



1. During the week of June 5th, you will have an opportunity to browse books from our selected Summer Reading list. Take the time in class to choose a book that you will like! You may also select a book from your teacher's classroom library with their permission.
2. Sign out your book from your English teacher. You will be asked to return this book in September, so please be responsible! If you do not return your book, you will receive a fine.
3. Complete your practice paragraph with your teacher using another text. Hold on to this example so that you have it over the summer to help you!
4. Begin reading your book as soon as possible so that you are sure it was the appropriate choice for you.
5. Over the summer, read your book and then complete the Literary Analysis Paragraph. Follow the guidelines outlined and use your resources to help you (transition words, teacher model, student model, etc).
6. When you return to school in September, bring back both your complete Literary Analysis Paragraph and your book. You will submit to your new English teacher.

**Your assignment is due by WEDNESDAY, SEPTEMBER 13, 2017
to receive full credit!**

This assignment will be counted as your first major grade!

TEACHER MODEL

Writing the Literary Analysis Paragraph (eight sentences—one paragraph)

General Plan

Example sentences from a *Romeo and Juliet* Literary Analysis Paragraph

<p>Topic Sentence (a direct answer to your choice of essay)</p>	<p>The main theme of <i>Romeo and Juliet</i> is that love will conquer hate, but often at great cost, and this theme is presented through the imagery of light and darkness.</p>
<p>Example 1 (quote, citation, or specific reference)</p>	<p>For example, Juliet realizes that love can conquer hate when she says, “O Romeo, Romeo, wherefore art thou Romeo? Deny thy father and refuse thy name, Or if thou wilt not, be but sworn my love, And I’ll no longer be a Capulet.”</p>
<p>Explain example 1 (Explain the relevance of how example shows the answer)</p>	<p>By this, of course she means that she will shed the name, her family’s name that Romeo’s family hates, if that is an obstacle to her loving him; she is saying that their love is more important than names and feuds.</p>
<p>Example 2 (quote, citation, or specific reference)</p>	<p>Later in the play, Juliet says, “Give me my Romeo, and, when he shall die, Take him and cut him out in little stars, And he will make the face of heaven so fine That all the world will be in love with night, And pay no worship to the garish sun.”</p>
<p>Explain example 2 (Explain the relevance of how example shows the answer)</p>	<p>In this excerpt she is saying that even in death, Romeo will bring light (Shakespeare’s imagery of love) to the dark world (night) where hate and violence seem to rule.</p>
<p>Example 3 (quote, citation, or specific reference)</p>	<p>Finally, Romeo says about Juliet, “O, she doth teach the torches to burn bright. It seems she hangs upon the cheek of night...”</p>
<p>Explain example 3 (Explain the relevance of how example shows the answer)</p>	<p>Here, Juliet, the object of Romeo’s love, is associated with light (burning torches) and is contrasted with the dark night of their families’ world of hate.</p>
<p>Concluding Sentence (Recap main point and explain significance)</p>	<p>Finally, these three examples from the play show that, as so many wise people have known, hate cannot conquer hate; only love can conquer hate, even though the two star-crossed lovers have to die to make the world a brighter place.</p>

When planning your paragraph, think about the following topics you can choose to write about. Select only one to develop your topic sentence. The remainder of your paragraph will support your statement about that aspect of literature.

In class, you will go over each aspect and compose a practice topic sentence based on a text that you have already read this year.

Aspects of Literature to Analyze

Theme: Identify the message or big idea of the text and explain how that theme is evident throughout.

Ex:

Character Development: Select a character or individual from the text and explain how that character changed throughout by citing specific examples and referring to specific traits.

Ex:

Conflict: Identify an inner or outer conflict within the text and explain how that conflict develops throughout the entire novel.

Ex:

Use of Figurative Language: Focus on one type of figurative language (imagery, symbolism, juxtaposition, metaphors) and explain how the author uses this language for a specific purpose.

Ex:

Setting and Atmosphere: Explain how the setting of the novel and atmosphere contribute to the meaning of the text.

Ex:

Point of View: Identify the point of view of the story and explain how it impacts the way in which it is told.

Ex:

Structure: Explain how the way or order in which the story is told impacts the story.

Ex:

EXAMPLE PARAGRAPH FROM CLASS

Text: _____

Type of Analysis: _____

Writing the Literary Analysis Paragraph (eight sentences—one paragraph)

General Plan

sentences from *Your Class Example*

Topic Sentence (a direct answer to your choice of essay)	
Example 1 (quote, citation, or specific reference)	Page #: _____
Explain example 1 (Explain the relevance of how example shows the answer)	
Example 2 (quote, citation, or specific reference)	Page #: _____
Explain example 2 (Explain the relevance of how example shows the answer)	
Example 3 (quote, citation, or specific reference)	Page #: _____
Explain example 3 (Explain the relevance of how example shows the answer)	
Concluding Sentence (Recap main point and explain significance)	

Use this graphic organizer to PLAN AND OUTLINE your literary analysis paragraph.

