



**11<sup>th</sup> and 12<sup>th</sup> Grade Summer Reading Assignment  
2017**

**Dear Rising Senior and Junior Cadets,**

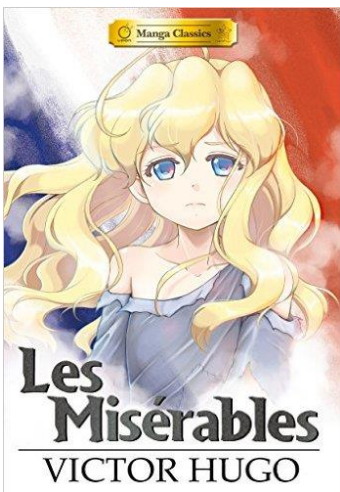
Reading over the summer is critical to your academic success – not to mention it is fun! The research is very clear that students who don't read over the summer suffer academic loss in the fall. In order to combat this "summer slide" and to encourage the enjoyment of reading, we have carefully curated a list of five books we think you will love. From the list below, you will read **one book of your choice** and write a **well-developed, multi-paragraph essay** (4-5 paragraphs with an introduction and conclusion) responding to one of the prompts provided. You will turn your essay in to your English teacher no later than **August 25, 2017**.

Parents, please research the content of the books before allowing your cadet to make a selection. One website that may be useful for this purpose is [commonsensemedia.org](http://commonsensemedia.org). If you'd like to review the reading levels of the books, you may find this information at [arbookfind.com](http://arbookfind.com).

If you have any questions or concerns about the summer reading assignment, please email Ms. Dotson at [jdotson@nomma.net](mailto:jdotson@nomma.net).

**Please choose one book from the list below:**

*Les Misérables: Manga Classics*  
by Crystal S. Chan (Adapter), Hugo (Author), Lee (Artist)



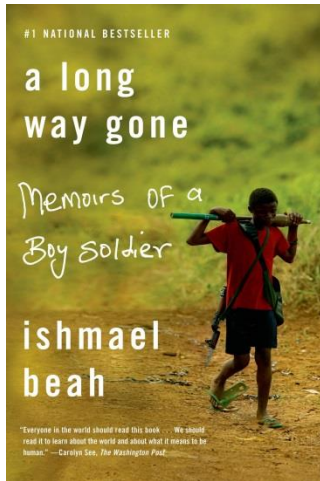
**Recommended for:** ALL LEVELS

**Good if you're interested in:** historical fiction, human struggle, French history

Victor Hugo's classic novel of love & tragedy during the French Revolution is reborn in this new manga adaptation. In 19th-century France, Jean Valjean, who for decades has been hunted by the ruthless policeman Javert after breaking parole, agrees to care for a factory worker's daughter. The decision changes their lives forever.



### *A Long Way Gone* by Ishmael Beah



**Recommended for:** ALL LEVELS; Disponible en español: *Un largo camino: Memorias de uno niño soldado*

**Good if you're interested in:** human rights, memoirs, civil wars

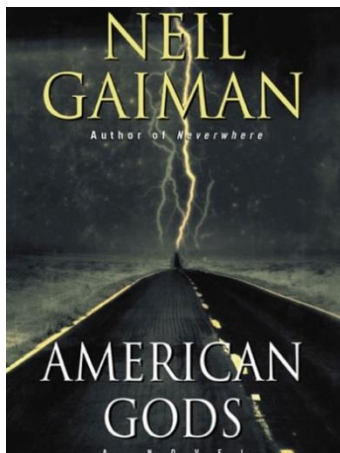
At 12, Ishmael Beah was a bit of a naughty boy. He didn't bother to tell anyone where he was going when he, his older brother and a friend set off to walk from their village in Sierra Leone to rap and dance in a talent show 16 miles away. He thought there was no need because they'd be back soon. Rebel troops chose that day in 1993 to attack his village, burning the houses and slaughtering or driving off the inhabitants.

Ishmael never saw his family again. When he was 13, the Sierra Leone government army press-ganged him into a unit of boy soldiers to fight the rebels. By 15, he was a hardened cutthroat, too drugged and traumatized to feel any pity when he killed.

Beah did ultimately escape that life, through luck and cleverness. Now a 25-year-old American college graduate, he has written *A Long Way Gone*, a memoir of exceptional power.

