**10th Grade Summer Reading List: American Lit**

**Ms. Finnegan-Doyon**

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Please choose one of the following to read over the summer. Some are short story collections. Be prepared to present your book the first week of class in the fall. The rubric for grading your presentations is on the back of this book list. If you have questions or concerns, please feel free to send me an email this summer. I will be traveling for six-weeks, but I intend to respond whenever possible and will return by the end of July.

* *A Good Man is Hard to Find* by Flannery O’Connor
* *My Antonia* by Willa Cather
* *Of Mice and Men* by John Steinbeck
* *One Flew Over the Cuckoo’s Nest* by Ken Kesey
* *Song of Solomon* by Toni Morrison
* *The Adventures of Huckleberry Finn* by Mark Twain
* *The Color Purple* by Alice Walker
* *The Lone Ranger and Tonto Fistfight in Heaven* by Sherman Alexie
* *The Old Man and the Sea* by Ernest Hemingway
* *The Things They Carried* by Tim O’Brien

Student: Teacher:

Assignment: Course: SLEs: Validated?: 🞏Yes 🞏No

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|  |  | ***Content*** | ***Organization*** | ***Style*** | ***Creativity and Presentation*** | ***Overall***  ***Effectiveness*** | **Creative Project Rubric**  **(Literary Response**) |
| 4✓+ | Exceeds the standard | Shows a high level of understanding and critical thinking.  Skillfully uses multiple specific details (examples, images, anecdotes, etc.) to show insight into the text’s plot and/or main themes.  Shows a high degree of personal engagement with the text. | Provides a clear and precise interpretation of elements of the text.  Is engaging and easy to follow. | Demonstrates a superior ability to communicate with clarity and flair.  Is fluent, varied, precise, and vivid in expression.  Follows the conventions of standard written English. | Interprets the text with a high degree of creativity (including humor), without sacrificing accuracy or clarity. | Meets or exceeds all expectations and require­ments creatively. |
| 3  ✓ | Meets the standard | Shows sound understanding and critical thinking.  Contains minimal inaccuracies.  Uses multiple specific details in responding to the text’s plot and/or main themes.  Shows some personal engagement with the text. | Provides a clear interpretation of elements of the text.  Is easy to follow. | Demonstrates a sound ability to communicate clearly.  Follows the conventions of standard written English, with minor errors in grammar and usage. | Interprets the text with some creativity, without sacrificing accuracy or clarity. | Meets all or nearly all expectations and require­ments. |
| 2  ✓- | Approaches the standard | Shows basic understanding but little critical thinking.  Responds to the text in a generic or superficial way.  Contains several inaccuracies.  Uses a few specific details relevant to the text’s plot and/or main themes.  Shows minimal personal engagement with the text. | Provides a rendering of elements of the text that is mostly clear.  Is fairly easy to follow. | Demonstrates an inconsistent ability to communicate clearly.  Includes multiple errors in use of standard written English. | Interprets the text with some creativity, but may lack accuracy or clarity. | Adequately meets some but not all expecta­tions and require­ments. |
| 1  - | Below the standard | Demonstrates serious misconceptions about the text.  Uses very few specific details relevant to the text’s plot and/or main themes.  Demonstrates minimal personal engagement with the text. | Rendering of elements of the text is unclear or confused. | Demonstrates a weak ability to communicate clearly.  Includes multiple major errors in use of standard written English. | Demonstrates little or no genuine effort to be creative. | Fails to meet many or most expec­tations and require­ments. |
| 0 |  | Off topic. Inadequate material on which to judge. Little or no apparent effort. | | | | |