



## The School District of Newberry County

### 2021 Honors Summer Reading

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**Task:** Students enrolled in honors level English classes will read one of the summer reading options and be ready to complete a written task within the first two weeks of the new school year.

**Purpose:**

- Honors English students are expected to read widely and deeply as well as to communicate effectively in academic writing. Summer reading allows for the opportunity to read more literature in preparation for the next grade level.
- Writing assignments based on summer reading requirements align with curricular objectives to which students have already been introduced. This provides the teacher with a formative assessment tool for identifying present levels for reading and writing, strengths, and areas for potential growth.
- Summer reading requirements are designed to introduce students to the task of handling independent work which requires students to be motivated and to develop the time management skills necessary to handle extended academic deadlines.

**Requirements:**

1. Honor Students will choose one book from their upcoming grade level. It is recommended that students keep notes during their reading, using dialect journals, post-it notes, or two-column journals.

<b><u>Honors English 1</u></b>	
<i>To Kill a Mockingbird (Lee)</i>	<i>Under the Blood Red Sun (Salisbury)</i>
<i>Black Like Me (Griffin)</i>	<i>Code of Honor (Gratz)</i>
<b><u>Honors English 2</u></b>	
<i>I Know Why the Caged Bird Sings (Angelou)</i>	<i>Welcome to the World, Baby Girl! (Flagg)</i>
<i>A Lesson Before Dying (Gaines)</i>	<i>A Raisin in the Sun (Hansberry)</i>
<i>A Separate Peace (Knowles)</i>	<i>Anne of Green Gables (Montgomery)</i>
<b><u>Honors English 3</u></b>	
<i>The Grapes of Wrath (Steinbeck)</i>	<i>The Sun Also Rises (Hemingway)</i>
<i>A Streetcar Named Desire (Williams)</i>	<i>The Joy Luck Book Club (Tan)</i>
<i>The Color Purple (Walker)</i>	
<b><u>Honors English 4</u></b>	
<i>In Cold Blood (Capote)</i>	<i>Pygmalion (Shaw)</i>
<i>The Poisonwood Bible (Kingsolver)</i>	<i>Pride and Prejudice (Austen)</i>
<i>Jane Eyre (Bronte)</i>	

2. Students will complete a written assignment in English class within the first two weeks of the new school year. This written assignment will be scored as a major assessment in the English classroom.
3. Students should also read at least one book of their choice. Students should choose a book carefully, create a response, and turn the assignment in by the second Friday of the new school year or new semester. Information on assignment choices is available on the school and district websites.

*It is our hope that discussion of pleasurable reads and related articles will continue to promote lifelong reading habits and allow students to learn from one another. Some of these texts deal with sensitive, mature topics. Parents should help students pick an appropriate title for summer reading.*

## English I Honors Summer Reading Assignment

**Learning Target:** I will be able to determine a theme of a text in order to analyze its development over the course of the text.

**Essential Questions:** Is Conflict necessary? How does conflict impact the development of the theme?

**Task:** While reading your text, annotate for the development of the theme and conflict throughout. Your annotation should track your thinking. This will allow you and your teacher to “see” your thinking.

You will use this work to complete a written assignment at the beginning of school.

### Terms

**I. Conflict** – the struggle between opposing forces - **internal conflict** – conflict within a character  
**external conflict** – conflict with an outside force

**II. Theme-** an underlying message/moral/lesson about life or human nature that a writer wants the reader to understand when reading a piece

**A. Stated theme:** the author states the theme directly in the work of literature; the author comes out and

tells the reader exactly what his message is (ie, in a fable, the moral of the story is always the last line.)

**B. Implied theme:** readers think about what the work seems to say about the nature of people or about life; the author’s message is suggested without being directly stated; it has to be inferred by the reader (ie, what do you understand an author or musician to be saying to you about life when you read a text/lyrics?)

**PLEASE NOTE: A theme is written out in the form of a sentence; it is NEVER just one word!** Your thesis

statement should include the title, author, a reference to the conflict of the story, and the theme. The thesis should introduce a paper that will explain how the author reveals the theme in the story. See the example below.

**Example of a thesis statement:**

In “All Summer in a Day,” Ray Bradbury presents a young boy struggling with feelings of jealousy to establish the theme that the behavior of hurting others through cruelty eventually hurts the cruel person as well.

**Essential Questions:** Is Conflict necessary? How does conflict impact the development of the theme?

**After reading your text, write your theme-based thesis statement in the box below:**

**Directions:** Support your theme-based thesis statement by using evidence from your book. Use the Dialectical Journal method to track your thinking by selecting quotes or passages throughout your book (from the beginning to the end) that help support the thesis statement. Include the page number of each quote or passages. Write an explanation of how the quotes or passages support your thesis statement. Remember these quotes or passages should support the ideas of conflict and theme development.

### Digital Dialectic Journal

## **Instructions: How to do a Dialectical Journal**

Create two columns (a 1/3 column on the left, 2/3 on the right).

### **Left Side: ANCHOR SIDE**

Lines from the text that “speak to you.” These are not necessarily quoted from characters, but simply any text that makes you react. . . think. . . take a pause. Include the page number.

### **Right Side: REACTION SIDE**

Your comments about the text on the left side.

May Include:

- Personal reactions—What are you feeling?
- What the passage prompts in your thinking
- Feelings about the words—What’s the impact?
- Words or passages not understood/confusing and why
- Words or passages you feel are important to the plot
- Connections
- Text to text: an insight gained through connecting the reading to other familiar texts
- Text to self: a personal connection made between the text and your own life experiences
- Text to world: a connection between the text and how the world/culture works. This goes beyond just personal experience
- Feelings about the ideas, tone, and/or style of the text
- Speculation about the significance of images that stand out in the text
- Speculation about the theme(s)
- Figurative language you think is particularly effective

### **Sample Entry Text Title: “The Jacket” by Gary Soto**

#### ***Reference to the Text***

Pg 56

“I hurled orange peels at the mouth of an open garbage can, and when the peels were gone I watched the white puffs of my breath thin to nothing.”

