

Dover High School  
Honors English 10  
Summer Reading 2018

To prepare for next fall, sophomore honors students are required to read two selections and write an essay. Students are expected to choose two of the following texts:

Nonfiction:

*The Tipping Point*

by Malcolm Gladwell or

*The Game*

by Ken Dryden

Fiction:

*The Kite Runner*

by Khaled Hosseini

Poetry:

*The Sea at Truro: Poems*

By Nancy Willard

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You are required to bring one piece of writing with you on the first day of school, based on the following prompt:

One of the goals of education is to be able to make connections and to synthesize information so that those connections make sense to an outside reader. Your task is to show an insight by connecting your texts in a specific and well-explained essay.

Here are some guided questions to spur your thinking:

1. How can information in a work of non-fiction give insight into a character's behavior?
2. What structural aspects of a work of fiction lend themselves to a work of non-fiction? (consider plot structure)
3. How does imagery (or description, for examples) in a work of poetry compare to a work of fiction?
4. Compare two important passages different genres and what gives them particular impact.

As you organize your thoughts, the most important aspect of this essay will be to select something specific to connect. For example, if you choose to compare the themes of your summer reading, your task would be to explicitly mention those themes and to incorporate textual evidence (quotes) that support those themes. We will use this essay to create writing goals.

**Dover High School**  
**Synthesis Rubric**

	<b>Competent</b>		<b>Not Yet Competent</b>	
	Advanced	Proficient	Developing	Beginning
Quality of Information	Draws ideas from multiple sources together seamlessly, incorporating textual evidence from each source. Reasons and explanation of connections are clear and thoroughly explained. Shows depth of thought by focusing on qualitative connections rather than superficial ones.	Draws on information from multiple sources. Shows multiple reasons to explain connection(s). Connections are original and insightful.	Includes references to multiple texts without clear synthesis of ideas. Connection between evidence may be weak or unclear, or may focus on superficial details. Evidence may be poorly selected or misrepresented.	Does not include evidence from multiple sources or may not connect the evidence in a meaningful way. Evidence may be weak, unclear, or missing. Connections between texts need further clarity or relevance.
Organization	Shows clear demarcation of paragraphs and a progression from the introduction to the body of the essay and a conclusion that enhances the argument.	Shows clear paragraphing and a logical flow of ideas from beginning to end.	Paragraphs may lack organization or mix multiple topics together. Ideas lack transitions between them or jump from one idea to the next.	Paragraphing may be weak or unmarked. Ideas may be difficult to follow or follow out of sequence.
Focus	Maintains a focus on the text, its details, and the ways the text builds toward a synthesis of ideas. Shows an ability to tighten focus on details.	Maintains a focus on the text and its details. Mentions main point clearly. Supporting details may be broad in nature.	Supporting details may deviate from the chosen topic at times.	The main idea is unclear or unstated. Focus is too broad or general to show a clear understanding.
Mechanics	All writing shows careful attention to grammar, usage, punctuation, and spelling rules and expectations of structured writing.	Any writing shows an understanding of grammar, usage, punctuation, and spelling with minor errors as exceptions.	Writing may show inconsistencies in usage, grammar, punctuation, and/or spelling. May deviate from expectations of structured writing.	Writing may show misunderstandings of proper grammar, usage, punctuation, or spelling through frequent errors or omissions that interfere with communication.