

# English 9 Honors

## SUMMER READING ASSIGNMENT



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This packet includes:

1. Assignment Guidelines
2. Brief Constructed Response (BCR) Checklist and Rubric
3. Extended Constructed Response (ECR) Checklist and Rubric
4. Literary Terms List

*Please Note: If you have any questions while completing this packet, please email your questions to [Cindy.Martin@pgcps.org](mailto:Cindy.Martin@pgcps.org).*

- **The Summer Reading Assignments are due on the first day of school – NO EXCEPTIONS!**
- **Packets will ONLY be accepted in the correct format (please see Assignment Guidelines). You must write a rough draft copy of the BCR and ECR and type the final draft.**
- **The Summer Reading Assignment will account for 10% of your first quarter grade.**
- **During the first 2 – 3 weeks of school, students will have class discussion and assignments relative to the summer reading. If you DO NOT read the novel, you will be unable to contribute meaningfully to class discussion and assignments.**

### Assignment Guidelines

Be sure you complete steps 1 - 5 to earn full credit.

1. **Create a Literary Terms Dictionary.** Consult a literary terms dictionary (they are available online) and define the literary terms found on the attached page. Put all of the defined terms together so that you develop a Literary Terms Dictionary to reference throughout the school year.
2. **Read The Catcher in the Rye by J.D. Salinger.** You may purchase the novel (highly recommended) or borrow the novel from the library.
3. **While reading The Catcher in the Rye, complete the Analysis and Discussion Questions.** (Please find the analysis and discussion questions attached.)
4. **Complete the following BCR.** Write an explanation telling how the J.D. Salinger addresses the theme of "phonies" and the hatred of phonies through the novel The Catcher in the Rye. Use evidence from the novel to support your discussion. *(Please Note: Reference the BCR checklist and rubric when planning and revising your BCR. The final draft of the BCR MUST BE TYPED!)*
5. **Complete the following ECR.** Holden's speech and general deportment show that his suspicion toward authority figures is not just rooted in crude adolescent rebelliousness. Perhaps the best validation of Holden's suspicion toward authority figures comes toward the end of the novel when he stays over with his former English teacher, Mr. Antolini gives Holden articulate, intelligent advice about getting his life back on track. But then, the entire effect is undercut when Holden wakes that night to the creepy sensation of Mr. Antolini stroking his hair. The message is clear: don't trust people simply because they occupy high respected positions. Think about a time when you or someone you know had to question an authority figure. What were the circumstances, why did you have to question that figure, and how did it make you feel. Be sure to support your discussion with ample details. *(Please Note: Reference the ECR checklist and rubric when planning and revising your ECR. The ECR MUST BE TYPED!)*

# The Catcher in the Rye

by J.D. Salinger

## SUMMARIES

*Summarize the following chapters in paragraph form. Be sure that you label the chapter summaries. Each summary should be a minimum of the 3 paragraphs for each group of chapters.*

- Chapters 1 – 5 (minimum 3 paragraphs)
- Chapters 6 – 10 (minimum of 3 paragraphs)
- Chapters 11 – 15 (minimum of 3 paragraphs)
- Chapters 16 – 20 (minimum of 3 paragraphs)
- Chapters 21 – 26 (minimum of 3 paragraphs)

## CHARACTER ANALYSIS

*Provide a brief description of the role each of the following characters played in the novel. Explain how each contributed to the theme of the novel.*

- **Phoebe Caulfield**
- **Faith Cavendish**
- **Jane Gallagher**
- **Sally Hayes**
- **Horwitz**
- **Mrs. Morrow**
- **Piano Player in the Wicker Bar**
- **Lillian Simmons**
- **Mr. Spencer**
- **Ward Stradlater**
- **Sunny**
- **Three girls from Seattle**
- **Two Nuns**

## DISCUSSION QUESTIONS

1. What are the elements of the plot (conflict, rising action, climax, falling action, resolution)?
2. What is the setting of the novel?
3. Provide examples of symbolism throughout the novel (at least three).
4. List the protagonist(s) and antagonist(s). Explain all of the conflicts that involve these figures.
5. List at least two themes of the novel and explain each.

