English IV
Summer Reading/Writing Assignment
2025-2026

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Due Date: Friday, September12th, 2025

Welcome to English IV! This class focuses on preparing you for reading and writing expectations for college and career. Please read one of the following texts, (synopses provided on the last page,) then complete a double-entry journal tracing your thoughts, conclusions, questions and connections about meaningful parts of the text. Follow the instructions carefully.

Due Dates: Submit your assignments on **by the first day of school in your Canvas Module**

1. ***Choose <u>One</u> of the Following texts and read it closely:***
   a. Delia Owens' *Where the Crawdads Sing (E-Text)*
   b. Yaa Gyasi's *Homegoing (E-text)*
   c. Jeanette Walls', *The Glass Castle (E-Text)*
   d. Trevor Noah, Born a Crime (E-Text)

****** Synopses of each provided at the end of this assignment sheet***

Pick up a copy of the book at the *DC Library*, secure a copy via a local bookstore, or *Amazon*. **I recommend *Amazon*** for used copies. It is **Strongly recommended that you purchase your own copy.**

<u>Requirements:</u>

Part I (1): Read the Books

- **Select one of the choice novels and read it closely**!

Part II (2): Double Entry Journal for Choice Novel (50 points)

- For the novel you chose, take careful, typed notes for each section of the book, including comments and questions in the form of a Double Entry Journal, which is attached to this handout. In your journal, record quotes from the text on the left side of the document and record **your analyses of the quotes you found most meaningful for each part of the book**. <u>There should be at least 12 entries that span the beginning, middle and end of the novel you chose.</u> Double Entry Journal

Journal Scoring Guide

	6 Points	8 Points	10 Points
Purpose CC ELA - RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story.	The context is missing. Journal entry does not attempt to cite central ideas or events. Supporting details are not mentioned or included in the entry.	Has a topic and attempts a focus, but the focus may not control the writing. Has some context and a clear focus but does not identify the most central ideas in the text. Supporting details are lacking.	Has a compelling opening and/or hook. Includes a proper context and a clear focus. Entry identifies central ideas or events and cites supporting points and details.
Organization CC ELA - W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Has little organization. No use of transitions. It does not follow journal topic criteria.	The journal attempts a meaningful and robust organization. The student uses transitions when appropriate but may not address all tasks or purposes described in the prompt.	Journal entries are very well organized. Entry uses transitions effectively and follows journal topic criteria.
Voice & Tone CC ELA - W.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Language is underdeveloped and immature – may use slang. Journal may contain basic sentence structure.	Some portions of the entry do not contain precise words, details, or mention specific characters, experiences, or events. Language attempts to tell details and/or use sensory details. Some attempts at advanced sentence structure are present.	Journal entries use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Detail & Elaboration CC ELA - RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences are drawn from the text, including	May have random and/or irrelevant details. Details may be listed with no elaboration. Ideas may not be elaborated, or details are insufficient to support focus. Has a few general references to the text. The journal contains less than the required numbers of entries.	Includes information and references to text that support the focus and has some elaboration on the details. The journal contains the required numbers of entries.	Entries include a depth of information that supports the focus and elaborate on textual details. Entries make references to the text and may have some direct quotations that support focus. The journal contains the required numbers of entries.
Conventions CC ELA - L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Entries contain many errors of multiple types. These errors interfere with meaning.	Entries may have some grammatical and/or spelling errors, but they do not interfere with meaning.	Entries have few grammatical or spelling errors. Entries demonstrate command of English language conventions.

Total: _____/50

Scoring Guide Summer Literary analysis Essay Scoring Guide

Construct Measured	Score Point 4 ✓+	Score Point 3 ✓	Score Point 2 ✓----	Score Point 1 ✓----	Score Point 0 ✓-----
Writing Written Expression	The student response ● is **effectively** developed with narrative elements and is **consistently appropriate** to the task; ● demonstrates **purposeful** coherence, clarity, and cohesion, making it **easy to follow** the writer's progression of ideas; ● establishes and maintains an **effective** style, attending to the norms and conventions of the discipline.	The student response ● is **most effectively** developed with narrative elements and is **most appropriate** to the task; ● demonstrates coherence, clarity, and coherence, making it **fairly easy** to follow the writer's progression of ideas; ● establishes and maintains the **most effective** style while attending to the norms and conventions of the discipline.	The student response ● is developed with **some** narrative elements and is **somewhat appropriate** to the task; ● demonstrates **some** coherence, clarity, and/or cohesion, making the writer's progression of ideas **usually discernible but not obvious**; ● has a somewhat effective style, **generally** attending to the norms and conventions of the discipline.	The student response ● is **minimally** developed with a **few** narrative elements and is **limited in its appropriateness** to the task; ● demonstrates **limited** coherence, clarity, and/or cohesion, making the writer's progression of ideas **somewhat unclear**; ● has a style that has **limited** effectiveness, with **limited** awareness of the norms of the discipline.	The student response ● is **undeveloped** and/or **inappropriate** to the task; ● **lacks** coherence, clarity, and cohesion; ● has an **inappropriate** style, with **little to no** awareness of the norms of the discipline?
Writing Knowledge of Language and Conventions		The student response to the prompt demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There may be a **few minor errors** in mechanics, grammar, and usage, but the **meaning is clear**.	The student response to the prompt demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear**.	The student response to the prompt demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that **often impede understanding**.	The student response to the prompt demonstrates **no command** of the conventions of standard English. **Numerous and varied errors** in mechanics, grammar, and usage **impede understanding**.
(DCPS Addition) Writing Sentence Skills	The student effectively writes sentences that **express complete thoughts**, using a **variety** of simple, compound, and complex sentences. Sentences begin in a **variety** of ways.	The student effectively writes sentences that **express complete thoughts**, including **some** compound and complex sentences. **Some variation** at the beginning of sentences is apparent.	The student writes sentences that **express complete thoughts**. **Most** sentences are simple sentences with **similar beginnings**.	The student **mostly** writes sentences that express complete thoughts. **Nearly all** sentences are simple sentences with **similar beginnings**.	The student writes **some** sentences that express complete thoughts. The sentence structure is **poor**.

Choice Novel Synopses:

a. Delia Owens' *Where the Crawdads Sing: A* coming-of-age story of a young girl raised by the marshlands of the south in the 1950s. When the town hotshot is found dead, and inexplicably linked to Kya, the Marsh Girl is the prime suspect in his murder case.
b. Yaa Gyasi's *Homegoing:* A historical novel that traces the descendants of two half-sisters Effia and Esi, born into different villages in Ghana. The sisters' lives follow different paths: Effia marries a wealthy Englishman and lives in Cape Coast Castle, while Esi is captured during a raid and sold into slavery.
c. Jeanette Walls' *The Glass Castle:* A memoir of resilience and redemption, and a revelatory look into a family at once deeply dysfunctional and uniquely vibrant. When sober, Jeannette's brilliant and charismatic father captured his children's imagination, teaching them how to embrace life fearlessly. But when he drank, he was dishonest and destructive. Her mother was a free spirit who abhorred the idea of domesticity and didn't want the responsibility of raising a family.
d. Trevor Noah's *Born a Crime:* Trevor Noah's childhood and adolescence in apartheid and Post-apartheid South Africa. A child of mixed heritage, Noah details the challenges he faced and the peculiarities that existed when he was growing up.