



Summer Reading Cardinal Ritter High School 2017-2018



Summer Reading applies to all students enrolled at Cardinal Ritter High school (7th-12th grade), no matter the level of the student's English class (A, A+, H, AP). The goal of Summer Reading at CRHS is to engage our students in reading, which will harness student interests and encourage our students to read for their own enjoyment. We also want our students to have *fun* with their Summer Reading assignment!

- 1) **Step 1:** Find the reading list appropriate for your student's grade level. The first list includes books for students who will be incoming 7th-9th graders, while the second list includes books for incoming 10th-12th graders. View the summer reading list here: <http://buff.ly/2qcN1gr>
- 2) **Step 2:** Students will choose ONE book that they would like to read and which they have not previously read.
 - **Current students:** those enrolled at CRHS will need to sign up in the library for their book choice during specified dates since there are limited spots for each text.
 - **New students:** students who will be brand new to CRHS can simply email their book choice to Mrs. Jost (kjost@cardinalritter.org).
- 3) **Step 3:** All students will complete a **Raider Reading Journal** while reading the book. We want them to use this for reflecting, documenting, creating, and analyzing their book.
 - **Current students** will receive a hard copy of their journal by the end of the school year.
 - **New students** may pick up a copy of the journal from the main office during the summer.
 - An electronic (pdf) version of the journal will also be available on the CRHS website in the event that a student needs to print a new document.
 - Students will complete 18 of the 25 prompts, as well as decorate the front and back cover.
 - Journals include more specific directions for scoring requirements, expectations, etc.
- 4) **Step 4:** All students will submit their Raider Reading Journal by **Monday August 21st, 2017 by 3:00pm**. Students can submit their journals to labeled bins in the CRHS Library during specific times that first week of school; however, any late journals will lose -10% per day that it is tardy.
 - The Raider Reading Journal will be worth one overall grade equivalent to a test in their corresponding English class.
 - Students should understand that all work in this journal should follow our school plagiarism policy and should be authentically their own. Plagiarism of work by another student or an outside source will result in zero on this assignment, as well as a school detention.
- 5) Email Mrs. Jost (kjost@cardinalritter.org) with any questions. Happy reading!
- 6) If you need additional assistance, stop in the school office June 21 or 22 from 9-12 a.m. to talk to Mrs. Jost.

Senior Summer Assignment(s)

2017-2018

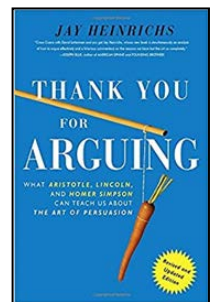
All Cardinal Ritter students will complete the Raider Reading Journal for their Summer Reading book of choice; however, seniors have some additional requirements to best prepare them for the year.

ALL 12th grade students:

- **Task:** You will write a College Application Essay which you will be expected to bring with you to your *first* day of class 2017-2018.
- Choose a prompt which you might be able to use for multiple colleges or university applications next year (such as the Common App). You will type or paste the prompt from the college or university, including the length requirement (ex: 500 words or fewer).
 - Given that all students could potentially write for different prompts, your prompt details and expectations will likely vary from a classmate's.
- You will submit the College Application Essay as an assignment for your English class (no matter which level you take—A, A+, or AP).
 - Then, in the fall we will send these essays to Dave Murray and his associates for feedback.
 - We will have two visits from Mr. Murray: 1) to collect the essays and discuss what colleges expect, and 2) to return the essays with his feedback so that you may make revisions before submitting to your college or university of choice.
- This assignment applies to ALL seniors, even if you are not planning on attending a traditional college or university.

