

# Honors English III (11th grade) Summer Reading Assignment 2024

## **Important directions:**

- All summer reading assignments are **due on the first day we have class**. No late assignments will be accepted for credit. Since you know about these due dates in June, you have ample time to complete the assignments and accommodate your summer plans.
- Summer reading is required in order to be successful in the first quarter; if a student switches into the class in September, they will be asked to complete the reading within the first month.
- A note about audiobooks: they are an acceptable way to facilitate your active reading of a text, but they should not be a replacement for reading. (In other words, you should be following along in the book if you use an audiobook.)

1. **Choose a book from the school-wide summer list ([link](#)) and read approximately half.** This will be your first independent reading book and you will finish it during the first half of quarter 1. You will be asked to evidence your reading during the first week of school.
2. **Read and annotate *Where the Crawdads Sing*, by Delia Owens.** There is a movie, and you are welcome to watch it, but that doesn't take the place of reading the book. *Warning: There is a brief description of sexual assault around page 265. It is brief and not graphic.*

See below for general annotating advice. **You must specifically mark passages that deal with the following essential questions:**

- What happens when a person's individual choices are in direct conflict with his/her society?
- What does it mean to be free and self-reliant?
- To what extent is community essential to happiness?
- What is the relationship between dreams and reality?

**ANNOTATE:** Read with a critical eye. **Annotating isn't just underlining: you must ask questions, make observations/connections etc.** You may wish to track and comment on:

- **Characters:** not just who is who, but how the author describes and characterizes them
- **Setting:** how does the setting play an important role?
- **Conflicts:** what are the different conflicts?
- **Recurring ideas:** what ideas/concepts keep showing up? What is the possible significance or symbolism of these recurring ideas?
- **Voice and Point of View:** what kind of narrator is it? What do they know and not know?
- **Potential themes:** see questions above.
- **Literary elements:** figurative language, foreshadowing etc. What does it emphasize or suggest?

## ANNOTATING TIPS/FAQS:

★ Remember, marginal comments like “OMG!” or “This reminds me of my uncle..” don’t really count as annotating. **Think of your annotations as a tool to not only help you read more actively but also to prepare for discussion and writing.**

★ You don’t have to have something on every page, but there shouldn’t be gaps of more than 2 pages.

★ In the beginning, it is fine to track characters, setting etc. Once you get into the book more, try for annotations more about meaning and connections and less just about plot.

## ←SAMPLE annotations

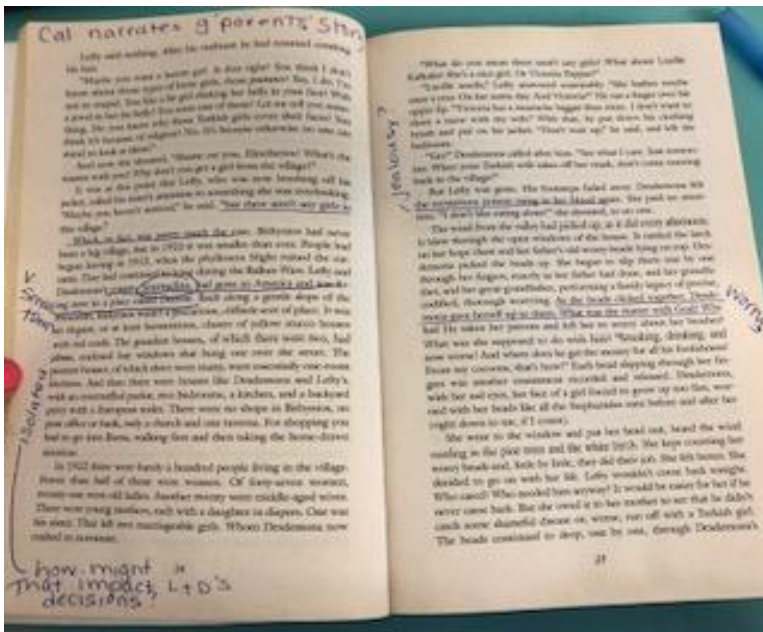
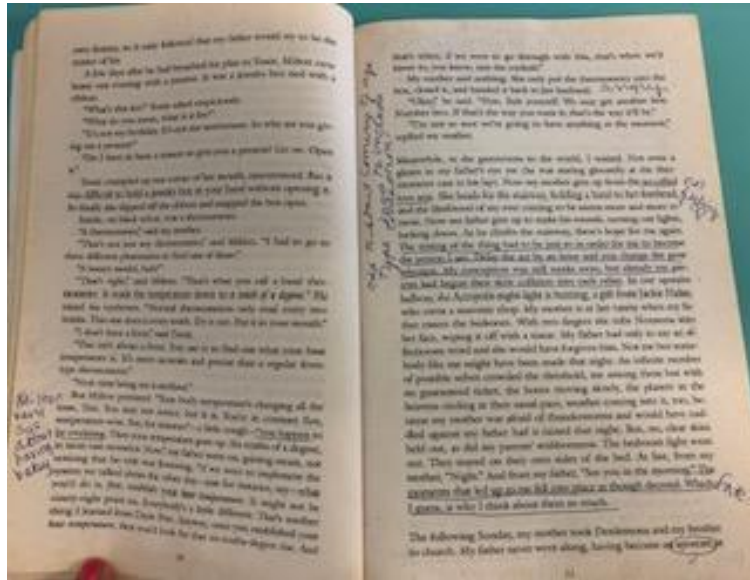
## ANNOTATIONS Scoring Guide:

A \_\_\_\_\_ / (20-18): Notes are frequent and abundant throughout the text, evidencing thoughtful engagement with the reading. No major gaps—interaction with the author’s ideas is apparent in the beginning, middle and end. Notes reflect questioning and responding to a range of techniques, including obvious attention to important ideas within the text.

B \_\_\_\_\_ / (17-16): Notes are frequent throughout the text, though not as much as an A. Reader evidences engagement with the reading. Notes reflect questioning and responding to a range of techniques and ideas within the text.

C \_\_\_\_\_ / (15-14): Notes are present, though there are a few noticeable gaps.. The reader demonstrates some engagement with the text, although notes seem to be more superficial in nature, less about meaning. (ie: just summary)

D \_\_\_\_\_ / (13-12): Little evidence of interaction with the



author’s ideas. A few notes are made but a minimum of effort is evident.

F \_\_\_\_\_ / (11-0): Very little or no interaction with the author’s ideas. Looks like the reader made a last minute effort to underline/ make notes.

## NOTES FOR NEXT YEAR:

**WILL WE BE ANNOTATING?** Yes, annotating is a requirement for upper-level English classes. It forces you to read more actively and is preparation for discussion and writing. Yes, it slows you down-- that is the point! We will focus on developing this skill in the fall with our first two units. We will not annotate every book, but we will annotate most of them.

**WILL THERE BE A LOT OF HOMEWORK?** It will probably be about the same as honors this school year and definitely more than CP. Homework will mostly be reading and since people read at different paces, plan on 45-60 minutes of homework most nights.