

ENGLISH 11 ADVANCED:

PRE-COURSE READING & RESPONDING ASSIGNMENT

Students who are successful in Advanced English have a true love, or appreciation, of literature, and enjoy the challenge of reading a variety of works that can help to shape and challenge their thinking. As such, you are being asked to continue to read over the summer and into first semester, before you join me and the other students in English 11 Advanced in room A112 in February of 2019.



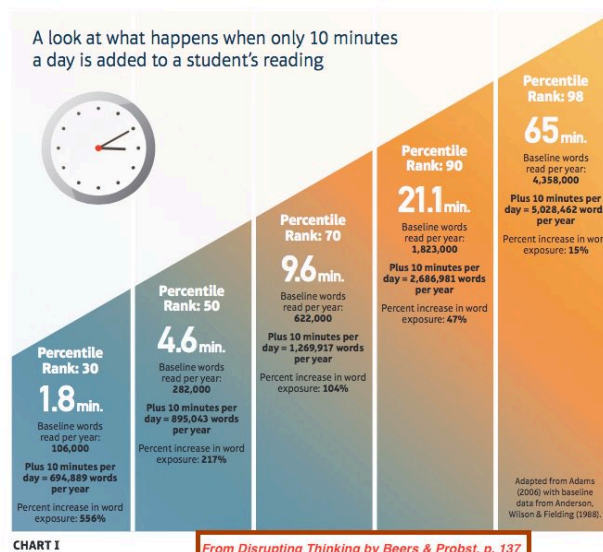
Please take time to carefully read and review the expectations for the project and the course. Be aware of the due dates and materials needed. Feel free to contact me at any time for further clarification, or assistance, in this process. My email address is macdonald.lori@hrrsb.ca.



Why do I have to read???

As I mentioned above, a love or enjoyment of reading is one of the key fundamentals that will support your success in English 11 Advanced. One of the ways which our reading is enriched is by the 'backpack' of reading experiences and information we can bring to teach text. Long gaps in reading can have a negative impact on one's vocabulary, and one's drive and ability to read for sustained periods of time.

This chart shows the powerful impact that reading just 10 minutes a day can have on your vocabulary alone. →





What do I have to read??

You have to read a minimum of three books.

The following texts are required for your reading:

Choice # 1: A book of your own choosing

Choice # 2: A book of your own choosing.

Choice # 3: A book of your own choosing.

Need help picking a book?

Go here for amazing Audiobooks: <https://bit.ly/1go9gVg>

Go here for Best Books for Young Adults: <https://bit.ly/1Kderqy>

Popular Paperbacks for Young Adults: <https://bit.ly/1bWy9nS>

YALSA's Teen Top Tens: <https://bit.ly/Lc9kOx>

13 Books Everyone Should Read in High School (Teen Vogue): <https://bit.ly/2xoZ421>

100 Books Every High School Student Should Read: <https://bit.ly/2shEtYt>

A selection from Ms. MacDonald's Tentative Reading List for Summer 2018

Ken O'Connor's *How to Grade for Learning*
Penny Kittle and Kelly Gallagher's *180 Days* (started this but need to finish it; I think I have to go back through it).
Stephen King's *The Outsider*
Angie Thomas's *On the Come Up*
Jacqueline Woodson's *Brown Girl Dreaming*
Neil Gaiman's *Norse Mythology*

Erika Sanchez's *I am not Your Perfect Mexican Daughter*
Rainbow Rowell's *Fangirl*
Neal Shusterman's *Scythe*
Stephanie Garber's *Legendary*
Kelley Armstrong's *Aftermath*
Jeff Zentner's *The Serpent King*
Emma Cline's *Girls*
Justin Cronin's *The Passage*
Blaine Harden's *Escape from Camp 14*

And so many more... And that's just my summer reading plans....

Feel free to check in on my summer reading on my blog:

<https://mslorimacdonald.blogspot.com/>

What do I have to do with what I read??



- ★ Read your books.
- ★ Compose a review of your book. Consider the following:
 - This is not an essay.
 - This can take any form you like: an audio recording, a video cast, a poem,
- ★ Don't describe the plot to me - describe what you thought of the story. You don't need to ensure I know the plot details. Honestly, I can look up the plot. I can't look up what YOU thought.
- ★ Take risks with this - don't worry about whether or not **your** interpretation is **my** interpretation.
- ★ Your response should be a reflection to the book as a whole and its effect on you.
- ★ Some of the books have been turned into movies and you can reflect on the differences. A rubric is attached as well for how those entries will be evaluated.
- ★ one of the first days, we will have a conversation (not a presentation) about our pre-course reading. The focus will be on whether or not the books were **good reads**.

How long should the Review be? Your aim should be to be specific about what you thought, but not to summarize the text. Focus on your response. If you are writing it: Handwritten? About $\frac{3}{4}$ to a full page **MAXIMUM**. Typed? Half a page.

Due Date: This assignment is due, in completion, on the first day of the course. However, it may be submitted at any point prior to that via Google Classroom. You will have been invited to join the classroom before June 25th (check your gnsps email).

Reading and Viewing, GCO 6: Students will be expected to respond personally to a range of texts				
<i>Not enough evidence provided</i>	<i>Limited Evidence</i>	<i>Some evidence</i>	<i>Persuasive Evidence</i>	<i>Thoughtful/insightful evidence</i>
<p>Point of view seem disconnected.</p> <p>Response may be pure summary, with little evidence of what the reader thought.</p> <p>You needed to provide evidence to show you read the books.</p>	<p>Point of view was vague or unclear.</p> <p>May be mainly plot summary or may be lacking in details that show why the reader responded how they did.</p> <p>Some details from the text may have helped.</p> <p>You needed to develop your responses more around those details</p>	<p>Point of view seems reasonable and/or may be predictable.</p> <p>Some evidence from text was provided; some thoughts and response are in the text.</p> <p>There may have been more details than ideas or vice versa. Keep working on using details that illustrate but don't overwhelm your ideas.</p>	<p>Points of view were logical and effective.</p> <p>Reviews were considered and details were used to support responses.</p> <p>Balance between details and ideals was evident.</p>	<p>Points of view were perceptive and insightful.</p> <p>Details provided were specific and purposeful.</p> <p>Reviews effectively balanced details and ideas.</p>