AP English Students ONLY:

- **In addition to writing the College Application Essay, those students enrolled in AP English will read TWO books:**
 - 1) their book choice from the 10-12th grade list (+Raider Reading Journal) and
 - 2) *Thank You for Arguing, Revised and Updated Edition: What Aristotle, Lincoln, and Homer Simpson Can Teach us about the Art of Persuasion*
By Jay Heinrichs
- Students should plan on purchasing and annotating the book as it will be used throughout the school year as a supplementary source to our other readings. This book contains innumerable terms and concepts which will be important to the students' performance in the course and on the subsequent AP Exam.
- AP English should be prepared for an exam over this book on the *second day of class* for the school year. This exam will also serve as the course's local assessment to help students gauge their progress in the course. There will be one "office hours" opportunity to review with Ms. Figge and other AP Students on **Mon. August 7th, from 2-4pm. [Edmodo page: 3k2x27]**
- Please direct any questions to Ms. Fligge (afligge@cardinalritter.org).
- **Review & Pricing:** https://www.amazon.com/Thank-You-Arguing-Revised-Updated/dp/0385347758/ref=sr_1_1?ie=UTF8&qid=1493868743&sr=8-1&keywords=thank+you+for+arguing



Senior Writing Assignment – College Application Essay

Name: _____ Class Period: _____

Criteria	0	1	2	3	Points Earned
Prompt included	Student does not contain either.	Student includes length requirement, but no prompt.	Student includes the prompt, but no length requirement.	Student includes the prompt & length requirements.	
Introduction / Hook	Introduction is missing.	Introduction is present but a bit unclear.	Introduction is clear but fails to draw in the reader completely.	Introduction is clear and grabs the reader's attention with a hook.	
Message / Thesis about self	Writing fails to answer the given essay question altogether.	Writing fails to address a personal issue but addresses some of the overall topic. Lacking message about themselves.	Writing addresses the question about a personal matter but lacks reader interest doesn't send a message about them.	Writing addresses the question about a personal matter in an interesting way. Has a clear message/thesis about themselves.	$\frac{\quad}{2} \times$ (6)
Imagery, Details, & Examples	The writer fails to use any details to illustrate the feelings and ideas presented.	Few details or examples are used to illustrate the feelings and ideas presented.	Some of the details and/or examples used to illustrate the feelings and ideas are a little vague in some areas.	The writer uses clear details and examples to illustrate his feelings through behavior and word choice.	$\frac{\quad}{\quad} \times 2$ (6)
Diction & Sentence Structure	The writer does not use strong or varied word choices that are vivid to the reader. Diction is not grade level appropriate. Little to no variety.	The writer uses some varied word choices but other words seem repetitive. Diction is approaching grade level appropriateness. Could use more sentence variety.	The writer uses strong and varied word choices throughout the piece that are grade level appropriate. Some sentences are varied.	The writer uses strong and varied word choices that are vivid and clear. Diction is superior. Sentences are varied to create interest and are developed clearly.	$\frac{\quad}{\quad} \times 2$ (6)
Focus	The essay does not remain focused on one central idea.	The essay focuses on one central idea in the beginning but then changes to a different topic.	The essay focuses on one central idea through most of the essay.	The entire essay focuses on one central idea. It does not veer off topic.	
Paragraphs	Each paragraph fails to be unified into one idea.	Some paragraphs (1-2) are unified into one idea.	Most paragraphs (3-4) are unified into one idea.	Every paragraph is unified into one idea.	
Transitions	Transitions are not used throughout this essay.	Some transitions give a clear sense of analytical progression.	Most transitions give a clear sense of analytical progression.	Each transition gives a clear sense of analytical progression.	
Audience	Writer does not show how he/she would be a valuable member to the college; writer does not know his/her audience.	Writer knows his/her audience but fails to show how he/she may be a valuable member to the college.	Writer knows his/her audience and shows how he/she be a valuable member to the college.	Writer knows his/her audience and clearly shows how he/she would be a valuable member to the college.	
Conclusion	Final paragraph fails to elaborate on the ideas set forth in the overall piece.	Final paragraph mentions some of the ideas set forth in the overall piece.	Final paragraph is clear and mentions most of the ideas set forth in the overall piece.	Final paragraph is clear and elaborates on the ideas set forth in the overall piece.	
Grammar, Spelling, & Mechanics	Writing contains more than 5 errors.	Writing contains 4-5 grammar, spelling, or mechanics errors.	Writing contains 1-3 grammar, spelling, or mechanics errors.	Writing does not contain any grammar, spelling, or mechanics errors.	$\frac{\quad}{\quad} \times$ 2 (6)

Teacher Comments:

Score: _____/45 pts