



District 88

WILLOWBROOK HIGH SCHOOL

“Expectations for Excellence”

1250 SOUTH ARDMORE AVENUE – VILLA PARK – ILLINOIS 60181

Phone: (630) 530-3400 – FAX: (630) 530-3401



District 88

May 2026

Dear Student:

Congratulations on your enrollment in English 10 Honors for the 2026-2027 school year! Enclosed you will find the summer reading assignment. We hope that you will enjoy reading the assigned text. Summer reading is an important feature of the honors and AP programs and serves two functions: to keep you active as readers and to flex your intellectual muscles. In addition, this important requirement will ease your transition into your sophomore year.

There are two parts to your summer reading assignment:

1. **Annotate your text** while you read by highlighting, underlining, and writing notes in it. Annotating helps you make connections, enhances your comprehension, and assists during class discussions and assignments. Your teacher may check your text to confirm that you have been annotating. (A sample close reading page is included here.)
2. **Complete the attached Major Works Data Sheet.**

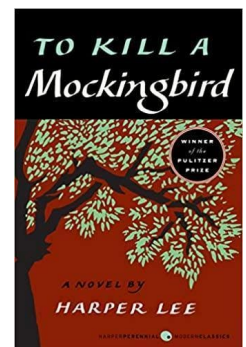
*** Your annotations and Major Works Data Sheet will be used for Common Assessment A and its *** revision which will be completed in class in August/September.

Texts:

To Kill a Mockingbird by Harper Lee (ISBN-13: 978-0060935467) is one of those novels you are not likely to forget.

The English Department has ordered this novel for you, and you will pick it up in A113, the English Office, before the end of the school year. Students who add the course after novel distribution will need to pick up a copy of the text at Willowbrook High School. Please e-mail Dr. Jamie Gourley, Assistant Principal, at jgourley@dupage88.net to make arrangements.

We recommend that you read at a pace that allows you to enjoy this literature. Reading in June or July will not make your participation in class more difficult than reading in August; we do not recommend trying to read the text in the last week before school begins. **Failure to do your summer reading is not an acceptable excuse for dropping this advanced course when school begins.** In other words, Guidance will not change your schedule just because you did not complete your summer reading assignments.



If you misplace this summer reading assignment, you can access this letter on the District 88 website. Go to www.dupage88.net, then click on WBHS (top right), then ACADEMICS, select ENGLISH, then click the file “10 Honors Summer Letter” at the bottom of the page. If you have any questions or concerns, please contact your honors English teacher via email or in her classroom. We look forward to meeting you!

Finally, we have attached 2026/2027 Willowbrook English Department Academic Honesty and Plagiarism Policy/Contract. As society becomes more reliant on technology, Willowbrook teachers have seen a notable increase in plagiarism, including students claiming material from online sources and/or claiming the work of past and present peers as their own original ideas. Because of this, we want to be sure each student understands the seriousness of this offense and request that you sign and date the policy and return it to us the first week of classes.

Sincerely,

Mrs. Kathryn Wilson
English 10 Honors Teacher
kwilson@dupage88.net

Mrs. Regina Wathier
English 10 Honors Teacher
rwathier@dupage88.net

Summer Reading Major Works Data Sheet – English 10 Honors Rubric

Directions:

- Follow the instructions for each section of the Major Works Data Sheet.
- Use MLA format for all direct quotes and paraphrased information.
- Pay close attention to the provided examples
- Use complete sentences, correct grammar, and precise word choice.

Understanding Purpose and Analysis

Score: _____ (x2)

- 10-9 The student work provides an accurate analysis of what the text says explicitly and inferentially & cites textual evidence to support the analysis, showing full comprehension of complex ideas expressed in the text.
- 8-7 The student work provides a mostly accurate analysis of what the text says explicitly and inferentially and cites textual evidence to support the analysis, showing extensive comprehension of ideas expressed in the text(s).
- 6-5 The student work provides a general analysis of what the text says explicitly or inferentially and cited textual evidence shows a basic comprehension of ideas expressed in the text(s).
- 4-3 The student work provides a minimal analysis of what the text says and cited textual evidence shows limited comprehension of ideas expressed in the text(s).
- 2-1 The student work provides an inaccurate analysis or no analysis of the text, showing little to no comprehension of ideas expressed in the text(s).