-Review from BookPage

### *American Gods* by Neil Gaiman



**Recommended for:** ADVANCED READERS; Disponible en español

**Good if you're interested in:** mythology, self-discovery, fantasy

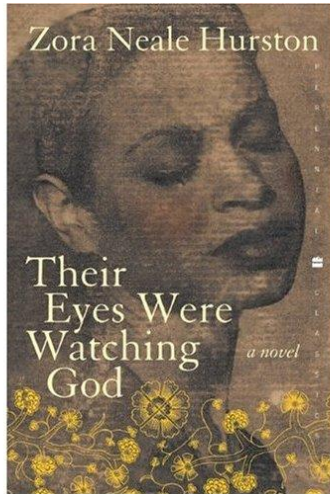
Locked behind bars for three years, Shadow did his time, quietly waiting for the day when he could return to Eagle Point, Indiana. A man no longer scared of what tomorrow might bring, all he wanted was to be with Laura, the wife he deeply loved, and start a new life.

But just days before his release, Laura and Shadow's best friend are killed in an accident. With his life in pieces and nothing to keep him tethered, Shadow accepts a job from a beguiling stranger he meets on the way home, an enigmatic man who calls himself Mr. Wednesday. A trickster and a rogue, Wednesday seems to know more about Shadow than Shadow does himself.

Life as Wednesday's bodyguard, driver, and errand boy is far more interesting and dangerous than Shadow ever imagined. Soon Shadow learns that the past never dies . . . and that beneath the placid surface of everyday life a storm is brewing – an epic war for the very soul of America – and that he is standing squarely in its path.



### *Their Eyes Were Watching God* by Zora Neale Hurston



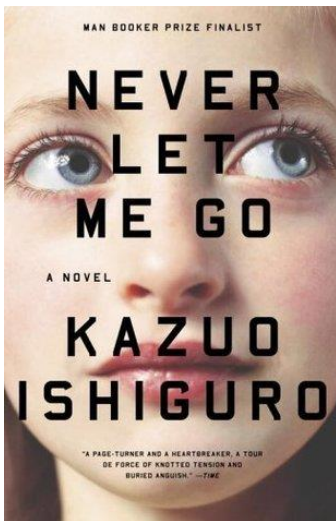
**Recommended for:** ALL LEVELS

**Good if you're interested in:** Southern culture, Harlem Renaissance, fiction

Janie Crawford, an attractive, confident, middle-aged black woman, returns to Eatonville, Florida, after a long absence. The black townspeople gossip about her and -speculate about where she has been and what has happened to her young husband, Tea Cake. They take her confidence as aloofness, but Janie's friend Pheoby Watson sticks up for her. Pheoby visits her to find out what has happened. Their conversation

becomes an extended flashback during which Janie's life of adventure, love, and loss is revealed. Race, gender, and social class are all important topics covered in this novel.

### *Never Let Me Go* by Kazuo Ishiguro



**Recommended for:** ADVANCED READERS; Disponible en español: *Nunca me abandones*

**Good if you're interested in:** dystopian fiction, romance, betrayal, cloning

As children Kathy, Ruth, and Tommy were students at Hailsham, an exclusive boarding school secluded in the English countryside. It was a place of mercurial cliques and mysterious rules where teachers were constantly reminding their charges of how special they were.

Now, years later, Kathy is a young woman. Ruth and Tommy have reentered her life. And for the first time she is beginning to look back at their shared past and understand just what it is that makes them special—and how that gift will shape the rest of their time together. Suspenseful, moving, beautifully atmospheric, *Never Let Me Go* is another classic by the author of *The Remains of the Day*.



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### Essay Prompts

Choose **one** prompt below, and write a **well-developed, multi-paragraph essay with a thesis and evidence from the text** as support for your ideas. This means you should use specific details from the book (quote or paraphrase) to show how your response is correct.

These prompts can be used for both fiction and nonfiction books. **Do not write a book report or simply summarize the book or novel for the entirety of the essay.** Please use the NOMMA Writer's Checklist and Writing Rubrics included below to help you write a successful essay.

