

Dreher High School 2019

College Prep English I through IV - Summer Reading Assignment

You must read and annotate the required text for your grade level.

Complete the double entry journal assignment described below and be prepared to turn it in to your English teacher on the first day of class.

When you begin your English class, you will write an essay related to your summer reading. You are required to complete your summer reading assignment before the beginning of school. If you are transferring in, please use the summer reading assignment from your previous school, or a book of similar caliber.

Grade Level Required Text

English I CP-*The Outsiders*, S. E, Hinton

English II CP- *All American Boys*, Jason Reynolds and Brendan Kiely

English III CP- *The Fire Next Time*, James Baldwin

English IV CP-*Frankenstein*, Mary Shelley

Assignment: Double Entry Journal

Using the double entry/two column format, read and annotate the required text. In the column on the left, copy the exact text quote that illustrates the text element. In the right hand column, question, elaborate, make a connection, evaluate, reflect upon, analyze, or interpret the significance of the quote to the work as a whole. Be explicit in your analysis to reveal your understanding of the text. Include MLA citations.

Include TEN quotes from your reading of the required text. Include the page number using MLA citation and write the significance of each quote in 4-5 sentences. Each quote must represent one of the following listed elements.

You need TEN total passages from the text and TEN total analyses/explanations from you.

This assignment will be collected the first day of class in August. This assignment can be typed or handwritten in ink.

See the next page for the categories in which you should annotate.

The categories you can choose for annotation are listed below.

Fiction elements-Choose five

- Protagonist/antagonist
- Significance of the opening scene
- Significance of the ending/closing scene
- Theme
- Evidence of rhetoric
- Strong literary devices
- TONE
- Denotation, connotation, or diction choices
- Interesting or impactful syntax
- Author's purpose
- Author's bias
- Most compelling or memorable passage
- Author's tone
- Author's point of view—either objective or subjective
- Impact of text elements (facts, statistics, anecdotes)
- How the text changed your perspective/opinion

Double Entry Example: *Of Mice and Men* by John Steinbeck

Text passage

Reader response

<p><u>Category: Strong literary devices</u></p> <p>“On the sandy bank under the trees the leaves lie deep and so crisp that a lizard makes a great skittering if he runs among them. Rabbits come out of the brush to sit on the sand in the evening, and the damp flats are covered with the night tracks of ‘coons, and with the spread pads of dogs from the ranches, and with the split-wedge tracks of deer that come to drink in the dark” (Steinbeck 1).</p>	<p><i>With this intricate description of a seemingly simple natural scene in the opening pages of Steinbeck's novella, the author has illustrated strong command of descriptive imagery. Although the reader may not know why or how yet, it can be inferred that any setting described with such painstaking imagery is or will become significant, thus, it garners critical attention from the audience. The imagery here is so extensive and well done, it almost begs to be construed as foreshadowing from a discerning reader, as one is left wondering why an author would go to such lengths to describe such, as aforementioned, a simple, basic setting. Later, we will find that this is part of Steinbeck's somewhat signature 'circular construction' in his writing, and the imagery will be employed again to allow the story to come full-circle.</i></p>
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2019 English I Honors Summer Reading Assignment



RICHLAND ONE
ADVANCED ACADEMIC
PROGRAMS

Rising 8th Grade Students Previously Enrolled in 7th Grade Gifted English Language Arts And Rising 9th Grade Students Previously Enrolled in 8th Grade Accelerated English Language Arts

ALL rising 9th grade students previously enrolled in 8th Grade Accelerated English Language Arts **AND ALL** rising 8th grade students previously enrolled in 7th grade Gifted English Language Arts are encouraged to read the AAP approved novel, *The Book Thief* by Markus Zusak **AND** a book of their choice found on the list below. Parents and Guardians, please review the selections with your student. Have your student select a different book and author, if you object to a selection for any reason.

