

IB English 11 Required Summer Reading Assignment
Albert Einstein High School
Rising Juniors School Year 11-12
Mrs. Pappafotis

Welcome to IB English 11. I am looking forward to taking this journey with you! Over the summer you will read *One Hundred Years of Solitude* by Gabriel Garcia Marquez and complete the following assignments:

- I. While reading the novel, choose a thematic topic to track. Possible choices are time, fate, humor or magic. If you buy the book, annotate in it while reading and then you can go back to your annotations when completing the work. If you borrow the book, use little post-its to mark the page numbers where you see your theme shown.
- II. Choose the fifteen most important passages (no length minimum or maximum) that show your theme and create a three-columned chart in which you quote each passage, discuss its literary and stylistic elements, and then explain its overall significance.
- III. Choose one of the fifteen passages (must be a minimum of 40 lines) and complete an IB commentary concerning the passage. Your commentary should be 3-4 pages.

Specific Instructions:

- You may find the book at a library or a bookstore. We also have copies in our English department.
- Create a cover page that includes your name, the date of completion, and a title appropriate to the contents of what you have produced.
- Your work must be typed and double spaced in 12 point Times New Roman font with one-inch margins and proper MLA format.
- The assignments will be worth 100 homework/completion points and are due the 2nd day of school, August 30th. The deadline will be the first Friday of the school year, September 2nd.
- Review the IB rubric for a commentary. Be familiar with this rubric as it will be a key to your grading for the next two years.
- Submit your work to turnitin.com by the due date, August 30, 2011. **Class ID: 4063400 Enrollment Password: Period3**
- If you have questions concerning your assignment, please do not hesitate to e-mail me. I will respond to your question as soon as possible. Joanna_S_Pappafotis@mcpsmd.org

How to Write a Commentary:

- A commentary is one of the primary forms of evaluation for the English portion of the IB program. During the next two years, you will complete both written and oral commentaries. The sooner you are familiar with commentaries, the better you will do!
- Think of a commentary as a running monologue about the poem or passage. Instead of attempting to prove a thesis, theme, or central idea about the passage, you are analyzing and interpreting the entire piece, noting how literary devices and stylistic elements communicate meaning – theme, mood, and/or tone.
- Begin with an introduction which explains how you are approaching the piece and identifies any overarching meaning. Look for shifts and progressions of such meaning as theme, tone, and mood. Identify what you see.
- For your body paragraphs, focus on tracing those shifts you've identified by thoroughly describing, analyzing, and interpreting the meaning you see in them. You do not have to analyze every single word, but you should be very thorough in your analysis and be sure to connect any analytic point you make to the meaning you interpret. Be sure to present your ideas in an organized fashion and to include all parts of the poem or passage in your analysis.
- IB recommends an average length of 3-4 pages per commentary. This is a good length to shoot for. Since this is your first commentary, you might fall short of this length. That is okay.