SUMMER READING PARAGRAPH PLANNER

Text: _____

Type of Analysis: _____

Writing the Literary Analysis Paragraph (eight sentences—one paragraph)

General Plan

sentences from *Your summer reading book*

Topic Sentence (a direct answer to your choice of essay)	
Example 1 (quote, citation, or specific reference)	Page #: _____
Explain example 1 (Explain the relevance of how example shows the answer)	
Example 2 (quote, citation, or specific reference)	Page #: _____
Explain example 2 (Explain the relevance of how example shows the answer)	
Example 3 (quote, citation, or specific reference)	Page #: _____
Explain example 3 (Explain the relevance of how example shows the answer)	
Concluding Sentence (Recap main point and explain significance)	

Use this graphic organizer to **PLAN AND OUTLINE** your literary analysis paragraph. **THIS IS NOT YOUR PARAGRAPH**, but this plan/outline should be stapled to the back of your good copy when you turn it in.

THOUGHT TRANSITIONS

For Fluency

To be used between thoughts, sentences, and paragraphs. A skilled writer will utilize the contents of these pages many times. On the following pages you will find words and phrases that could be used often. When you are stuck for a word or phrase -- look over the list and choose an appropriate transition for your essay.

Important Note:

These transitions guide the reader through the essay and help the flow of the writing. Transitions are key words, cue words or signposts for the reader.

1. TO SHOW A TIME or SEQUENCE

After	Finally	Subsequently	In the near Future
Next	At the same time	In the first place	Immediately after
Approximately	Sometime before	Years ago	Formerly
Before then	Then	In the past	Amid this
First of all	In a few minutes	Last year	Recently
During	Meanwhile	Next term	Previously
Suddenly	Later	Currently	Ultimately
Earlier	Presently	Beyond That	Just before
As soon as	Initially	Eventually	Coming after
Continuously	Afterwards	Following	At a later date
Originally	Sequentially	Yesterday	In the end
At the onset	Chronologically	Without letup	From its inception
Primarily	Opening with	Let's set in motion	Prior to
Beforehand	The secondary	In progression	In the course of
All along	Hitherto	Heretofore	For this occasion
In the course of	Till now	For the duration	In an instant
Spontaneously	In the interim	In the aftermath	For a time

2. TO COMPARE (same)

In comparison	In similar fashion	Compared to	All are
In like manner	Similarly	The same as	As well as
Likewise	In the same vein	Equally important...	...have in common
Coupled with	Synonymous with	Akin to	Coinciding with
Equally	Parallel to	In accordance	As it were
This resembles	Everything in common	Representative of	Congruent with
Identical to	Closely related to	Corresponding to	Comparable to
Just the same	This reflects	Identically	On equal terms
Agreeable	In the same way	In the same way	Coincidentally
A constant is	In unison	In relation to	To some extent
In tune with	Consistent with	In harmony with	This concurs with

5. CONTINUING THE THOUGHT - A SIMILAR STATEMENT TO FOLLOW

Also	Moreover	What's more	Jointly
As well as	Too	A supplement to	On top of that
Besides	Further	Another point is	Not to mention
Next	In fact	In conjunction with	Apart from that
Furthermore	Plus	Let alone	Beyond that
In addition	Again	Aside from	Additionally

6. TO EMPHASIZE A POINT - STATEMENT OF CLARITY

Indeed	In fact	Foremost	Truly now
Most importantly	It's vital	It's evident	The exact
The crucial	Surprisingly	Clearly	In truth
Obviously	As you can see	Surely	Certainly
Honestly	Undoubtedly	Indubitably	Beyond question
It's imperative	The eminent	The prominent	The urgent
It's essential	The unique view	The critical point	The key element
The overriding	It's paramount	To be sure	In reality
In particular	To be specific	Precisely	Let's define

3. TO CONTRAST or TO CONCEDE A POINT or A COUNTERING POINT

Conversely	However	Notwithstanding	Rather than
In contrast	Yet	Even though	Still
Instead	Although	This is opposed to	Despite
On the other hand	To the contrary	But	Nevertheless
Unlike	Not only	Whether or not	In spite of
After all	Nonetheless	Though	In my view, however,
What, though, if	Now let's explain	I doubt	Some question
Of course	Otherwise	Surely others	In this way
Regardless	I disagree	In another way	At odds with this
Contrarily	Inversely	Poles apart	Another way
In opposition	To counteract	Incongruent	A variation
In negation	To refute	The disharmony	In conflict
A divergent idea	A dissimilar	An incompatible	A different version
A disparate view	A dissenting point	Defiantly	Antagonistically

