

2021 Summer Reading Assignment for ALPHA Level English I

Step 1: Read *Into the Wild* by Jon Krakauer (ISBN #978-0385486804). You may purchase it, or it may be borrowed from your local library.

Step 2: Read your book and enjoy it! You will be most able to enjoy your book if you read it over the course of two weeks. Our first two units of the year will involve Krakauer's account of Chris McCandless's life. Annotate your text. If your book is from the library, take notes in your notebook.

Step 3: The author of *Into the Wild*, Jon Krakauer, is often our speaker, too. In the "Author's Note," he lets us know that he "won't claim to be an impartial biographer," but that he "tried [...] to minimize [his] authorial presence" (ii). Look at the **language, details, and sources** that Krakauer uses. Then,

A. How does Krakauer's writing demonstrate more neutrality or partiality? Respond to this in 1-2 sentences that addresses both underlined portions of the question.

B. Type **three** body paragraphs that prove and support your response; address his language in paragraph 1, details in paragraph 2, and sources in paragraph 3. **In each paragraph incorporate the components of a strong body paragraph** (see rubric). **When quoting the text, use MLA style (*See footnote).**

→**Your typed final draft should include:**

- Proper Heading (**See footnote), 12 point font, double spaced, Times New Roman
- A one to two sentence response to the prompt followed by three body paragraphs

Step 4: When returning to school you will be asked to upload your paper to www.turnitin.com so please **type it or have a copy of it saved in a Google doc**.

DUE DATE: Second day of class, Wednesday September 9th.

Skills Assessed:

[CCSS.ELA-LITERACY.RL.9-10.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-LITERACY.L.9-10.3](#)

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

* "MLA In-Text Citations: The Basics." *Purdue Online Writing Lab*, Purdue University, 20 Mar. 2018, <https://owl.english.purdue.edu/owl/resource/747/02/>. Accessed 29 May 2018.

**"MLA Sample Paper." *Purdue Online Writing Lab*, Purdue University, 20 Mar. 2018, <https://owl.english.purdue.edu/owl/resource/747/13/>. Accessed 29 Mar. 2018.

Name _____

Period _____

Date _____

Alpha I Summer Reading Assignment Rubric

Focus + CCSS	Limited 18	Developing 22	Meets 26	Mastery 30
Thesis + Intro (30%) W1.A	There is no thesis or it is very unclear. Intro has little context, background, or preview of points. Body paragraphs do not return to thesis.	Thesis is simple and just repeats the prompt. Introduction has superficial context. Body paragraphs rarely or superficially return to the thesis.	Thesis starts to make strong argument and addresses the prompt. Introduction has essential elements like background and preview of points. All body paragraphs reconnect to thesis.	Thesis is complex, direct, makes a strong argument answering the prompt, and meaningfully connects to reader/society. Introduction is stylistically intriguing including all elements of "developing" intro. Body paragraphs meaningfully reconnect to and develop the thesis statement.
	Limited 18	Developing 22	Meets 26	Mastery 30
Evidence (30%) W2.B	There is no evidence or it is vaguely paraphrased.	There is only one piece of evidence per body paragraph which does not directly support the main idea. Citation may be absent or very incorrect.	One piece of evidence per paragraph which sufficiently supports the thesis OR multiple pieces of evidence per paragraph, but loosely support the thesis. Citations are approaching conventional use.	There are multiple pieces of evidence in each body paragraph which add unique and different ideas to support the thesis. They are incorporated correctly using proper MLA citation.
	Limited 18	Developing 22	Meets 26	Mastery 30
Analysis (30%) W1.E	There is no analysis.	Some analysis, but it is unclear and/or does not support the thesis. Evidence is superficially analyzed, most likely with only a single sentence.	Analysis explains the meaning of the evidence and connects to the thesis. (22-26)	Analysis richly explains the quoted evidence, especially individual wording. Analysis is double the length of the evidence and reconnects to the thesis in an intriguing, thought-provoking way. (27-30)
	Limited 4	Developing 6	Meets 8	Mastery 10
Mechanics (10%) W1.D	Multiple spelling and punctuation errors; improper formatting; lacks proofreading	There are many errors, but the paper as a whole is readable.	There are almost no grammatical or spelling errors. However, there are style and/or vocabulary is not sophisticated.	Writing is nearly error free. Word choice is varied and complex. Writing is masterfully composed. No use of 1 st or 2 nd person language.

Comments:

_____ / 100

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