English 1 Honors Summer Reading Assignment:

Reading over the summer should be pleasurable, but I also understand that it can feel like a burden. Many studies show that the more you read, the more you develop skills in reading comprehension, critical thinking, communication, cultural competency and compassion. We'll be thinking about how reading texts, like those below, facilitates development in these skills at the start of the school year.

Please read **ONE** text from this list and complete the close-reading "data chart" that follows on the next page. By completing this chart, you will demonstrate your **active thinking** while you read.

When completing the chart, you may use **one of the two options** below:

1. You may *make a copy* of this document, or...
2. ...convey your analysis of the key boxes using your own template.

   Regardless of the method you choose, please type your responses. Bullet points are totally acceptable for this work. That said, I do expect **thoughtfulness** and **higher-order thinking** here. What that means is that I expect you to **move beyond making obvious statements** about the text. Instead, I'd like your chart to reflect *inferred* meaning. In other words, I'd like you to take a shot at considering the potential significance of the moments you select.

1. *Twelve Angry Men* by Reginald Rose
2. *The Alchemist* by Paulo Coelho's
3. *A Separate Peace* by John Knowles
4. *The Boy Who Harnessed the Wind* by William Kamkwamba, Bryan Mealer, et al
5. *My Sister's Keeper* by Jodi Picoult
6. *Escape from Camp 14*: One Man's Remarkable Odyssey from North Korea to Freedom in the West by Blaine Harden
7. *Ishmael: A Novel* by Daniel Quinn
8. *Alive: The Story of the Andes Survivors* by Piers Paul Read
9. *American Born Chinese* by Gene Luen Yang
10. *Concrete Rose* by Angie Thomas

In addition to reading a novel from this list, read one other novel of **YOUR CHOICE** not from this list.

*Looking forward to meeting you all!!!

TITLE: _____   Name: _____

AUTHOR: _____

Please demonstrate your active thinking while you read by completing the chart below. You may *make a copy* of this document or convey your analysis of the key boxes using your own template. Please type.

PLOT MOMENTS
*Please only list moments that seem *compelling* were we to discuss them in the context of any of the other focus areas – in other words, moments that have *potential* to be significant.

SIGNIFICANT EVENTS: From the above, pick three moments that *could* be interesting to discuss as a class. To the best of your ability list the events in chronological order.

EVENT:	*POTENTIAL* SIGNIFICANCE?
1.	
2.	
3.	

POINT OF VIEW? Don't worry about using the "correct" terminology. Focus on *who* tells the story & how might your reaction to the story be different were it told from a DIFFERENT perspective?	What significance might the TITLE have?

CHARACTERS: Pick three characters you think are most important to the story and tell us a bit about them.

NAME	ADJECTIVE (descriptive phrase)	ROLE IN STORY/POTENTIAL SIGN?

SETTING(S): Where does the story take place?	POTENTIAL SIGNIFICANCE

Any **OBJECTS** appear meaningful?	POTENTIAL SIGNIFICANCE

All literary texts convey some kind of **MESSAGE** to the reader. We call this message a **THEME**. Whether this theme is intended by the author or not, it is **UP TO THE READER** to determine this meaning. Certainly, some proposals are more plausible or compelling than others and this usually depends on how the reader **SUPPORTS** their position. What message do you think this text *might* be conveying?

ASK A QUESTION: What's bugging you? What do you want to know more about?