

Summer Reading and Assignment - English I Honors

First of all, good for you for choosing to take on the challenge of Honors English I. It is a more rigorous course and will require that you bring your best thinking. This is also the course that begins preparing you for college-level English in 11th and 12th grade. While I do set high standards for the class, we have FUN while we practice reading and writing at higher levels.

The goal for Honors students is to build a repertoire of fiction and nonfiction while continuing to think deeply, critically, and analytically while reading. Reading high-caliber texts over the summer allows you to see how long it will take you to read a book and will prepare you for the independent reading that takes place in Honors English. These texts represent the level of reading that students enrolled in Honors courses should add to their literary canon throughout their high school career.

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

- *1984 by George Orwell
- *The Adventures of Huckleberry Finn by Mark Twain
- Bless Me Ultima by Rudolfo Anaya
- The Catcher in the Rye by J. D. Salinger
- Emma by Jane Austen
- *Frankenstein by Mary Shelley
- *The Hobbit by J.R.R. Tolkien
- The Kite Runner by Khaled Hosseini
- *Lord of the Flies by William Golding
- *Of Mice and Men by John Steinbeck

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 9th 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 I 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: CHARACTER:** How does the protagonist change? What insights does the character gain?
- **Entry #2: BIG IDEAS:** What big ideas are being developed? What do the conflicts that arise teach the reader?
- **Entry#3: WRITING TECHNIQUES/WRITER "MOVES" 1:** What literary devices are used? (e.g., foreshadowing, personification) Provide 2 pieces of text evidence (examples) and explain the meaning in your own words.
- **Entry#4: WRITING TECHNIQUES/WRITER "MOVES" 2:** How does the writer use punctuation, sentence structure, and word choice to affect the tone of the book? Provide 2 pieces of text evidence (examples of techniques) 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: _____

Why should you read?

1. Reading is rewarding.
2. Reading Builds a Mature Vocabulary (fights word poverty).
3. Reading makes you a better writer.
4. Reading is hard and "hard" is necessary.
5. Reading makes you smarter.
6. Reading prepares you for the world of work.
7. Reading is financially rewarding.
8. Reading opens the door to college and beyond.
9. Reading arms you against oppression.

Source: adapted from 180 Days by Kelly Gallagher and Penny Kittle