# Literary Terms

Directions: Create a Literary Terms Dictionary by defining the following terms. Take extra care to create a dictionary that you may reference throughout the school year. It is highly suggested that you type the definitions. You will be asked to reference these terms throughout the school year. Place an asterisk next to the ten words with which you are least familiar.

1. *allusion*
2. *analogy*
3. *antagonist*
4. *aside*
5. *assonance*
6. *atmosphere*
7. *author's purpose*
8. *biography*
9. *characterization*
10. *cliffhanger*
11. *climax*
12. *comedy*
13. *conflict*
14. *connotation*
15. *denotation*
16. *dialect*
17. *dialogue*
18. *diction*
19. *drama*
20. *dramatic irony*
21. *epic*
22. *essay*
23. *euphemisms*
24. *exposition*
25. *extended metaphor*
26. *falling action*
27. *fantasy*
28. *farce*
29. *fiction*
30. *figurative language*
31. *first person point of view*
32. *flashback*
33. *foil*
34. *foreshadow*
35. *hook*
36. *humor*
37. *hyperbole*
38. *imagery*
39. *irony*
40. *magical realism*
41. *memoir*
42. *metaphor*
43. *mood*
44. *myth*
45. *narrative poem*
46. *narrator*
47. *nonfiction*
48. *onomatopoeia*
49. *paradox*
50. *personification*
51. *persuasion*
52. *plot*
53. *point of view*
54. *protagonist*
55. *realism*
56. *repetition*
57. *satire*
58. *science fiction*
59. *setting*
60. *simile*
61. *speaker*
62. *style*
63. *symbol*
64. *theme*
65. *tone*
66. *tragedy*
67. *tragic flaw*
68. *tragic hero*
69. *turning point*
70. *understatement*

# English Brief Constructed Response

## Level 3

**The response demonstrates an understanding of the complexities of the text.**

- Addresses the demands of the question
- Uses expressed and implied information from the text
- Clarifies and extends understanding beyond the literal

## Level 2

**The response demonstrates a partial or literal understanding of the text.**

- Addresses the demands of the question, although may not develop all parts equally
- Uses some expressed or implied information from the text to demonstrate understanding
- May not fully connect the support to a conclusion or assertion made about the text(s)

## Level 1

**The response shows evidence of a minimal understanding of the text.**

- May show evidence that some meaning has been derived from the text
- May indicate a misreading of the text or the question
- May lack information or explanation to support an understanding of the text in relation to the question

## Level 0

**The response is completely irrelevant or incorrect, or there is no response.**

# English Extended Constructed Response

## Level 4

**The response is a well-developed essay that fulfills the writing purpose.**

- Develops ideas using relevant and complete support and elaboration
- Uses an effective organizational structure
- Uses purposeful word choice
- Demonstrates attention to audience's understanding and interest
- Has no errors in usage or conventions that interfere with meaning

## Level 3

**The response is a complete essay that addresses the writing purpose.**

- Develops ideas using adequate support and elaboration
- Uses an organizational structure that supports the writing purpose
- Uses clear word choice
- Demonstrates an awareness of audience's understanding and interest
- Has few, if any, errors in usage and conventions that interfere with meaning

## Level 2

**The response is an incomplete or oversimplified attempt to address the writing purpose.**

- Has incomplete or unclear support and elaboration
- Attempts to use an organizational structure
- Demonstrates little awareness of audience's understanding and interest
- May have errors in usage and conventions that interfere with meaning

## Level 1

**The response provides evidence of an attempt to address the prompt.**

- Has minimal or no support or elaboration
- May be too brief to demonstrate an organizational structure
- Demonstrates little or no awareness of audience
- May have errors in usage and conventions that interfere with meaning

## Level 0

**The response is completely irrelevant or incorrect, or there is no response.**

*Revised March 2006*