

English I Honors Summer Reading

Summer, 2022

Dear Parents/Guardians,

Your student has qualified for Honors English I for the 2021-2022 school year. This is a high school credit honors level course. The coursework will follow the high school pacing and curriculum guides.

To prepare for the level of rigor required in this 9th grade-level course, there is a required summer reading assignment your student needs to complete. Students are expected to be mature readers with exposure to high school-level texts. Your student will be required to read two books before **Wednesday, August 18th**. Students will choose one book from the **Fiction** list **AND** one book from the **Nonfiction** list to read. The summer reading book of choice should be something that the student wants to read. The titles on these lists encompass a variety of content, so it is the responsibility of the student and parent to make an appropriate selection.

Students will have an in-class assignment the first week of school. During summer reading, the student should take notes, utilize a double-entry journal, use graphic organizers, and/or make annotations to utilize during the in-class writing assignment. Students may use the note-taking formats provided in this document. The final in-class assignment will include a writing task along with an oral discussion activity. We are looking forward to this opportunity for your student. If you have questions, please contact your school principal or Erica Leach at eleach@richland2.org.

Best wishes for an enjoyable summer!

Mrs. Erica Leach, English/Language Arts Content Specialist
Mrs. Penelope S. Atkinson, Executive Director of Secondary Instruction



The titles below are sample titles students in English I Honors may read. This list is not required.

Suggested Fiction Titles:

Little Women by Louisa May Alcott
A Tree Grows in Brooklyn by Betty Smith
Piecing Me Together by Renee Watson
The Book Thief by Mark Zusak
A Gathering of Old Men by Ernest J. Gaines
The Poet X by Elizabeth Acevedo
Animal Farm by George Orwell
Romiette and Julio by Sharon Draper
Wintergirls by Laurie Halse Anderson
A Separate Peace by John Knowles

Suggested Nonfiction Titles:

I Am Malala by Malala Yousafzai
Americanized: Rebel Without a Green Card by Sara Saedi
I'll Always Write Back by Martin Ganda
The Short and Tragic Life of Robert Peace by Jeff Hobbs
Night by Elie Wiesel
Warriors Don't Cry by Melba Pattillo Beals
Just Mercy Adapted for Young Adult by Bryan Stevenson
Children of the Dust Bowl by Jerry Stanley
It's Trevor Noah: Born a Crime (Young Readers Edition) by Trevor Noah
Unbroken by Laura Hillenbrand

To help pick your books, you can:

- read reviews and a synopsis at <http://www.goodreads.com>
- read reviews by parents and students at <https://www.commonsensemedia.org>

Ways To Track Your Thinking Over the Course of a Book

FICTION TEXT

Dialectical Journal

For your **fiction text**, you will need to create a journal that tracks your thinking over the course of the work by completing journal entries. You will complete 10 Craft Based entries which should reflect on characterization, plot, language, setting, and author's purpose. You will also complete 10 Reader Response entries which will include questions, predictions, text connections, and reader likes/dislikes. This will be a total of 20 journal entries.

Craft (10 Journal Entries)	Reader Response (10 Journal Entries)
Characterization - How does he/she change? - What insights does the character gain? What big ideas are being developed? - What conflict arises? - What do these conflicts tell the reader? - What theme does the author establish? - What passages support this theme? What techniques does the writer use and why? - What is the effect of the literary devices being used (e.g. foreshadowing, personification)? - Where does the author use punctuation and sentence structure effectively? - What are the key passages? Why are they significant? - Notice beautiful sentences/passages. Make a comment about how they affect the story. Thought starters: - The author used this device/figurative language because... - The descriptions of ____ show ____ - The point of view shifts here because... - This scene happens now because... - This contributes to the plot by... - The point of view is important because...	Ask Questions: - I wonder... - How come... - Why... - I'm confused... - What if... - I don't understand... Track your confusion: - What is confusing at the beginning of the book? Does the confusion remain, or does it clear up? - What passages/sentences/words do you find confusing? - Show evidence that you are wrestling with the meaning. Thought starters: - I noticed/think... - I wonder... - I'm surprised that... - I realized... - If ____, then... - I'm not sure why... - This excerpt makes me think that... - I used to think ____, but now I think ____ - I still think ____, but I'd like to add ____. - This reminds me of... - An experience I have had like that... - This reminds me of the book _____

• The effect of this figurative language is... • The central issue(s) is (are)... • One consequence of ____ could be... Author's Purpose/Craft: • I think the author wrote this book because... • It's interesting how the author... • Something I noticed about the author's style... • I'd like to read another book by this author because... • I do/don't like this author's writing style because...	because... • In my mind, I picture ____ when I read ____ • I agree with ____ because... Open-ended Prompts: • If I could change one part of the selection, I would change ____ because ... • I wish... • Something that surprised me was... • As I read this selection, I felt ____ because... • I liked/didn't like when ____ because... • My favorite part was when ____ because... • I noticed... • I think the genre of this selection is ____ because...
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NONFICTION TEXT

Complete **ALL** of the following tasks about your NON-FICTION TEXT. Your responses should be thoughtful, well-developed, and include specific examples from the text to support your answers.

<u>Summary</u>	• Write a journal entry for each chapter of the book that summarizes the main events in the book.
<u>Author's Claim</u>	• Identify the author's claim and 3 examples from the text to support your answer.
<u>Reflection</u>	• Discuss how the book relates to an event in your life or in the world. Be sure to include specific examples from the book and how they relate to this event. • Find two pieces of information in your selection that were interesting to you. Explain why it was interesting to you.