

## Summer Reading and Assignment - English III Honors

Welcome to English III Honors. Be prepared to engage in reading, discussion, activities, and projects that will open your eyes to the power of language and to the complexities of our society. It is a rigorous course and will require that you bring your best thinking. The intense reading and writing that you do over the summer is to prepare you for the advanced thinking and discussion that will take place during the school year, and it will ultimately prepare you for college-level English courses. Prepare to join in discussion of your summer reading on the first day of class. Do not wait until the last minute to begin these assignments.

### Literature Assignment:

Research the titles below, and choose the book that most interests you. You will need to purchase or borrow it. Titles with an asterisk (\*) may be checked out from the Rice High School library. If you choose to borrow a book from RHS, you must do so before May 23. Contact Mrs. Beechwood with any questions: christina.beechwood@gmail.com.

- \**The Hunger Games* by Suzanne Collins
- *The Road* by Cormac McCarthy
- *Divergent* by Veronica Roth
- *A Walk in the Woods* by Bill Bryson
- *I Know Why the Caged Bird Sings* by Maya Angelou
- \**The Adventures of Huckleberry Finn* by Mark Twain
- \**The Hobbit* by J.R.R. Tolkien
- *Wool Omnibus (Silo #1)* by Hugh Howey
- *Into the Wild* by Jon Krakauer
- *The Handmaid's Tale* by Margaret Atwood
- *Just Mercy* by Bryan Stevenson
- *Educated* by Tara Westover
- *Their Eyes Were Watching God* by Zora Neale Hurston
- *Killers of the Flower Moon: The Osage Murders and the Birth of the FBI* by David Grann

1. READ! Enjoy!

2. In a composition book, create a dialectical journal and respond to the after-reading analysis on the assignment page. Please follow the instructions. Failure to do so will result in a point deduction.

3. Be prepared to participate in a class discussion about your book the first week of school.

The summer reading assignment is due on THE FIRST DAY OF SCHOOL. You will turn in your composition book AND assignment page. This assignment counts as your first test grade. Twenty points will be deducted for each day late.

### A Note for Parents:

Please review the titles with your student. All selections are Honors 11th grade appropriate, but conversations regarding the titles and their content are encouraged. Please also help your student by encouraging and expecting an early start on the assignments. The reading and the written assignments are quite manageable when broken down into weekly chunks. Thank you for your involvement.

Enjoy your summer, and I look forward to class with you next year!

Mrs. Beechwood

Please sign and return this page on the first day of school.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Date: \_\_\_\_\_

Name:

## Honors English III Summer Reading ASSIGNMENT

There are 2 parts to your assignment: Dialectical Journal and After-Reading Analysis

Write the following information on the first page of your journal.

Name	
Title of novel	
Author	
Date started	
Date completed	
Rating of book (1-10)	

### Part 1: Dialectical Journal

The term "Dialectic" means "the art or practice of arriving at the truth by using conversation involving question and answer." Think of your dialectical journal as a series of conversations with the novel you are reading. The process is meant to help you develop a better understanding of what you're reading. Use your journal to incorporate your personal responses to the text and your ideas about the themes in the novel.

1. For each chapter, choose a passage (line/sentence) that stands out to you, and record it in the top section.
  - Write the words in quotation marks. It doesn't need to have quotation marks in the book - you add them when you write it down in your journal.
  - Include page numbers
2. In the bottom section, write your response to the text. Choose your type of response and label it with one of the following codes:
  - **(Q) Question** – ask about something in the passage that is unclear
  - **(C) Connect** – make a connection to your life, the world, prior knowledge, or another text
  - **(P) Predict** – anticipate what will occur based on what's in the passage
  - **(CL) Clarify** – answer earlier questions or confirm/disaffirm a prediction
  - **(R) Reflect** – think deeply about what the passage/quote means in a broad sense – not just to the characters in the story/author of the article. What conclusions can you draw about the world, about human nature, or just the way things work?
  - **(E) Evaluate** - make a judgment about events, characters, or what the author says. Is something right or wrong, or is it fair/unfair?

**Format for each chapter entry:**

Chapter __	Page __
Copy passage and add quotation marks	
(Response code) Write your response	

**CHOOSING PASSAGES FROM THE TEXT:** Look for lines or sentences that seem significant, powerful, thought provoking or puzzling. Examples:

- Effective &/or creative use of stylistic or literary devices
- Passages that remind you of your own life or something you've seen before
- Structural shifts or turns in the plot
- A passage that makes you realize something you hadn't seen before
- Examples of patterns: recurring images, ideas, colors, symbols or motifs.
- Passages with confusing language or unfamiliar vocabulary
- Events you find surprising or confusing
- Passages that illustrate a particular character or setting

**RESPONDING TO THE TEXT:** You can respond to the text freely, but make sure that your observations are specific and detailed. You can write as much as you want for each entry. Here are some ideas:

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author or character(s)
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Make connections between different characters or events in the text
- Make connections to a different text, film, song, or prior knowledge
- Analyze the text for use of literary devices (tone, structure, style, imagery, symbolism)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole
- Agree or disagree with a character or the author

**Sample Sentence Starters for Responses:**

I really don't understand this because...  
I really like/dislike this idea because...  
I think the author is trying to say that...  
This passage reminds me of a time in my life when...  
If I were (name of character) at this point I would...

This part doesn't make sense because...  
This character reminds me of (name of person) because...  
This is important because...  
The character should have/should not have...  
The author included this to...

## Sample Dialectical Journal Entry

Chapter 8	Page 23
"No roads, no trails, no clearings. Just the lakes, and it came to him that he would have to use a lake for landing. If he went down into the trees he was certain to die."	
(R) I can't imagine keeping my cool in a situation like this. I'd be on my phone, freaking out, and he's trying to land the plane! I guess it's important to keep your cool in a crisis. It seems like heroes are always the ones who have kept their cool.	

### Part 2: After-Reading Discussion

After your Dialectical Journal, discuss the following questions in your journal. Please date each entry and write out the questions. Each entry must be at least one paragraph to receive full credit. Please adhere to the rules of proper punctuation and grammar. Use COMPLETE SENTENCES.

- **Entry#1: AUTHOR'S PURPOSE:** What is the author's purpose of writing this book? Give at least 3 pieces of evidence the author uses to develop and support his/her purpose.
- **Entry #2: AUDIENCE:** Who is the intended audience of this novel? Is the author trying to engage:
  - a general audience (ordinary people without much background) through popular appeals and simplified explanations?
  - a specialist audience (social scientists, educational policy thinkers, politicians) through a scholarly approach?
  - a skeptical or supportive audience?
  - Liberals or Conservatives?

Provide 2 pieces of text evidence to support your answer.

- **Entry#3: WRITING TECHNIQUES/WRITER "MOVES" 1:** What techniques does the author use to make the book appeal to the audience? Consider how/why the techniques would help the author appeal to the specific audience for the specific purpose. Provide 2 pieces of text evidence (examples) and explain the impact of the technique in your own words.
- **Entry#4: WRITING TECHNIQUES/WRITER "MOVES" 2:** What is the author's tone? How does the writer use language, punctuation, and sentence structure to affect the tone of the book? Provide 2 pieces of text evidence (examples of techniques used) and explain the effect on the book's tone in your own words.

### Academic honesty:

*By signing below I am indicating that the words in my journal are my words.*

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_