

English III HN Summer Reading 2017-2018

Lexington School District One Purpose Statement for Honors Summer Reading:

Summer reading offers students an opportunity to enjoy quality literature while growing their independent reading skills. Students demonstrate their abilities through standards-based engagements in comprehension and vocabulary. This self-directed experience will allow students to reinforce skills previously learned and prepare them for future learning.

How we all define America is shaped by our varying experiences. Our first unit of study will focus on the concept of how America is defined. We will focus on the guiding question of “How do you define America?”

During the school year we will examine the concept of **Defining America**.

- You will choose **one non fiction biography of an American/or someone who became an American** surrounding this concept and complete the Close Reading of a Literary Passage (see attached). **YOU SHOULD NOT SELECT A TEXT THAT HAS BEEN MADE INTO A FILM.**
- You also read *I'm a Stranger Here Myself* by Bill Bryson and complete the Non-Fiction Assignment (see attached).
- These assignments will serve as a guide for future formative and summative assessments, but will NOT be graded.

*Selections for summer reading must be appropriate in length, content, and complexity. Students entering English III Honors should select a text that is over 200 pages in length, centered around the theme of fear and persecution, and that demonstrates and appropriately rigorous reading level (with a lexile level of 900+, or one that is recommended for ages 15 and up).

Close Reading of a Literary Passage

When engaging in a close reading, you choose a specific passage and analyze it in fine detail, as if with a magnifying glass. You then comment on points of style and on your reactions as a reader. Close reading is important because it is the building block for larger analysis. Your thoughts evolve not from someone else's truth about the reading, but from your own observations. The more closely you can observe, the more original and exact your ideas will be. To begin your close reading, ask yourself several specific questions about the passage. The following questions are not a formula, but a starting point for your own thoughts. When you arrive at some answers, you are ready to organize and write. You should organize your close reading like any other kind of essay, paragraph by paragraph, but you can arrange it any way you like.

*Note: For summer reading, apply this technique to the entire novel by choosing significant passages as you read. During our class, we will continue to evaluate individual passages and entire works in this manner. Mark your novel, take notes, and reflect as you read. **THESE WILL NOT BE TURNED IN FOR A GRADE, BUT INSTEAD SHOULD BE APPLIED TO ALL READING YOU DO THROUGHOUT THE SEMESTER.***

I. First Impressions:

- What is the first thing you notice about the passage?
- What is the second thing?
- Do the two things you noticed complement each other? Or contradict each other?
- What mood does the passage create in you? Why?

II. Vocabulary and Diction:

- Which words do you notice first? Why? What is noteworthy about this diction?
- How do the important words relate to one another?
- Do any words have double meanings? Do they have extra connotations?
- Look up any unfamiliar words.

III. Discerning Patterns:

- Does an image here remind you of an image elsewhere in the book? Where? What's the connection?
- Could this passage symbolize the entire work? Could this passage serve as a microcosm--a little picture--of what's taking place in the whole work?
- What is the sentence rhythm like? Short and choppy? Long and flowing? Does it build on itself or stay at an even pace? What is the style like?
- Look at the punctuation. Is there anything unusual about it?
- Is there any repetition within the passage? What is the effect of that repetition?
- How many types of writing are in the passage? (For example, narration, description, argument, dialogue, rhymed or alliterative poetry, etc.)
- What is left out or kept silent? What would you expect the author to talk about that the author avoided?

IV. Point of View and Characterization:

- How does the passage make us react or think about any characters or events within the narrative?
- Are there colors, sounds, physical description that appeals to the senses? Does this imagery form a pattern? Why might the author have chosen that color, sound or physical description?
- Who speaks in the passage? To whom does he or she speak? Does the narrator have a limited or partial point of view? Or does the narrator appear to be omniscient, and he knows things the characters couldn't possibly know? (For example, omniscient narrators might mention future historical events, events taking place "off stage," the thoughts and feelings of multiple characters, and so on).

V. Symbolism:

- Are there metaphors? What kinds?
- How might objects represent something else?
- Do any of the objects, colors, animals, or plants appearing in the passage have traditional connotations or meaning? What about religious or biblical significance?

Adapted from:

Wheeler, PHD, Carson Newman College. http://web.cn.edu/kwheeler/reading_lit.html

Non-Fiction Annotation Assignment

Assignment: Read and ANNOTATE. This means that you must include a copy of your notations. ***THESE WILL NOT BE TURNED IN FOR A GRADE, BUT INSTEAD SHOULD BE APPLIED TO ALL READING YOU DO THROUGHOUT THE SEMESTER.***

Annotate for the following:

- Speaker's tone and possible tone shifts
- Organization and arrangement of ideas
- Appeals to logic or emotion
- Mark places in the text that evoke a reaction from you, be it laughter, anger, or confusion.

Some questions to ask yourself as you read:

- How does s/he open the text?
- How does s/he close the text?
- How does s/he organize? What are the parts or sections of the text?
- How much is based on observation? Personal experience? Fact? Conversations?
- What sort of diction characterizes the author?
- What sort of syntax characterized the author?
- What audience does s/he assume? How do you know?