

Dear Class of 2023 - and your parents/guardians,

Welcome to Foundations of Reading and Writing 9CP

Your summer assignment will be in two sections: one, an assigned reading; and two, a reading of choice.

SECTION 1: Assigned Reading

This year we'll begin our work together through some creative writing. What a great way to ease into your first year of high school English! To best prepare, our English Department has selected, for your summer reading, *The House On Mango Street*, which is loved by readers of all ages. The author, Sandra Cisneros, presents a narrative that is stirring, haunting, and engaging through her poetic style and manipulation of rhetoric (how sentences are structured). She often breaks grammar rules to achieve a purpose. And her use of imagery (particularly simile, metaphor, and personification) and the repetition of words, images, and phrases will stay with you long after we complete this project together. Told in a series of "snapshots" called vignettes that are sometimes sad and sometimes joyous, each vignette gives readers a glimpse into our protagonist Esperanza's life - her family, her friends, her dreams, her fears - as she grows from a little girl to a teenager.

If you can purchase the book, please do. If not, here's a link to an [online version](#), which can be downloaded and printed.

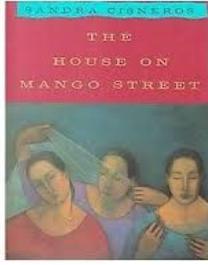
The assignment is in 4 parts

Part 1: Please annotate each vignette.

As you read, make notes in the margins or if you're borrowing the book, on paper (handwritten or typed.). What do you love? What sounds beautiful? What might something really mean, as the words may be symbolic of something greater? For example, you will notice "windows" appears frequently. What greater meaning do you think this image might have in the book, on Esperanza's life, on anyone's life? While good annotation is a skill we will work on throughout high school English, you will not be graded on your notes at this time; however, having them will provide a better start to the unit work. You will, however, be scored as you meet the following requirements in Parts 2-4.

Part 2: Topics and Themes

At the end of each of the 44 vignettes, identify the topic. For instance, does the vignette have to do with growing up? Prejudice? If you think it's more than one, choose the stronger topic and write it down. Then below the topic, identify the theme: What is the author saying about growing up, prejudice, etc. What



does the author want you to believe about the topic? For instance, a vignette may be about young love. That's the topic. What is the message about young love? That young love can be silly...or frustrating...or meaningless.... That's the theme.

You will turn in a manuscript, preferably typed and printed out, that will follow general MLA formatting with proper heading in 12pt Times New Roman/double spaced. Please note the proper punctuation of titles (italicized or in quotation marks) in the sample below.

Student Name

Foundations of Reading and Writing 9 CP

Teacher Name (when you receive your schedule)

Date

The House On Mango Street

“The House on Mango Street”

Topic:

Theme:

“Hairs”

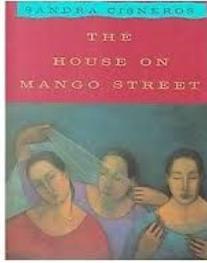
Topic:

Theme:

and so on...

Scoring Criteria for Part 2:

- 44 points for completion of each vignette
- 22 if you complete one of the two elements (topic or theme)



- Additional points (full or half) will be lost for every vignette not completed or represented.

Part 3: Choose your favorite vignette and type up, in a short paragraph, why you chose this section. Be specific about the language and imagery that calls to you. This should follow Part 2.

Scoring Criteria for Part 3:

- 10 points: Student identifies specific language used as text evidence and offers insightful explanation
- 8 points: Student identifies specific language but explanation may be lacking
Student paraphrases language and offers insightful explanation.
- 6 points: Student identifies specific language with no explanation
Student paraphrases language with weak explanation
- 4 points: Student paraphrases language with no explanation
Explanation only
- 2 points: Little response or off-topic

Part 4: Last, pick your favorite vignette and find a poem or song that, if you were a teacher, you might pair with your chosen vignette. Print it out, and anywhere on the printout, handwrite where you see the themes of both the song/poem and vignette intersect.

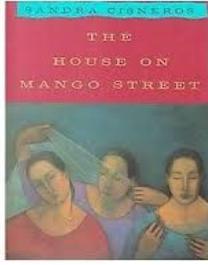
For instance, if my favorite vignette was about how friendships may not always be what they seem, I would search for a poem or song (Google it!) that matches that theme (notice, not topic; the topic would be friendship but the theme is what I think the author is saying about friendship).

Scoring Criteria for Part 4:

- 5 points: Student turns in poem/song with strong explanation of thematic connection
- 4 points: Student turns in poem/song with weak thematic connection
- 3 points: Student turns in poem/song only
Student turns in poem/song but identifies a topic not theme

TOTAL POSSIBLE POINTS: 59 points

Your work is due for full earned credit the first day regular classes meet, not the day of your orientation. After that, you will receive 50% of earned points the following class. Every day from that point on will be -10% of earned points. Please note: Late policy for this assignment will not follow the general late policy of the class, which will be further explained in the class syllabus you will receive when school begins.



SECTION B: Choice Book

In addition to *The House on Mango Street*, read one novel (must be fiction) that you have not read before. Remember, in order to make your reading more enjoyable, choose a book that interests you.

You will be reading this book for enjoyment, but while you read, please pay attention to characters, conflicts, and themes within the book. (Remember, a theme is what the author wants the reader to think about a topic. So if one of the book's topics is war, what is the author saying about war...?) When you return to school in August, you will be asked to share your analysis in a writing assignment and/or presentation. While you will not be scored on your notes, taking notes while you read will contribute to your success on this project.

Please check our Charter Arts reading recommendation site by [clicking on the link](#). There are also many wonderful resources online to help you find a book that interests you. Some include:

Epic Reads: <https://www.epicreads.com/>

Penguin Teen: <http://www.penguinteen.com/genres/?g%5B%5D=2000000056>

Goodreads: <https://www.goodreads.com/>

Parents/Guardians, we ask that you monitor the book your student chooses to read in order to be sure it is appropriate.

Have a great summer. See you in August!

Ann Hugosson

&

Carla Odell