

English I HN Summer Reading

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.

The theme, *Overcoming Adversity*, focuses on the challenges that humanity faces worldwide. In stories within this theme band, the protagonist's growth is usually the result of a struggle to overcome some internal or external conflict. Although the protagonist's journey may include a number of challenges, these predicaments are overshadowed by the personal growth the character experiences.

To begin our school year we will examine the theme, *Overcoming Adversity*. Your summer reading experience will serve as the prerequisite for our first unit of study.

- You should choose **one** non-fiction text surrounding this theme and complete the Non-Fiction Annotation Assignment (see attached).
- This assignment 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 I Honors should select a text that is over 100 pages in length, centered around the theme, *Overcoming Adversity*, and that demonstrates an appropriately rigorous reading level (with a lexile level of 700+, or one that is recommended for ages 14 and up).

*A list of book choices is included. You are welcome to pick from this list. If you do not see a book that interests you on the suggested list, feel free to select another non-fiction text surrounding the theme, *Overcoming Adversity*, and that meets the above-mentioned criteria.

English I Honors Suggested Non-Fiction Summer Reading Titles

***An American Childhood* by Annie Dillard**

Lexile 1040 (ages 12-adult)

An American Childhood is Pulitzer Prize-winning author Annie Dillard's vivid memoir of growing up in Pittsburgh in the 1950's. The author captures the innocence, sadness, fun, and confusion about growing up by recounting her memories not only as an adult who was once a child, but also as a child who has grown into an adult.

***This Boy's Life* by Tobias Wolff**

Recommended for grades 8-10

This Boy's Life is a memoir by American author, Tobias Wolff. It vividly describes the author's adolescence while wandering the United States with his mother during which time they face many trial and tribulations. The author reveals his journey amidst some of the most beautiful scenery in America. His excitement and simultaneous loneliness are captured through vivid imagery along his journey.

***A Long Walk to Water* by Linda Sue Park**

Lexile 720 (ages 11-15)

A Long Walk to Water is based on the true story of Salva, one of the 3,800 Sudanese "Lost Boys" airlifted to the United States beginning in the mid 1990's. Eventually, Salva returns to his home region in southern Sudan to establish a foundation that installs deep-water wells in remote villages in dire need of clean water. The story of Salva's life is told side by side with the story of Nya, a young girl who lives present-day in one of those villages.

***Barrio Boy* by Ernesto Galarza**

Lexile 1140 (grades 9-10)

Barrio Boy is the autobiography of a young Mexican boy and his family who moved from their Mexican village to a Sacramento barrio in search of a better life. It documents his observations and adjustments to his new life in a very different environment amidst a variety of conflicts. Galarza's story begins when he is four years old and ends as he is entering high school. It describes the cultural transition, trials, and tribulations he faces growing up in a new culture.

***A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah** Lexile 920 (grades 8-10)

This memoir documents the struggle for survival and the journey to make peace with oneself. Ishmael Beah recounts his years as a child soldier of Sierra Leone in this heart-wrenching account of fear, courage, and determination.

Non-Fiction Annotation Assignment

Good readers interact with the text. Annotating is very much like having a written conversation with the work you are reading. When you annotate, you should pause at important sections to ask yourself questions about the author's intent, the structure of the writing, the figurative language you encounter, the significance of setting, and anything else that will deepen your understanding and interaction with the work.

More Annotation Topics:

- Imagery/vivid description
- Organization and arrangement of ideas
- Speaker's tone and possible tone shifts
- Appeals to logic or emotion
- Mark places in the text that evoke a reaction from you
- Major plot events
- Text structure (flashback, foreshadowing, suspense, etc.)
- Choice of diction
- Syntax
- Audience
- Character development (characters, characterization, character motivation)
- Setting(s)
- Conflict

Assignment: Read your nonfiction selection and **ANNOTATE** using the chart on the next page. You will not submit your annotations for a grade; however, you will reference them during your reading of other texts throughout first semester.

Template for Annotating Non-Fiction

Name of Text: _____

Please develop at least one example of each of the following text features. You may have more than one example in each category. I have included an example for you in the “Imagery” category below. The example is from *Travels with Charley: In Search of America*.

Text Features	Example from the Text (Include page number and use MLA citation—example included.)	Significance
<p>Imagery What is the writer’s purpose for using vivid imagery in the text?</p>	<p>"The wind struck on the moment we were told it would, and ripped the water like a black sheet. It hammered like a fist. The whole top of an oak tree crashed down, grazing the cottage where we watched. The next gust stove one of the big windows in. I forced it back and drove wedges in top and bottom with a hand ax. Electric power and telephones went out with the first blast, as we knew they must. And eight-foot tides were predicted. We watched the wind rip at earth and sea like a surging pack of terriers. The trees plunged and bent like grasses, and the whipped water raised a cream of foam. A boat broke loose and tobogganed up on the shore, then another" (Steinbeck 13).</p>	<p>The writer wants us to feel like we are experiencing the hurricane with him. Steinbeck gives the weather personality. He wants readers to see the whole world as alive. He uses similes and personification to accomplish this.</p>
<p>Organization How is the text organized or how are ideas arranged? How does the writer open and/or close the text?</p>		
<p>Tone What is the speaker’s tone or are there tone shifts in the text? Explain.</p>		
<p>Logical/Emotional Appeal Where and how does the writer appeal to logic and/or emotions?</p>		

<p>Personal Reactions What are your reactions to the text? Where did you laugh, cry, feel confused, or feel angry? Why?</p>		
<p>Plot Events What plot events significantly impact the writer? Explain.</p>		
<p>Text Structure Where does the author use flashback, foreshadowing, suspense, etc.? How do each of these elements impact the reader's experience with the text?</p>		
<p>Diction What type of diction characterizes the writer? Why is this important?</p>		
<p>Syntax What type of syntax characterizes the writer? Why is this important?</p>		

<p>Audience Who is the writer's target audience? How do you know?</p>		
<p>Character development What characters are introduced throughout the text? How is each character developed and characterized? What is each character's motivation?</p>		
<p>Setting(s) What are significant settings in the text? How does setting affect the writer?</p>		
<p>Conflict(s) What conflicts do the characters face? How do these conflicts affect the characters?</p>		