

HONORS ENGLISH 2 SUMMER READING ASSIGNMENTS

Part I:

Reading Selection::

Read the novel:

Fahrenheit 451 by Ray Bradbury

Students must purchase a hard copy of the book and bring it to class on the first day. Be prepared to complete an essay assignment during the first week of classes.

Assignment: Complete the following expectations for your summer reading

- 1. ANNOTATED COPY OF THE BOOK**
- 2. DIALECTICAL JOURNAL**

Part II:

Find a literary analysis or non-fiction article that connects to the novel, *Fahrenheit 451* and or connects to an overall theme. Print out and be prepared to discuss this article in class during the first week of school.

1. Annotating and Close Reading:

Students must demonstrate evidence of reading and actively engaging with the text. You will be required to bring your annotated copy of the book to class on the first day.

NOTE: See the handout that follows called "*ENGLISH II SUMMER READING TIPS - CLOSE READING and ANNOTATING TEXT*" for helpful information.

2. Dialectical Journal:

Fahrenheit 451 by Ray Bradbury

As you read, use a chart to identify quotes or passages that speak to you. Write the passage or quote, give the page number, and make a comment or ask a question about the chosen passage. This chart should have at least 20 passages. Use passages that represent the entire novel.

Example from *I Am Malala* by Malala Yousafzai

Passages from the book	Pg #s	Comments & questions
Example: “Malala will be free as a bird.” I dreamed of going to the top of Mount Elum like Alexander the Great to touch Jupiter and even beyond the valley . . . I wondered how free a daughter could ever be.”	26	It seems that Malala was destined to be an equal and as free as her brothers, but her gender clearly makes her question her capabilities. I’m curious as to the freedoms that she will achieve. (Ms. Wargo)

HONORS ENGLISH II SUMMER READING TIPS
CLOSE READING and ANNOTATING TEXT

What is close reading? Close reading is a thoughtful, active, critical reading of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text’s form, craft, meanings, etc.

What is annotating?

Think of annotations as “**showing your work**” while you read. You are showing what you are thinking while you read. Thinking is how you connect to the text. This, of course, requires ACTIVE participation with the text, engaging your mind while you read, not skimming the page. Marking important sections can also be helpful in locating them quickly in discussions. What the reader gets from annotating is a deeper initial reading and an understanding of the text that lasts. You deliberately engage the author in conversation and questions.

How and what do I annotate?

The possibilities are limitless. Keep in mind the reasons we annotate. Your annotations must include comments. Remember that the purpose is to indicate evidence of thinking.

- Have a conversation with the text. Talk back to it.
- Ask questions (essential to active reading).
- Comment on the actions or development of a character. Does the character change? Why? How? The result?
- Comment on lines/quotations you think are especially significant, powerful, or meaningful.
- Express agreement or disagreement.
- Summarize key events. Make predictions.
- Connect ideas to each other or to other texts.
- Note if you experience an epiphany.
- Note anything you would like to discuss in class or do not understand.
- Note how the author uses language and crafts the text:

