English 11 class/teacher joined in September.

Recommended Assignments:

- ❖ Writing from Sources Outline (prior to completing final response)

Extra Credit Assignment:

Learning and acquiring language skills are lifelong endeavors. Through reading, we improve our vocabulary skills, build our endurance, gain new understandings, and open our minds. **For this reason, reading during the summer is highly recommended and strongly encouraged!**

Additionally, completing written work in response to what you read is not required but will be rewarded. In order to receive extra credit towards your first quarter grade, read a book of your choice and respond to the book through "Quotes and Notes" journal entries. Record ten crucial passages, focusing on characterization, setting, key plot developments, themes, and making connections, then develop your own responses explaining why each passage is important. Refer to the "Summer Reading Quotes and Notes" template in Google classroom for additional guidance.

Here are few recommended books but you can choose any text to read for extra credit:

<u>Looking for Alaska</u> (Lexile = 850) <i>coming-of-age, conformity, false appearances</i>	John Green	221 pgs.
<u>Autobiography of My Dead Brother</u> (Lexile = 730) <i>loyalty, friendship, urban dwelling</i>	Walter Dean Myers	224 pgs.
<u>Keeping the Moon</u> (Lexile = 650) <i>body image, acceptance, coming-of-age</i>	Sarah Dessen	256 pgs.
<u>The Absolutely True Diary of a Part-Time Indian</u> (Lexile = 600) <i>race, family issues</i>	Sherman Alexie	288 pgs.
<u>Home of the Braves</u> (Lexile = 870) <i>family issues, conformity</i>	David Klass	312 pgs.

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Assignment: Writing from Sources

Step 1: Go to the procon.org website; browse through the different topics and choose a topic that you are interested in reading more about and then writing an Argumentative Essay.

Step 2: Read the background article that provides information on the issue. In order to prepare for writing the essay it is recommended that you take notes (paraphrase key information and record important direct quotes).

Step 3: Read all of the Pro and Con article excerpts on the topic. Choose at least **THREE** excerpts to include in your essay. Once again, in order to prepare for writing the essay it is recommended that you take notes (paraphrase key information and record important direct quotes). Remember that you will need to clearly CITE your sources in your essay.

Recommended step: Complete a Writing from Sources Outline (in Google Classroom) planning your final response.

Next, write a well-developed, evidence-based “Argumentative: Writing from Sources” essay in response to your topic question. Clearly establish your claim, distinguish your claim from alternate or opposing claims, and use specific and relevant evidence from at least **three** of the articles to develop your argument. Do NOT simply summarize each article.

When writing the final essay, be sure to:

- Clearly establish your claim in response to your topic question
- Distinguish your claim from alternate or opposing claims
- Use specific, relevant, and sufficient evidence from at least **three** of the articles to develop your argument
- Clearly cite each excerpt that you reference. For example: Pro 1, Con 2, etc..
- Organize your ideas in a formal style of writing
- Follow the conventions of standard written English

CCLS: RI. 11-12. 1-4, 10; W. 11-12. 1, 4, 9; L. 11-12, 1-6