Students are to complete assignments on both the approved AAP novel and a novel from the list below. Students should be prepared to take an assessment on the approved novel and possibly the self-selected novel the first few weeks of school at their respective school sites.

Book Choices

Students are encouraged to select **ONE** of the choices below in addition to the AAP approved selection to complete their summer reading assignments.

Half of a Yellow Sun by Ngozi Adichie (soul searching, choices, making decisions)
Uglies by Scott Westerfield (self-esteem, self-worth, acceptance)
Speak by Laurie Halse Anderson (social justice and accountability)
Extremely Loud and Incredibly Close by Jonathan Safran Foer (9/11)
The Secret Life of Bees by Sue Monk Kidd (friendship and revelation)
A Separate Peace by John Knowles (adolescence and coming of age)
Unbroken: A WW II Story of Survival, Resilience and Redemption by Laura Hillenbrand (biography)
On the Beach by Nevil Shute (adventure)
The Water is Wide by Pat Conroy (memoir)
Copper Sun by Sharon Draper (ownership)
Just Mercy: A Story of Justice and Redemption by Bryan Stevenson (justice, mercy and humanity)
The Book Thief by Markus Zusak (mortality, language, reading, writing, and love)
Laughing at My Nightmare by Shane Burcaw (memoir)
Animal Farm by George Orwell (power, leadership and class)
A Gathering of Old Men by Ernest Gaines (African-American historical fiction)
A Long Way Gone by Ishmael Beah (memoir)
All the Light We Cannot See by Anthony Doerr (historical fiction/2015 Pulitzer Prize)
Dracula by Bram Stoker (mystery/horror)
Fahrenheit 451 by Ray Bradbury (Dystopian)
The Education of Margot Sanchez by Lilliam Rivera (identify and self-acceptance)
Hidden Figures by Margot Lee Shetterly (social justice and feminism)
The Other Wes Moore by Wes Moore (coming of age)

	he is gone, she is free. Letting her hair down is a symbol of this freedom.
2. "You better sense her intuh things then 'cause Tea Cake can't do nothin' but help her spend whut she got. Ah reckon dat's whut he's after. Throwin'away whut Joe Starks worked hard tuh git together" (111).	2. People think that Tea Cake is just after Janie's inheritance from Joe. This shows how protective Janie's friends are, as well as their suspicious nature. It helps develop the relationships among the characters.

When completing their double entry assignment students are to include the following:

- Copy a quotation with a page number directly from the text that you think is important.
- Respond to the quote in the **My Response** section. **You should describe why you think it is relevant. Do not summarize what the quote says.**

Types of Responses: Use each of these items at least once.

- Describe why you agree or disagree with an observation made by the narrator or a character's action.
- Examine how certain events or details give insight into a character's actions, thoughts, feelings, or motivations.
- Discuss how the order of events creates a particular effect for the reader.
- Examine how a specific character is introduced and developed throughout the text
- Discuss how ideas and events are connected and developed throughout the text.
- Explain a question you have about ideas, events, characters, or a particular passage.
- Make a prediction and explain why you think this will happen.

The Hate U Give by Angie Thomas (social justice)
A Lesson Before Dying by Ernest J. Gaines (social justice)
Sula by Toni Morrison (African American literature, friendship, and revelation)
A Tree Grows in Brooklyn by Betty Smith (coming of age)
Small Great Things by Jodi Picoult (race and social justice)
Cry the Beloved Country by Alan Paton (social justice, accountability, family/community dynamics)
Having Our Say by A. Elizabeth Delany, Sarah L. Delany, and Amy Hill Hearth (biography/oral history)
Outcasts United: An American Town, a Refugee Team, and One Women’s Quest to Make a Difference
 by Warren St. John (nonfiction)
The Glass Castle by Jeannette Walls (nonfiction)
The Iliad by Homer (Greek epic)
Travels with Charley by John Steinbeck (nonfiction/travelogue)
Fever by Laurie Halse Anderson (historical fiction)
The Glory Field by Walter Dean Myers (historical fiction)
The Poet X by Elizabeth Acevedo (contemporary fiction)
Dear Martin by Nic Stone (contemporary fiction)
Beowulf by Unknown (classic, poetry)
The Namesake by Jhumpa Lahiri (Pulitzer Prize, fiction)
Warriors Don’t Cry by Melba Patella Beals (memoir)

Summer Reading Assignment

Students have the option of choosing from the **TWO** formats listed below. They may elect to use the same format for both books or they may use one of each.