1. In literary works, cruelty often functions as a crucial motivation or a major social or political factor. Select a novel, play, or epic poem in which acts of cruelty are important to the theme. Then write a well-developed essay analyzing how cruelty functions in the work as a whole and what the cruelty reveals about the perpetrator and/or victim.
2. A bildungsroman, or coming-of-age novel, recounts the psychological or moral development of its protagonist from youth to maturity, when this character recognizes his or her place in the world. Select a single pivotal moment in the psychological or moral development of the protagonist of a bildungsroman. Then write a well-organized essay that analyzes how that single moment shapes the meaning of the work as a whole.
3. Works of literature often depict acts of betrayal. Friends and even family may betray a protagonist; main characters may likewise be guilty of treachery or may betray their own values. Select a novel or play that includes such acts of betrayal. Then, in a well-written essay, analyze the nature of the betrayal and show how it contributes to the meaning of the work as a whole.

#### A Note on Plagiarism

Plagiarism is stealing a person's ideas or writing and passing them off as your own. This includes copying and pasting work from the internet, allowing others to complete your work, or turning in another student's old assignment. If you fail to properly quote, cite, or acknowledge someone else's words or ideas, this is also plagiarism. If your summer reading essay is plagiarized, you will not receive credit for the work. If you are unsure about what plagiarism is or want to learn more about how to avoid it, please review the plagiarism PowerPoint at [nomma.net](http://nomma.net).



## SUMMER READING ASSIGNMENT WRITER'S CHECKLIST

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**As you write your essay, remember these important points.**

**Content:**

- ✓ Choose the prompt you'd most like to answer, and respond as directed.
- ✓ Present a clear central idea.
- ✓ Give enough details to support, and develop your central idea.
- ✓ Use well-chosen information from the book in your essay.
- ✓ Present your ideas in a logical order, and include an introduction and conclusion.

**Style:**

- ✓ Use words that express your meaning well.
- ✓ Write in complete sentences, and use a variety of sentence types and lengths to make your writing easy to follow

**Sentence Formation:**

- ✓ Write complete and correct sentences.

**Usage:**

- ✓ Write using appropriate subject-verb agreement, verb tenses, word meaning, and word endings.

**Mechanics:**

- ✓ Write using correct punctuation.
- ✓ Write using correct capitalization.
- ✓ Writing using appropriate formatting.

**Spelling:**

- ✓ Write using correct spelling.



NOMMA WRITING RUBICS

CONTENT RUBRIC

<b>CONTENT: Central Idea, Development, and Organization</b>				
<b>Key Questions:</b> <i>Does the writer stay focused and share insightful information related to the given task? Does the writer's use of the text show an understanding of the content and the writing task? Does the organizational structure enhance the writer's ideas and make the essay easier to understand?</i>				
<b>Score Point</b>	<b>4</b> Consistent, though not necessarily perfect, control of the traits' features; many strengths are present.	<b>3</b> Reasonable control of the traits' features; the essay has some strengths and weaknesses.	<b>2</b> Inconsistent control of the traits' features; the weaknesses outweigh the strengths.	<b>1</b> Little or no control of the traits' features; a minimal attempt is made to develop an essay.
<b>CENTRAL IDEA</b>	◦ The central idea is clear and sharply focused.	◦ The central idea is generally focused.	◦ The central idea is vague.	◦ The central idea is unclear.
<b>USE OF EVIDENCE AND DEVELOPMENT</b>	◦ Ample, well-chosen evidence is used to support the central idea and includes thoughtful analysis.  ◦ Supporting ideas are developed thoroughly with details that are specific, relevant, and show a solid interpretation of the content.	◦ Sufficient and appropriate evidence is used to support the central idea and includes some analysis.  ◦ Supporting ideas are developed adequately, though perhaps unevenly; the details are relevant and show a valid interpretation of the content.	◦ There is some evidence present but often without explanation.  ◦ Supporting ideas are not developed (list-like), are superficial, or show gaps in thinking. Some details may be irrelevant, and the interpretation of the content may not be supported.	◦ There is no evidence. Portions of text may be written without purpose.  ◦ Details included are irrelevant and/or show an erroneous interpretation of the content.  ◦ Essay is too brief to provide an adequate sample of writing; minimal attempt.
<b>ORGANIZATION</b>	◦ The organizational strategy demonstrates evidence of planning and a logical progression of ideas.  ◦ There is an effective introduction and conclusion and thoughtful transitions that convey a sense of wholeness.	◦ The organizational strategy is apparent with a progression of ideas that allows the reader to move through the text without confusion.  ◦ The introduction, conclusion, and transitions often work well.	◦ There is an attempt at organization, but there may be digressions, repetition, or contradictory information.  ◦ The introduction and conclusion are weak or may be missing; there is an occasional progression of ideas.	◦ The essay lacks an identifiable organizational strategy (random order).  ◦ The lack of introduction, conclusion, and/or progression of ideas makes it difficult for the reader to move through the text (confusing).



