



2019 English I Honors Summer Reading



Why should students read during the summer?

University of Tennessee, Knoxville, faculty members Richard Allington and Anne McGill-Franzen have completed a three-year study showing that students lose up to three months of learning every summer—skills they worked hard to acquire during the school year. However, the study showed a significantly higher level of reading achievement in students who took part in summer reading at home.

Allington compares the slide in reading ability to an athlete's fitness. "Just like hockey players lose some of their skills if they stay off their skates and off the ice for three months, children who do not read in the summer lose two to three months of reading development," Allington said.

Isn't it odd how much fatter a book gets when you've read it several times?" Mo had said..."As if something were left between the pages every time you read it. Feelings, thoughts, sounds, smells...and then, when you look at the book again many years later, you find yourself there, too, a slightly younger self, slightly different, as if the book had preserved you like a pressed flower...both strange and familiar."

- Author *Cornelia Funke*

University of Tennessee at Knoxville. "Summer Reading Is Key to Maintaining or Improving Students' Reading Skills." *Science Daily*. Science Daily, 22 July 2010. Web. 04 June 2015.

2019 English I Honors Summer Reading Requirements:

1. Each English I Honors student will read **two books** during the summer. One book **must be selected from the attached list**, and one book is a **personal choice**. Students will be assessed in two ways. First, **they will be assessed on their notes from each selection**, and second, they will use these notes **to complete an in-class writing assignment** during the first two weeks of school. The grade for this assignment will be broken down as follows:

- Submitted book notes (for both selections student reads) = 50 points
- In-class writing assessment (only on book selection **from list**) = 50 points

2. Students may take notes in any form; however, the notes should be **extensive and detailed**. I have included information on this handout for creating **Dialectical Journals** and **Cornell Notes**, and these will be note-taking formats that will be used in class this year.

Suggested elements to note when reading:

- Plot Summary (key elements of the plot)
- Setting (time period and place; think about its importance to the story)
- Characters (major/minor-direct and indirect characterization; dynamic or static; character's role in the story)
- Conflict (central and minor conflicts as well as how each is resolved and the characters' roles in the conflict)
- Figurative Language (How does the author use literary devices such as metaphor, simile, personification, onomatopoeia, etc. to convey meaning?)
- Tone (How does the author view his/her subject)
- Point of View (1st or 3rd /limited or omniscient? How does the POV affect the story? Is it effective or not?)
- Theme (What universal life lesson or statement about life is being portrayed?)
- Significant quotations – include at least five using MLA citation format (Why are they significant? What do they reveal about characters, plot, motivations, etc.?)

3. When students return to school in the fall, they will be asked to complete a writing assignment on their book selection **from the list**. They may use their notes while completing the writing assignment. The prompts/questions on the assignment will directly correlate with the suggested elements listed above.

*****Book notes are due in class on Monday, August 26, 2019*****

Suggestions for Note-Taking:

1. Dialectical Journals for Independent Reading

The “dialectic” was the method Socrates used to teach his students how to be actively engaged in deriving meaning from an unfamiliar and challenging work. In a dialectical notebook, students divide their paper into two columns. One column is labeled TEXT, and the other RESPONSE. As you read, you will identify certain passages that cause you to stop and respond to what you are reading.

Divide your note-taking page into two columns. In the first column, record details from your readings and, in the second, interpret the meaning of these details. There are many ways you can respond to a text in a dialectical notebook.

Format:

- Draw a vertical line in the middle of a page in the second section of your spiral notebook.
- At the top left column, write the title and author of the work.
- At the top of the right column, write the heading *Reader Response*.
- Make sure you record page numbers, quotes, and key ideas in the left-hand column.
- In the right column, write YOUR ideas/insights, questions, reflections, & comments related to the notations on the left.