OPTION ONE: Chapter Summary and Personal Reaction

As students read their summer reading selections, they should complete the following:

1. Keep a chapter by chapter journal that includes a summary of the relevant plot information for **each** chapter. These journal entries should also include personal reactions to events.
2. Make notes of the characters and how they develop through out the book.
3. Note significant quotes and page numbers that are relevant to them.

OPTION TWO: Double Entry Journal

Students are required to have **20** entries that represent their entire book. They may opt to type their journal entry or write it neatly in a composition book. Below is an example of the format that students will use from the novel ***Their Eyes Were Watching God*** by Zora Neale Hurston.

Quote from the Text	My Response
1. “The young girl was gone, but a handsome woman had taken her place. She tore off the kerchief from her head and let down her plentiful hair. The weight, the length, the glory was there” (87).	1. This is a symbolic moment for Janie. While Joe was alive, he never let her wear her hair down, which illustrated his power over her and the confined life she led because of him. Now that

2019 English II Honors Summer Reading Assignment



Rising 9th AND 10th Grade Students Previously Enrolled in English I Honors

ALL rising 9th grade students previously enrolled in 8th Grade English I Honors **AND ALL** rising 10th grade students previously enrolled in 9th grade English I Honors are encouraged to read the AAP approved novel, *The Alchemist* by Paulo Coelho **AND** a book of their choice found on the list below. Parents and Guardians, please review the selections with your student. Have your student select a different book and author, if you object to a selection for any reason.

Students are to complete assignments on both the approved AAP novel and from the novel list below. Students should be prepared to take an assessment on the approved novel and possibly the self-selected novel the first few weeks of school at their respective school sites.

Book Choices

Students are encouraged to select **ONE** of the choices below in addition to the required selection to complete their summer reading assignments.

American Gods by Neil Gaiman (fantasy)

The Girl in the Blue Coat by Monica Hesse (fiction, mystery, historical fiction)

As You Like It by William Shakespeare (pastoral comedy)

Poisonwood Bible by Barbara Kingsolver (historical fiction)

Brief, Wondrous Life of Oscar Wao by Junot Diaz (fantasy, science fiction, magical realism)

The Handmaid's Tale by Margaret Atwood (Dystopian science fiction)

Heartless by Marissa Meyer (young adult fantasy and science fiction)

Wicked: The Life and Times of the Wicked Witch of the West by Gregory Maguire (fantasy)

The Immortal Life of Henrietta Lacks by Rebecca Skloot (non-fiction)

Purple Hibiscus: A Novel by Chimamanda Adichie

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Quote from the Text	My Response
1. "The young girl was gone, but a handsome woman had taken her place. She tore off the kerchief from her head and let down her plentiful hair. The weight, the length, the glory was there" (87).	1. This is a symbolic moment for Janie. While Joe was alive, he never let her wear her hair down, which illustrated his power over her and the confined life she led because of him. Now that he is gone, she is free. Letting her hair down is a symbol of this freedom.
2. "You better sense her intuh things then 'cause Tea Cake can't do nothin' but help her spend whut she got. Ah reckon dat's whut he's after. Throwin'away whut Joe Starks worked hard tuh git together" (111).	2. People think that Tea Cake is just after Janie's inheritance from Joe. This shows how protective Janie's friends are, as well as their suspicious nature. It helps develop the relationships among the characters.

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