**STYLE RUBRIC**

**STYLE: Word Choice, Sentence Fluency, and Voice**

**Key Questions:** *Would you keep reading this essay if it were longer? Do the words, phrases, and sentences enrich the content and allow the reader to move through the writing with ease?*

Score Point	4 Consistent, though not necessarily perfect, control of the traits' features; many strengths are present.	3 Reasonable control of the traits' features; the essay has some strengths and weaknesses.	2 Inconsistent control of the traits' features; the weaknesses outweigh the strengths.	1 Little or no control of the traits' features; a minimal attempt is made to develop an essay.
<b>WORD CHOICE</b>	<ul style="list-style-type: none"> <li>◦ Word choice is precise, effective, and includes some vivid words and phrases as appropriate to the task.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Word choice is appropriate to the task and includes some interesting words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Word choice is limited, generic, and repetitive; verbs are generally weak.</li> <li>◦ Words and phrasing may be inappropriate to the task (too informal).</li> </ul>	<ul style="list-style-type: none"> <li>◦ Words and phrases are functional and simple and/or may be inappropriate to the task.</li> <li>◦ Essay is too brief to provide an adequate sample of writing; minimal attempt.</li> </ul>
<b>SENTENCE FLUENCY</b>	<ul style="list-style-type: none"> <li>◦ Sentences are fluent and vary in length, structure, and beginnings.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Sentences are generally varied in length and structure, and most sentences have varied beginnings.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Sentences show little or no variety in length and structure, and some may be awkward or lack fluency. Many sentences have the same beginning.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The sentences may be simple and lack variety, and their construction makes the essay difficult to read.</li> </ul>
<b>VOICE</b>	<ul style="list-style-type: none"> <li>◦ The writer's voice (individual personality) is compelling and engaging.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The writer's voice is present but may not be particularly compelling.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The writer's voice is weak.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Voice is not evident.</li> </ul>



**CONVENTIONS**

**Sentence Formation:** completeness and correct construction of different types of sentences

1	The response exhibits <b>acceptable</b> control of sentence formation. Most sentences are correct; there are few, if any, fragments, run-on sentences, comma splices, or syntax problems. Sentences show the appropriate level of complexity for the grade level.
0	The response exhibits <b>unacceptable</b> control of sentence formation. There are run-on sentences, fragments, and/or poorly constructed sentences that indicate that the writer does not have adequate skill in sentence formation.

**Usage:** correct agreement, verb tenses, and word choice

1	The response exhibits <b>acceptable</b> control of usage. Subject-verb agreement and pronoun-antecedent agreement; verb tenses; forms of nouns, pronouns, adjectives, and adverbs; and word meaning are generally correct. If errors are present, they do not appear to be part of a pattern of usage errors.
0	The response exhibits <b>unacceptable</b> control of usage. There are errors in agreement; verb tenses; forms of nouns, pronouns, and adjectives, and adverbs; and/or word meaning. The pattern of errors is evidence of a lack of control of the features of usage.

**Mechanics:** correct punctuation and capitalization

1	The response exhibits <b>acceptable</b> control of mechanics. Punctuation and capitalization are generally correct. If errors are present, they do not appear to be part of a pattern of mechanics errors.
0	The response exhibits <b>unacceptable</b> control of mechanics. There are errors in punctuation and capitalization. The pattern of errors is evidence of a lack of control of the features of mechanics.

**Spelling:** correct spelling of high-frequency and grade-appropriate words

1	The response exhibits <b>acceptable</b> control of spelling. High-frequency words and the majority of grade-appropriate words are spelled correctly. There is no pattern of spelling errors.
0	The response exhibits <b>unacceptable</b> control of spelling. There are errors in spelling high-frequency and grade-appropriate words. There is a pattern of spelling errors.