EXAMPLE: Dialectical Journal for *To Kill A Mockingbird* by Harper Lee

TEXT	RESPONSES
“Enamored, upright, uncompromising, Aunt Alexandra was sitting in a rocking chair exactly as if she had sat there every day of her life” (Lee 129).	I remember my Great-Grandmother Parker was just like this. My cousins and I were all so scared of her because she was so prim and proper, but at the same time we had a great deal of respect for her. Whenever we would drive over to visit her, she would always be sitting out on her front porch, rocking and reading her Bible.
“I felt the starched walls of a pink cotton penitentiary closing in on me, and for the second time in my life I thought of running away” (Lee 139).	I love this passage! It is so descriptive and so accurate of what Scout must have been feeling. To her, her female heritage was a prison - a cage in which she was forever trapped. Like everyone else, there have been times in my life when I felt so trapped in situations that I wanted to run away. However, I have learned that running away from problems is never the answer – you must be brave and strong and firmly resolved that you can conquer any problem that comes your way!

2. Cornell Notes:

For Cornell notes, divide your paper in half. At the top, write the book’s title and author as well as your essential question; the essential question is the chapters you are covering in the Cornell notes. On the left, write the literary elements plot, characters, setting, and theme, as well as any questions you have about each of them. On the right, list the facts and information from the chapters about each of the literary elements. Then, at the bottom or on the back of the paper, write a 3-5 sentence summary of what occurred in the chapters.

Here is an example of the format:

Book Title: _____ Your Name _____	
Essential Question: What happened in Chapters ____ through ____?	
What is the plot? List any questions you have about the plot here	List the major events from the chapters here See if you can find the answers to your questions as you read
Who are the characters? List any questions you have about the characters here	List the characters in the chapters and describe each See if you can find the answers to your questions as you read
What is the setting? List any questions you have about the setting here	List the time and place where the events in the chapters occur. There may be more than one time and place. See if you can find the answers to your questions as you read
What is the theme? List any questions you have about the theme here	What is the author’s message? What is he/she trying to tell the reader by writing this book? What lessons are being learned by the main characters in these chapters? See if you can find the answers to your questions as you read
Summary: In 3-5 sentences, summarize the main ideas/ events of these chapters.	

Summer Reading List for Rising 8th graders in English I Honors

Louis May Alcott	<i>Little Women</i>
Corrie Ten Boom	<i>The Hiding Place</i>
Orson Scott Card	<i>Ender's Game</i>
Joseph Conrad	<i>Heart of Darkness</i>
Nancy Farmer	<i>House of the Scorpion</i>
Pat Frank	<i>Alas, Babylon</i>
Ernest Gaines	<i>A Lesson Before Dying</i>
William Golding	<i>Lord of the Flies</i>
Erin Gruwell & the Freedom Writers	<i>The Freedom Writers Diary</i>
Jeanne Wakatsuki Houston	<i>Farewell to Manzanar</i>
Daniel Keyes	<i>Flowers for Algernon</i>
John Knowles	<i>A Separate Peace</i>
Harper Lee	<i>To Kill a Mockingbird</i>
Madeline L'Engle	<i>A Wrinkle in Time</i> <i>Many Waters</i>
Jack London	<i>White Fang</i> <i>The Call of the Wild</i>
Walter Dean Myers	<i>Fallen Angels</i> <i>The Glory Field</i>
George Orwell	<i>Animal Farm</i> <i>1984</i>
Conrad Richter	<i>A Light In the Forest</i>
Mary Shelley	<i>Frankenstein</i>
Robert Louis Stevenson	<i>Treasure Island</i>
H.G. Wells	<i>The Island of Dr. Moreau</i> <i>The Time Machine</i> <i>The War of the Worlds</i>
Elie Wiesel	<i>Night</i>
Markus Zusak	<i>The Book Thief</i>

Books in a Series (Select one from the series)

Lloyd Alexander	<i>The Chronicles of Prydain</i>
Suzanne Collins	<i>Hunger Games</i> trilogy
C.S. Lewis	<i>The Chronicles of Narnia</i>
J.R.R. Tolkien	<i>The Hobbit</i> <i>The Lord of the Rings</i> trilogy