



30-20 Thomson Avenue  
Long Island City, NY 11101  
Phone: (718) 389-3623  
Fax: (718) 389-3724  
www.aofehs.org

Victoria Armano, Principal  
Ahuva Itzkovich, Assistant Principal  
Milton Javier, Assistant Principal

## 11<sup>th</sup> Grade Summer Reading Assignment

Teacher: Ms. DeVivo

Please read the novels selected below and complete the writing assignments. The Text Analysis Response you will be writing for each of these novels is the same task given on the Common Core English Language Arts Regents Examination.

### **Required Texts:**

1. *When I Was Puerto Rican* by Esmeralda Santiago
2. *Before We Were Free* by Julia Alvarez

**Assignment: Type a text-analysis response for EACH book (TWO RESPONSES TOTAL).**

### **Text-Analysis Response (ELA Common Core Regents Part 3):**

Determine the central idea (message) of the text and develop the central idea using ONE literary device or element. You must cite textual evidence to support your central idea. Each response must be a total of two paragraphs.

*\*An outline for this response is provided on the next page.*

**Text-Analysis Response Outline**

**Paragraph One:**

**1. Introduce the Title/ Author:** \_\_\_\_\_.

**2. Background Information:**

\_\_\_\_\_  
\_\_\_\_\_.

**3. State the Central Idea (message):**

\_\_\_\_\_  
\_\_\_\_\_.

**4. State the literary element or device (*conflict or characterization are the easiest*):**

Ex: The author uses \_\_\_\_\_ to develop the central idea.

**Paragraph Two:**

**5. Topic Sentence & introduce the first piece of evidence:**

\_\_\_\_\_  
\_\_\_\_\_.

**6. Evidence:**

\_\_\_\_\_  
\_\_\_\_\_.

**7. Analysis: (*How does this example connect back to the central idea?*)**

This connects back to the central idea because \_\_\_\_\_.

**8. Introduce & add the 2nd piece of evidence:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

**9. Analysis: (*How does this example connect back to the central idea?*)**

This connects back to the central idea because \_\_\_\_\_.

**10. Closing Sentence: Restate the connection between the central idea and the element or device used.**

\_\_\_\_\_  
\_\_\_\_\_.



**New York State Regents Examination in English Language Arts (Common Core)  
Part 3 Rubric - Text Analysis**

Criteria	4	3	2	1
<b>Content and Analysis:</b> the extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text	<p>Responses at this Level:</p> <ul style="list-style-type: none"> <li>-introduce a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis</li> <li>-demonstrate a thoughtful analysis of the author's use of the writing strategy to develop the central idea</li> </ul>	<p>Responses at this Level:</p> <ul style="list-style-type: none"> <li>-introduce a clear central idea and a writing strategy that establish the criteria for analysis</li> <li>-demonstrate an appropriate analysis of the author's use of the writing strategy to develop the central idea</li> </ul>	<p>Responses at this Level:</p> <ul style="list-style-type: none"> <li>-introduce a central idea and/or a writing strategy</li> <li>-demonstrate a superficial analysis of the author's use of the writing strategy to develop the central idea</li> </ul>	<p>Responses at this Level:</p> <ul style="list-style-type: none"> <li>-introduce a confused or incomplete central idea or writing strategy and/or</li> <li>-demonstrate a minimal analysis of the author's use of the writing strategy to develop the central idea</li> </ul>
<b>Command of Evidence:</b> the extent to which the response presents evidence from the provided text to support analysis	<p>Responses at this Level:</p> <ul style="list-style-type: none"> <li>-present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis</li> </ul>	<p>Responses at this Level:</p> <ul style="list-style-type: none"> <li>-present ideas sufficiently, making adequate use of relevant evidence to support analysis</li> </ul>	<p>Responses at this Level:</p> <ul style="list-style-type: none"> <li>-present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant</li> </ul>	<p>Responses at this Level:</p> <ul style="list-style-type: none"> <li>-present little or no evidence from the text</li> </ul>
<b>Coherence, Organization, and Style:</b> the extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language	<p>Responses at this Level:</p> <ul style="list-style-type: none"> <li>-exhibit logical organization of ideas and information to create a cohesive and coherent response</li> <li>-establish and maintain a formal style, using precise language and sound structure</li> </ul>	<p>Responses at this Level:</p> <ul style="list-style-type: none"> <li>-exhibit acceptable organization of ideas and information to create a coherent response</li> <li>-establish and maintain a formal style, using appropriate language and structure</li> </ul>	<p>Responses at this Level:</p> <ul style="list-style-type: none"> <li>-exhibit inconsistent organization of ideas and information, failing to create a coherent response</li> <li>-lack a formal style, using language that is basic, inappropriate, or imprecise</li> </ul>	<p>Responses at this Level:</p> <ul style="list-style-type: none"> <li>-exhibit little organization of ideas and information</li> <li>-use language that is predominantly incoherent, inappropriate, or copied directly from the task or text</li> <li>-are minimal, making assessment unreliable</li> </ul>
<b>Control of Conventions:</b> the extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling	<p>Responses at this Level:</p> <ul style="list-style-type: none"> <li>-demonstrate control of the conventions with infrequent errors</li> </ul>	<p>Responses at this Level:</p> <ul style="list-style-type: none"> <li>-demonstrate partial control of conventions with occasional errors that do not hinder comprehension</li> </ul>	<p>Responses at this Level:</p> <ul style="list-style-type: none"> <li>-demonstrate emerging control of conventions with some errors that hinder comprehension</li> </ul>	<p>Responses at this Level:</p> <ul style="list-style-type: none"> <li>-demonstrate a lack of control of conventions with frequent errors that make comprehension difficult</li> <li>-are minimal, making assessment of conventions unreliable</li> </ul>

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.