Developing the Topic

Score: _____

- 10-9 Completely develops each idea, using specific and relevant reasons, details, examples/Writing from knowledge; ideas are fresh and original/show stylistic movement between general and specific ideas and examples
- 8-7 Most ideas are developed fully, using specific and relevant reasons, details, examples/shows clear movement between general and specific ideas and examples
- 6-5 Some ideas are developed using some specific reasons, details, and examples/ Writer has difficulty going from general observations to specifics
- 4-3 Offer limited development of ideas by using a few general examples; resort sometimes to merely repeating ideas/Shows little movement between general and specific ideas and examples
- 2-1 Offer no development; if examples are given, they may not be clearly relevant; resort often to merely repeating ideas/Shows no movement between general and specific ideas and examples

Using Language

Score: _____

- 10-9 Correctly employing conventions of standard English grammar, usage and mechanics with only a few errors, if any/using precise and varied vocabulary/using a variety of kinds of sentence structures to vary pace and to support meaning/easy flow, rhythm, and cadence; sentences are well built/punctuation and capitalization is accurate/writer may manipulate conventions for stylistic effect
- 8-7 Correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few distracting errors, but none that impede understanding/ Using some precise and varied vocabulary/Using several kinds of sentence structures to vary pace and to support meaning
- 6-5 Many conventions are used but with distracting errors/ Appropriate vocabulary used/ Using some varied sentence structures/ Most punctuation is correct/ Spelling is usually correct
- 4-3 Some conventions are used but there are several errors/ Simple vocabulary used/ Little sentence variety used
- 2-1 Significant errors in conventions/ Sentences are choppy, incomplete, awkward/ Errors in spelling, punctuation, capitalization/ Poor and/or inappropriate vocabulary used

Close Reading Suggestions

Take notes in the text while you read. You will read more carefully and think more about the meaning of the text if you take time while reading to jot down your ideas. During discussions or while writing on the text, these notes will help you find the evidence that supports your opinions. Some specific forms of responses include noting:

1. **What you do not understand.** Almost anything in the text might puzzle you: a word or a passage, an action, or a statement. A question mark or a few words about why you do not understand something is usually all you need to write down. If you come across a word that is new to you, look up its meaning in a dictionary and write a brief definition on the page where the word appears. If the word is a familiar one used in an unfamiliar way, try to decide how the author is using it in the story (context clues) and make a note.
2. **What you agree or disagree with.** Stories often evoke strong feelings in readers, so the feelings you have about a story can be important clues to its meaning. Make a note if you like or do not like what is happening in a particular passage, or if the story contradicts your own experience. You may use icons or symbols, such as “☑”, to note something you like.
3. **Connections between different parts of the story.** You may notice that a word or phrase is repeated several times, or begin to see a pattern in a character’s actions. Use a “=” to identify connections.
4. **What seems important?** This is very much a “gut”-level kind of feeling. The more you read, the more you will strengthen your ability to identify what is significant.
5. **The meaning of a word, phrase, or sentence.**
6. **A detail.**
7. **A striking or unusual use of language.**
8. **The motive for a character’s actions or statements.**
9. **A major theme or idea.**

As part of your close reading notes, we suggest using the following labeling system to note questions or key information:

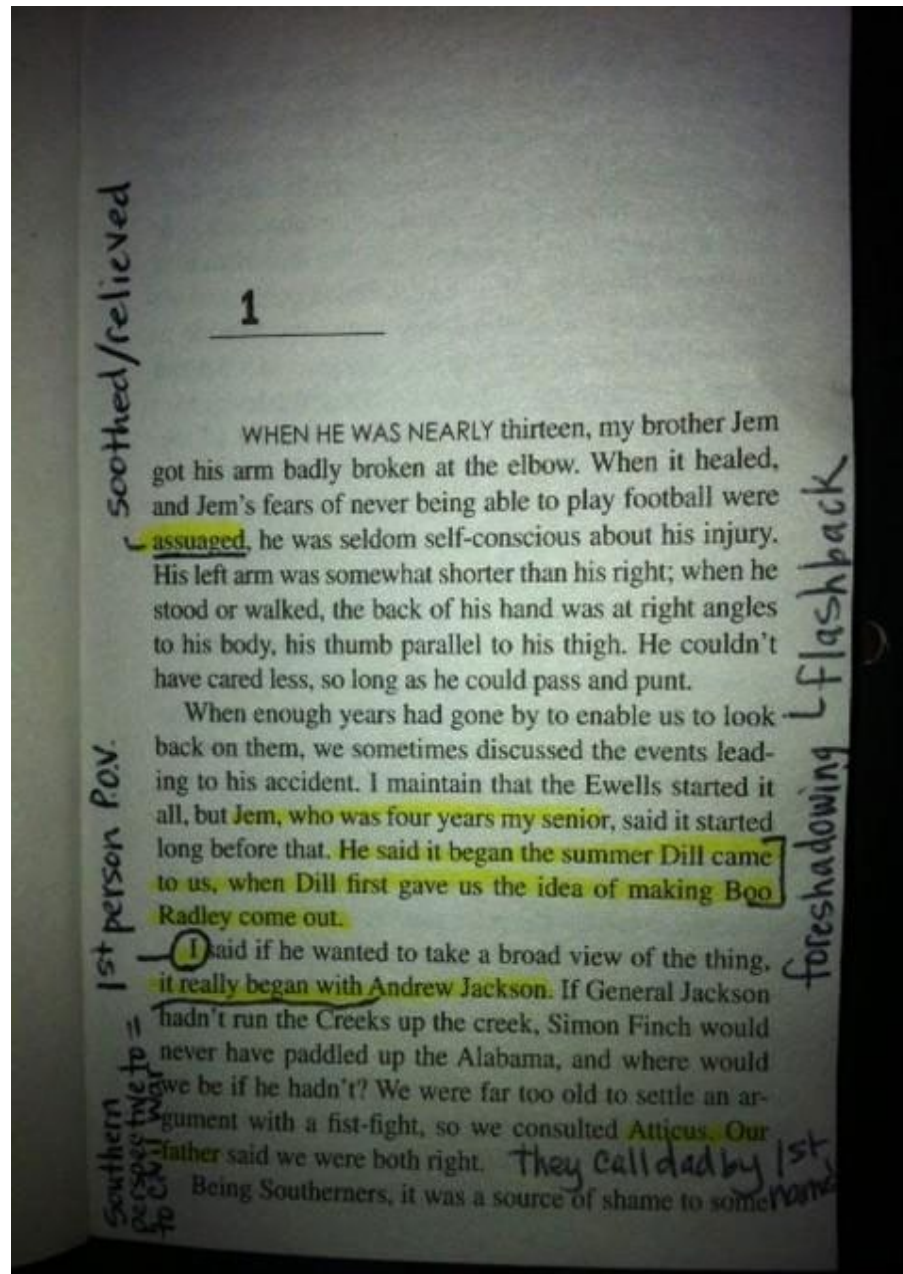
- ? = Something you wonder about or do not understand
- C = Characterization details
- S = Setting details
- P = Significant events in the plot of the story
- Sy = Symbol
- M = Metaphors
- T = Themes

These symbols will help to highlight important information in the stories and will also serve as good preparation for an exam to be given during the first week of class.

Sample Close Reading of the Text

An important habit you will need to develop as a student in an honors level class is the ability to annotate a text. Annotation means to take close reading notes through underlining, highlighting and writing commentary in the margins. These annotations will help support your discussion remarks in class and your written analysis of the literature. **You are expected to annotate all literature at the honors level;** books are often checked and graded for evidence of close reading.

Below is the first page from Harper Lee's *To Kill a Mockingbird* as a sample annotation model. Read the text with pen in hand so that you can utilize this strategy.



2026-2027 Willowbrook English Department

Academic Honesty: Plagiarism and AI

Plagiarism

Definition: Plagiarism is the act of claiming another person's writing or ideas as one's own without giving credit to that original author. Black's Law Dictionary's definition is "The act of appropriating the literary composition of another, or parts or passages of his writing, or the ideas or language of the same, and passing them off as the product of one's mind." Plagiarism includes but is not limited to the written work: musical compositions, artwork, projects, computer software, websites, peer's work, etc.

