

Summer Reading for the 2020-2021 School Year - Honors English III

Dear Incoming Honors English III Students,

I am delighted to have the opportunity to work with you next year in Honors English III. It is a thought-provoking course that will help you further develop your reading and writing skills. The focus of Honors English III is on non-fiction, fiction, and poetry from the American Experience. This summer, I am asking you to read **one (1)** of the texts listed below. Ideally, your selection will activate your critical thinking *and* delight your imagination. It is also hoped that reading and working closely with one of the works on this summer reading list will help you to maintain and to improve your analytical reading and writing skills.

As you read your summer reading selection, I encourage you to take high-level notes, not just summary, by either writing in the book (if it's yours), using post-it notes throughout, or keeping a notebook. Annotating/taking notes keeps the reader engaged with the text.

Finally, you will complete a series of **ten double entry journals** in which you note key passages (using an in-text citation in proper MLA format) and respond to these passages with thoughtful analysis. **Your double entry journals will be due on Monday August 31st (our third day of school)**. They should be typed and will be submitted to Turnitin.com (which I will direct you how to do when we are in school), and they will be submitted to me electronically via Google Classroom (which I will also direct you how to do at the start of school). These will be graded as a summative assignment.

I encourage you to choose a work that you are interested in! Enjoy your book! I hope you also pick up other books to read over the summer- it's the best way to improve your reading and writing skills and to learn about the world around you.

Book Choices:

- *The Lone Ranger and Tonto Fistfight in Heaven*, by Sherman Alexie
- *Fried Green Tomatoes at the Whistle Stop Cafe*, by Fannie Flagg
- *The Lost Girls of Camp Forevermore*, by Kim Fu
- *A Painted House*, by John Grisham
- *Peace Like a River*, by Leif Enger
- *Snow Falling on Cedars*, by David Guterson
- *The Kite Runner*, by Khaled Hosseini
- *A Prayer for Owen Meany*, by John Irving
- *The Secret Life of Bees*, Sue Monk Kidd
- *The Color of Water*, by James McBride
- *The Other Wes Moore: One Name, Two Fates*, by Wes Moore
- *Little Fires Everywhere*, by Celeste Ng
- *In the Lake of the Woods*, by Tim O'Brien
- *Where the Crawdads Sing*, by Delia Owens
- *Stamped: Racism, Anti-Racism, and You: A Remix of the National Book Award Winning* *Stamped from the Beginning*, Jason Reynolds and Ibram X. Kendi
- *The Glass Castle*, Jeannette Walls
- *Sing, Unburied, Sing*, by Jesmyn Ward

While I have given you a large selection of books to choose from, and they are generally not controversial, some may include content or language that may be difficult for some students. Please choose a text with which you are comfortable.

The Assignment

Double-Entry Journals: Please include your cited passage (choose passages that are notable for one reason or another) and write a thoughtful paragraph of analysis. You may format this in any way you would like. You must include ten entries. Consider these suggested sentence starters and questions. This is by no means an exhaustive list; you may certainly start your responses in other ways. Your entries should demonstrate thoughtful insight and work to analyze what the writer is saying and why they are saying it - be sure to go beyond summary. Consider making connections among parts of the text- consider how the writer builds on ideas or makes connections. If you need a refresher on MLA in-text citations, please see the OWL at Purdue for help: [MLA In-Text Citations: The Basics](#) . You must also include an MLA style works cited page.

Characterization

How does he/she change?

What insights does the character gain?

What big ideas are being developed?

What conflict arises?

What theme does the author establish? How does the passage support this theme?

What techniques does the writer use and why?

What is the effect of the literary device being used (e.g. foreshadowing, personification, metaphor, humor, etc.)

Where does the author use punctuation and sentence structure effectively?

What stands out to you in terms of the way the writer uses language? Why?

How does this particular section affect the story or the way the writer understands the story?

Author's Purpose/Craft

It's interesting how the author...

Something I noticed about the author's style...

I do/don't like the author's writing style in this section because...

The author used this device/figurative language because...

The point of view is important because...

The effect of this figurative language is...

The word choice in this section emphasizes _____ because....

The use of imagery emphasizes....

Thought starters

The descriptions of _____ show _____

The point of view shifts here because...

This scene happens now because...

This contributes to the plot by...

I noticed/think...