4. TO SHOW CAUSE, EFFECT, or RESULTS

As a result	Because of	This is caused by	This results in
Consequently	On account of	...is brought about	...was responsible for
This derives from	...is predicated on	...can be ascribed to	The impact is
Hence	Therefore	Considering the	This gives rise to
If...Then	Accordingly	...made possible	As long as
Thus	Since	Due to	For this reason
Ergo	In effect	As might be expected	Inasmuch
Whereas	Then	Subsequently	Thereupon
It follows that	So	Attributing to	Owing to
Thereby	Chances are	This entails	In all likelihood
Necessarily	This effect	This implies	Let's forecast

7. TO SIMPLIFY or STATE ANOTHER WAY

In other words	Simply	In short	In brief
In essence	Therefore	To sum up	Thus
Hence	That is to say	In all likelihood	It's only
In a nutshell	To be concise	Putting it succinctly	

8. TO INTRODUCE EXAMPLES or EXPLANATIONS

In support of this	Namely	As evidence	In particular
As an illustration	That is	Inasmuch	As we have seen
For example	Perhaps	After all	As proof
For instance	Consider	Since	For one thing

9. OPENING STATEMENTS

I believe that	We affirm	It was found that	More than ever before
I assert	She purports	It seems that	I question whether
It seems feasible	It is imperative	It is beneficial	Let's advocate for
I strongly feel	The data suggests	I maintain	Let's examine
Many claim	From my viewpoint	The data indicates	The theory is
To begin with	It is my contention	The papers state	Harvard affirms
The test concludes	The council Proposes	He alleges	The study reported

10. AFTER THE PROBLEM IS STATED

Granted	Many times	It's assumed	The premise is
In some cases	Despite	They postulated	We surmised
Interestingly	Nor	The conjecture is	Lets propose
Afterwards	Especially	After all	Equally important
Most importantly	In view of the foregoing		Keep in mind
More than ever before			

11. ENDING STATEMENTS

Finally	In conclusion	In summation	In any case
To summarize	Last of all	To sum up	For the reasons above
To conclude	The result is	As you can see	As I have noted
The result of	To close	On the whole	Eventually
Ultimately	At last	Sooner or later	In the long run

12. USE FEELINGS AND EMOTIONS

Sadly,	Regrettably	Angrily	Unsuccessfully
Tragically	Unfavorably	With disgust	Ominously
With hesitation	Surprisingly	With great joy	Happily
With satisfaction	Enthusiastically	With fervor	Cruelly

High School Summer Reading Project Rubric

NAME: _____

Student Score Total: ____/ 50 pts

Reading Literature: ____/ 20 pts

Language: ____/ 20 pts

21st Century Skills: ____/10 pts

	10-8	7-5	4-2	2-0
Textual Evidence and Examples Reading Literature	Paragraph incorporates THREE SPECIFIC examples of textual evidence that are convincing which successfully support your claim or assertion in the writing.	Paragraph attempts to incorporate THREE SPECIFIC EXAMPLES of textual evidence to support claims in the writing with some success in supporting your claim or assertion.	Paragraph attempts to incorporate textual evidence to support claims in the writing, but does so unsuccessfully or only provides TWO SPECIFIC EXAMPLES .	Project uses information pulled directly from the internet (copy and pasted). Aspects of paragraph are plagiarized .
Explanation of Examples Reading Literature	Explanation of all three specific examples show considerable thought, originality, and genuine knowledge of text and make an explicit connection to your claim or assertion.	Explanation of all three specific examples is thorough enough to make an explicit connection to your claim or assertion.	Explanation is thorough enough to make an explicit connection to your claim or assertion for at least two of the three examples.	Two or more textual examples lack explanation to support your claim or assertion.
Fluency and Use of Transitions Language	Paragraph contains variety in sentence structure and transitional words and phrases that contribute to overall fluency.	Paragraph contains some variety in sentence structure and transitional phrases are attempted to create limited fluency.	Paragraph contains primarily simple sentences with little to no transitional words or phrases.	Paragraph contains sentences that are short, choppy, and awkward or is repetitious with language choice or structure.
Grammar / Mechanics Language	The author makes little to no errors in grammar, mechanics, and/or spelling.	The author makes a few errors in grammar, mechanics, and/or spelling, that does not interfere with the meaning of the text.	The author makes some errors in grammar, mechanics, and/or spelling, that sometimes interferes with text meaning	The author makes numerous errors in grammar, mechanics, and/or spelling that interferes with text meaning.
Timeliness 21 st Century Skills	Project is submitted by the September 13, 2107 due date.	Project is submitted within days of due date.	Project is submitted within one week of due date.	Project is submitted within 2 weeks of due date.