Examples of plagiarism include but are not limited to:

- Copying and pasting from a source without using a citation
- Taking an idea from a source and including it in your paper without a citation
- Forgetting to cite a source or citing it incorrectly
- Taking all or part of another student's work
- Submitting your own work produced for another course
- Using websites that are created to cheat, copy, purchase, and/or take essays

To avoid plagiarism, be sure to conform to the following (adapted from *Lester's Guide of the Research Paper*):

1. Acknowledge all borrowed material, whether it is a direct quotation or paraphrasing of another's idea. Introduce the information with the authority's name and include the source of information in a properly formatted parenthetical citation.
2. Always put quotation marks around direct quotations, along with citing them.
3. Simply rearranging material that is not originally yours into your own words is still plagiarism; be sure to cite the ideas of others clearly.
4. Include documentation for every piece of borrowed material.
5. Include a properly formatted works cited entry in the "Works Cited" page for each source that is used in your assignment; do not include works that you did not cite.

Artificial Intelligence

Definition: "Artificial intelligence" or "AI" is intelligence demonstrated by computers, as opposed to human intelligence. "Intelligence" encompasses the ability to learn, reason, generalize, and infer meaning. Examples of AI technology include ChatGPT and other chatbots and large language models.

AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited. The use of AI for these purposes constitutes cheating or plagiarism.

Relying too much on AI can lead to missing crucial nuances and context. Teachers will clarify if, when, and how AI tools can be used on assignments, and students are expected to review outputs generated by AI before incorporating them into their work.

Students may not use AI, including AI image or voice generator technology, to violate school rules or school district policies.

In order to ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition software.

The consequences for academic dishonesty, including plagiarism and improper use of artificial intelligence, may include a zero on the assignment, parent/guardian contact, and a Dean's referral.

WB English Department Academic Honesty Contract

Student: I have read this information sheet. I fully understand my responsibility as a student to produce original work ethically and responsibly.

Printed Name

Signature

Date

Parent/Guardian Contract: I have received this policy and discussed it with my student. I understand the consequences for academic dishonesty.

Printed Name

Parent's/Guardian's Signature

Date

Date:

Be specific in your responses; vague answers will not receive credit. Use of AI, plagiarism, collaboration with others is prohibited and will result in a zero on this assignment and a dean's referral.

Major Works Data Sheet

Title:

Author:

Date of Publication:

Genre:

Summary - List at least ten significant plot items from the text. Include a page number/range or chapter for each item on the list.

Quotations: Choose 5 important quotes from the novel. In the first column, write the quote and properly cite the page number in MLA format. Underline the most powerful words in the quotes. In the 2nd column, write 2-3 sentences establishing the context (where in the novel, who is speaking, and why) of the quote. Finally in the third column, Write your own commentary about the quote. Why did you choose it? What is its overall significance or importance to the text?

Commentary also may include:

- Connections or relationship to the novel’s overall message
- Comment on other literary devices that might be in your quotations
- Commentary on the diction or tone of the quote

“You never really understand a person until you consider things from his point of view... Until you climb inside of his skin and walk around in it” (Lee 33).

Atticus says this quote to Scout after she has a distressing first day of school. He is trying to help her understand that a person’s life experiences shape their understandings and decisions.

This quote connects to the novel’s overall theme of moral education. Through their experiences with their neighbors and Tom Robinson’s trial, Scout and Jem both learn about the different types of people in the world. The children need to think about the perspectives of other people to comprehend society.

Themes: Consider Harper Lee’s message regarding each of the following themes. For each theme, write a statement about how the theme connects to the work as a whole? Then, explain how it is developed in the novel in 3-4 sentences.

Example: **The maturation of the American South** (maturation: the process of becoming grown, or mature)

Statement about the maturation of the American South: In *To Kill A Mockingbird*, Harper Lee shows the maturation of the American South is a difficult and often ugly process.

Explanation of how this is developed in the text: One way Lee shows this idea is through Atticus Finch returning to his family home, Finch’s Landing, for the holidays. Atticus is judged and criticized by his extended family for representing Tom Robinson. The reader sees how slowly the South is changing and also the conflicts that those pioneering the change must endure.

1. Raising Children/Parenting

Statement about raising children that is developed in the novel

Explanation of how the idea is developed in the text

2. Coming of Age

Statement about coming of age that is developed in the novel

Explanation of how the idea is developed in the text

3. Racism

Statement about racism that is developed in the novel

Explanation of how the idea is developed in the text

4. Gender Roles

Statement about gender issues that is developed in the novel

Explanation of how the idea is developed in the text

5. Social Inequality

Statement about social inequality that is developed in the novel

Explanation of how the idea is developed in the text