RUBRIC D: COMMENTARY

	0	1	2	3	4	5
<p>A. UNDERSTANDING OF THE TEXT -How well has the candidate understood the thought and feeling expressed in the text?</p>	The candidate has not reached level 1.	<p>Little understanding of the text -little understanding of the thought and feeling expressed in the text -mainly irrelevant and/or inappropriate references to the text</p>	<p>Some understanding of the text -superficial understanding of the thought and feeling expressed in the text -some relevant references to the text</p>	<p>Adequate understanding of the text -adequate understanding of the thought and feeling expressed in the text -adequate and appropriate references to the text</p>	<p>Good understanding of the text -good understanding of the thought and feeling expressed in the text as well as some of the subtleties of the text -detailed and pertinent references to the text</p>	<p>Excellent understanding of the text -perceptive understanding of the thought and feeling expressed in the text as well as some of the subtleties of the text -detailed and persuasive references to the text</p>
<p>B. INTERPRETATION OF THE TEXT -How relevant are the candidate's ideas about the text? -How well has the candidate explored those ideas? -How well has the candidate illustrated claims? -To what extent has the candidate expressed a relevant personal response?</p>	The candidate has not reached level 1.	<p>Little interpretation of the text -the candidate's ideas are mainly insignificant and/or irrelevant or -the commentary consists mainly of narration and/or repetition of content</p>	<p>Some interpretation of the text -the candidate's ideas are sometimes irrelevant -the commentary consists mainly of unsubstantiated generalizations or -the commentary is mainly a paraphrase of the text</p>	<p>Adequate interpretation of the text -the candidate's ideas are generally relevant -the analysis is adequate and appropriately illustrated by some relevant examples</p>	<p>Good interpretation of the text -the candidate's ideas are clearly relevant and include an appropriate personal response -the analysis is generally detailed and well illustrated by relevant examples</p>	<p>Excellent interpretation of the text -the candidate's ideas are convincing and include an appropriate and considered personal response -the analysis is consistently detailed and persuasively illustrated by carefully chosen examples</p>
<p>C. APPRECIATION OF LITERARY FEATURES -To what extent is the candidate aware of the presence of literary features in the text, such as diction, imagery, tone, structure, style, and technique? -To what extent does the candidate appreciate the effects of the literary features? -How well has the candidate supported claims about the effects of literary features?</p>	The candidate has not reached level 1.	<p>Little awareness of the literary features of the text -little mention or consideration of the literary features of the text</p>	<p>Some awareness or appreciation of the literary features of the text -some consideration of the literary features of the text -superficial analysis of the literary features mentioned</p>	<p>Adequate appreciation of the literary features of the text -adequate appreciation of the effects of the literary features of the text -the analysis is sometimes illustrated by relevant examples</p>	<p>Good appreciation of the literary features of the text -generally detailed appreciation of the effects of the literary features of the text -the analysis is generally detailed and illustrated by relevant examples</p>	<p>Excellent appreciation of the literary features of the text -detailed and persuasive appreciation of the effects of the literary features of the text -the analysis is detailed and illustrated by carefully chosen examples</p>
<p>D. PRESENTATION -How well has the candidate organized the commentary? -How effectively have the candidate's ideas been presented? -To what extent are supporting examples integrated into the body of the commentary?</p>	The candidate has not reached level 1.	<p>Little sense of a focused and developed argument -little evidence of a structure to the commentary -little attempt to present ideas in an ordered or logical sequence</p>	<p>Some sense of a focused and developed argument -some evidence of a structure to the commentary -some attempt to present ideas in an ordered and logical sequence</p>	<p>A generally focused and developed argument -adequate structure to the commentary -ideas are generally presented in an ordered or logical sequence -supporting examples are sometimes appropriately integrated into the body of the commentary</p>	<p>A clearly focused and well-developed argument -clear and logical structure to the commentary -supporting examples are appropriately integrated into the body of the commentary</p>	<p>A clearly focused, well-developed, and persuasive argument -purposeful and effective structure to the commentary -supporting examples are well integrated into the body of the commentary</p>
<p>E. FORMAL USE OF LANGUAGE -How accurate, clear, and precise is the language used by the candidate? -How appropriate is the candidate's choice of register and style for this task? (Register refers, in this context, to the candidate's sensitivity to elements such as the vocabulary, tone, sentence structure and idiom appropriate to the task.)</p>	The candidate has not reached level 1.	<p>The language is rarely clear or coherent -the use of language is not readily comprehensible -many lapses in grammar, spelling, and sentence construction -vocabulary is rarely accurate or appropriate</p>	<p>The language is only sometimes clear and coherent -some degree of clarity and coherence in the use of language -some degree of accuracy in grammar, spelling, and sentence construction -vocabulary is sometimes appropriate to the discussion of literature</p>	<p>The language is generally clear and coherent -adequately clear and coherent use of language -only a few significant lapses in grammar, spelling, and sentence construction -some care shown in the choice of vocabulary, idiom, and style -the register is generally appropriate for literary analysis</p>	<p>The language is clear, varied, and precise -clear, varied, and precise use of language -no significant lapses in grammar, spelling, and sentence construction -effective and appropriately varied use of vocabulary, idiom, and style -suitable choice of register</p>	<p>The language is clear, varied, precise, and concise -clear, varied, precise, and concise use of language -no significant lapses in grammar, spelling, and sentence construction -precise use of wide vocabulary and varied idiom and style -effective choice of register</p>