Pg 58

“Finished, I went outside with my jacket across my arm. It was a cold sky. The faces of clouds were piled up, hurting.”

#### ***Response to the Text***

The mouth of the trash can reflect the image of a monster eating orange peels. When the boy is throwing orange peels into the trash can, I think it symbolizes that the jacket is peeling and that he wants to throw it away. The “breath thin[s] to nothing” is used to show that the boy is watching his life disappear. I feel that even though he can do something about it, he doesn’t. In turn, he is throwing his life away.

The personification of the clouds’ faces, “piled up and hurting,” reflects the boy’s mood and view towards the jacket.

The cold sky symbolizes that life isn’t fair, and it’s not going to give the boy a break. The cold sky also shows that it is cold outside and that he depends on the jacket to keep him warm, even though he doesn’t want to depend on it. The clouds remind me of a time when I was in a bad mood—mad at my parents. It’s almost like the cloudy day set the stage for the huge fight with my parents about my cell phone.

"I started up the alley and soon slipped into my jacket, that green ugly brother who..."

The metaphor and personification of the jacket, "that green ugly brother," shows that the jacket is ghastly, but like a brother, it can't be thrown away. I think this will change his life and show that he has given up. The fact that the jacket represents a "brother" shows how important that jacket is to Victory. Maybe it represents poverty? Insecurity?

## English 2 Honors Summer Reading Assignment

**Learning Target:** I will be able to determine a theme of a text in order to analyze its development over the course of the text.

**Essential Questions:** Is Conflict necessary? How does conflict impact the development of the theme?

**Task:** While reading your text, annotate for the development of the theme and conflict throughout. Your annotation should track your thinking. This will allow you and your teacher to "see" your thinking.

You will use this work to complete a written assignment at the beginning of school.

### Terms

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**A. Stated theme:** the author states the theme directly in the work of literature; the author comes out and

tells the reader exactly what his message is (ie, in a fable, the moral of the story is always the last line.)

**B. Implied theme:** readers think about what the work seems to say about the nature of people or about life; the author's message is suggested without being directly stated; it has to be inferred by the reader (ie, what do you understand an author or musician to be saying to you about life when you read a text/lyrics?)

**PLEASE NOTE: A theme is written out in the form of a sentence; it is NEVER just one word!** Your thesis

statement should include the title, author, a reference to the conflict of the story, and the theme. The thesis should introduce a paper that will explain how the author reveals the theme in the story. See the example below.

**Example of a thesis statement:**

In "All Summer in a Day," Ray Bradbury presents a young boy struggling with feelings of jealousy to establish the theme that the behavior of hurting others through cruelty eventually hurts the cruel person as well.

**Essential Questions:** Is Conflict necessary? How does conflict impact the development of the theme?

**After reading your text, write your theme-based thesis statement in the box below:**

**Directions:** Support your theme-based thesis statement by using evidence from your book. Use the Dialectical Journal method to track your thinking by selecting quotes or passages throughout your book (from the beginning to the end) that help support the thesis statement. Include the page number of each quote or passages. Write an explanation of how the quotes or passages support your thesis statement. Remember these quotes or passages should support the ideas of conflict and theme development.

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### **Sample Entry Text Title: “The Jacket” by Gary Soto**

#### ***Reference to the Text***

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“I hurled orange peels at the mouth of an open garbage can, and when the peels were gone I watched the white puffs of my breath thin to nothing.”

Pg 58

“Finished, I went outside with my jacket across my arm. It was a cold sky. The faces of clouds were piled up, hurting.”

#### ***Response to the Text***

The mouth of the trash can reflect the image of a monster eating orange peels. When the boy is throwing orange peels into the trash can, I think it symbolizes that the jacket is peeling and that he wants to throw it away. The “breath thin[s] to nothing” is used to show that the boy is watching his life disappear. I feel that even though he can do something about it, he doesn’t. In turn, he is throwing his life away.

The personification of the clouds’ faces, “piled up and hurting,” reflects the boy’s mood and view towards the jacket. The cold sky symbolizes that life isn’t fair, and it’s not going to give the boy a break. The cold sky also shows that it is cold outside and that he depends on the jacket to keep him warm, even though he doesn’t want to depend on it.

The clouds remind me of a time when I was in a bad mood—mad at my parents. It’s almost like the cloudy day set the stage for the huge fight with my parents about my cell phone.

Pg 58

“I started up the alley and soon slipped into my jacket, that green ugly brother who...”

The metaphor and personification of the jacket, “that green ugly brother,” shows that the jacket is ghastly, but like a brother, it can’t be thrown away. I think this will change his life and show that he has given up. The fact that the jacket represents a “brother” shows how important that jacket is to Victory. Maybe it represents poverty? Insecurity?

## English 3 Honors Summer Reading Assignment

**Learning Target:** I will be able to determine a theme of a text in order to analyze its development over the course of the text.

**Essential Questions:** Is Conflict necessary? How does conflict impact the development of the theme?

**Task:** While reading your text, annotate for the development of the theme how it emerged and was shaped over the course of the text. Your annotation should track your thinking. This will allow you and your teacher to “see” your thinking.

You will use this work to complete a written assignment at the beginning of school.

### Terms

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**Example of a thesis statement:**

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*Reference to the Text*

*Response to the Text*

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