I wonder...
I'm surprised that...
I realized...
If____, then...
I'm not sure why...
This excerpt makes me think that...
I used to think____, but now I think____....
I still think _____, but I'd like to add_____
This reminds me of....
An experience I have had like that...
This reminds me of the book____ because.....
In my mind I picture _____ when I read _____
I agree with _____ because...

Some other questions to consider as you respond...

- Why does the passage impress, intrigue, horrify, or puzzle you?
- Do you find the author's use of language appealing or powerful? Does the passage jump off the page as a great descriptive passage?
- Does it prompt a strong response from you as you read it? Does it present itself as so well-crafted that you just love the sound of it? Is the language beautiful, descriptive, graphic?
- Is it particularly meaningful?
- Do you find yourself in agreement/disagreement with the ideas expressed?
- Does the passage remind you of a situation you have lived as well?
- Does the passage make you laugh out loud? Melancholy? Something else?
- Does the author raise intriguing questions or issues?
- Does the passage challenge or expand your thinking?

You are not limited to the above list. Your responses to the passages should clearly explain to me WHY these passages mean something to you, WHY these passages caught your attention, and HOW these passages illustrate the author's ideas.

Please be sure to proofread your entries. Please see the rubric for the assignment below.

Thank you in advance for all of the energy that I know you will bring to this assignment. I look forward to reading and to hearing your thoughts. In the meantime, have a great summer!

Sincerely yours,
Mrs. Quirk

	Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
Insight & Analysis (50)	<p>All entries demonstrate a keen insight into the text and do an exceptional job of explaining the student's thoughts and fully analyze the effect of the author's specific choices.</p> <p>Quotations chosen are from the entire work, not just from limited sections.</p> <p>(45-50)</p>	<p>All entries demonstrate sufficient insight into the text and adequately explain the student's thoughts, analyzing the effect of the author's specific choices</p> <p>Quotations chosen are from the entire work, not just from limited sections.</p> <p>(40-44)</p>	<p>Some entries demonstrate a lack of insight into the text and do not adequately explain the student's thoughts or do not sufficiently analyze the author's specific choices.</p> <p>Quotations chosen are from entire work or from limited sections.</p> <p>(35-39)</p>	<p>Entries tend to summarize the text rather than analyze. No evidence of insights beyond simply identifying the speaker and/or circumstances of the passages or quotes.</p> <p>Quotations chosen are from entire work or from limited sections.</p> <p>(0-34)</p>
Making Connections (30)	<p>The responses show a perceptive understanding of the connections among parts of the text and within passages themselves.</p> <p>(27-30)</p>	<p>The responses show an understanding of the connections among parts of the text and within passages themselves.</p> <p>(24-26)</p>	<p>The responses attempt to demonstrate an understanding of the connections among parts of the text and within passages themselves, but they may lack depth.</p> <p>(21-23)</p>	<p>The responses may not address connections within the text or do so superficially.</p> <p>(0-20)</p>
Style & Mechanics (20)	<p>Rich and effective word choice; strong student voice</p> <p>Sophisticated sentence patterns</p> <p>Varied and numerous transitional words</p> <p>Mastery of spelling, grammar, and usage is evident</p> <p>Very few or no errors</p> <p>Passages are correctly cited using MLA format; student includes a correctly formatted works cited page for the text.</p> <p>(27-30)</p>	<p>Varied word choice; student voice is apparent</p> <p>Varied sentence patterns</p> <p>Sufficient transitional words</p> <p>Some lapses in grammar, spelling and/or usage</p> <p>Errors do not interfere with meaning</p> <p>Passages are cited using MLA format but may contain 1-2 errors; student includes a mostly correctly formatted works cited page for the text.</p> <p>(24-26)</p>	<p>Acceptable word choice</p> <p>Some varied sentence patterns</p> <p>Minimal use of transitional words</p> <p>Many errors in grammar, spelling and/or usage</p> <p>Errors interfere with Meaning</p> <p>Passages are cited using MLA format but contain 3-4 errors; student includes a works cited page for the text, but there are several errors.</p> <p>(21-23)</p>	<p>Simple word choice</p> <p>Limited or no varied sentence patterns</p> <p>Transitional words are lacking</p> <p>Little to no attention to grammar, spelling and/or usage</p> <p>Errors seriously interfere with the meaning.</p> <p>Passages are not cited using MLA format or MLA citations contain more than 4 errors; student may be missing a works cited page.</p> <p>(0-20)</p>