

## DCHS 9th and 10th Grade HONORS REQUIRED English Summer Reading Assignment

Summer is a great time to relax, spend time with friends and family, go on adventures, work a summer job, and READ! The **purpose** behind summer reading is that it allows students choice, challenge, rigor, and growth. It also fosters independence, new perspectives, analytical thinking, and a chance for students to assess themselves.

The outcomes the English department expects are multifaceted. This summer reading will help students anticipate ideas they will explore in their upcoming English classes, offer a shared, common literary experience with their peers, and help establish a tone of expectations for the coming year. We also expect that summer reading will help students build specific skills, make connections between genres of reading, and enhance global mindedness.

**Students who choose to pursue an Honors/AP/IB English class next year are expected to complete this assigned summer reading** by exploring one text critically over the summer. **Honors/AP/IB** English students will purchase their own copy of a choice book\*\*, read the book, complete annotations on the full book, and craft a written assignment in the first few weeks of the new semester.

**Families: We encourage you to be involved in your child's book choices. Books vary in level and content, so please help your child make appropriate choices.** Students are welcome to read a text in their native language if appropriate.

<b>If you will be in English I Honors (9<sup>th</sup> grade) in 2023-2024</b> <b>Choose ONE:</b>	<b>If you will be in English II Honors (10<sup>th</sup> grade) in 2023-2024</b> <b>Choose ONE:</b>
<i>Big Mouth Ugly Girl</i> by Joyce Carol Oates	<i>The Help</i> by Kathryn Stockett
<i>The Bean Trees</i> by Barbara Kingsolver	<i>Unbroken</i> by Laura Hillenbrand
<i>The Art of Racing in the Rain</i> by Garth Stein	<i>Another Day in the Frontal Lobe</i> (non-fiction) by Katrina Frick
<i>Haroun and the Sea of Stories</i> by Salman Rushdie	<i>How the Garcia Girls Lost their Accents</i> by Julia Alvarez
<i>The Hate U Give</i> by Angie Thomas	<i>Tomboy: A Graphic Memoir</i> (non-fiction) by Liz Prince
<i>The Absolutely True Diary of a Part-Time Indian</i> by Sherman Alexie	<i>We Were Liars</i> by E. Lockhart
<i>Turtles all the Way Down</i> by John Green	<i>The Sun is Also a Star</i> by Nicola Yoon
<i>Going Bovine</i> by Libba Bray	<i>A Raisin in the Sun</i> by Lorraine Hansberry
<i>A Long Way Gone: Memoirs of a Boy Soldier</i> (non-fiction) by Ishmael Beah	<i>Orphan Train</i> by Christina Baker Kline
<i>The Boy Who Harnessed the Wind: Creating Currents of Electricity and Hope</i> (non-fiction) by William Kamkwamba	<i>A Blade So Black</i> by L.L. McKinney

\*\*If you are unable to purchase a text due to financial constraints, please contact our librarian Mo Olson @ [molson1@dcsdk12.org](mailto:molson1@dcsdk12.org) before **MAY 12, 2023**. Alternatively, titles should be available at Douglas County Public Libraries. You may use a library copy and annotate on sticky notes or in a notebook. Make sure to record page numbers and copy direct quotations if you use this method.

This is an in-depth process and should be completed over the course of the summer, not left until the last minute, so plan accordingly! Deep exploration of literature offers a format for deliberating life's most perplexing and intriguing themes; people who read critically

are able to discuss and debate moral and ethical dilemmas and truly learn from others' stories. Please put thought, time, and effort into your summer work. Your completed assignment and annotations will be graded by your teacher and will likely be the first large grade of your freshman/sophomore year. **Choose from the titles in the table above** and **annotate the book** using the directions below. Your annotated book will be due at the end of the first week of school (August) and a written assignment on the text will be assigned by your teacher in the first few weeks of school.

**Annotation Directions:** Keep this quote in mind as you're annotating your book...

"Just as rigor does not reside in the barbell but in the act of lifting it, rigor in reading is not an attribute of a text but rather a reader's behavior – engaged, observant, responsive, questioning, analytical. These close reading strategies are a means by which you engage with text and they offer you a chance to hone your critical reading habits." -Kylene Beers, *Notice and Note*

You will annotate your books as you read. Annotation encourages close reading and keeps students engaged in a text by having them record their thoughts during the reading process. Think of annotations as "showing your work" while you read, just as you sometimes show your work in a math problem. You are showing what you are thinking while you read and analyze— and thinking is a word-based activity, not just a nebulous puff of energy. If you can't articulate your thoughts, then you have to question if you know what you're thinking. To annotate a text, write meaningful questions, comments, and observations within the text of the book. **You must make 50+ annotations spanning the beginning, middle, and end of the book!**

The simplest way to distribute your annotations is to divide the pages in your book by 50 (the minimum expected number of annotations); the result is how many pages between annotations. (Example: a 200-page book/50 annotations = one annotation every 4 pages.) There are sample annotations on the following pages. As you read your text, consider all of the ways that you can connect with what you are reading. Don't overuse the same type of annotation. Instead, use a variety of approaches to record your reactions to your book. On the next page are some suggestions that will help you with your annotations.

### Types of Annotations:

- ◇ Offer an analysis or interpretation of what is happening in the text.
- ◇ Point out and discuss literary techniques the author is using.
- ◇ Explain the effects of syntax, tone, diction, point of view, figurative language, and other techniques on the text.
- ◇ Ask specific questions about what you don't understand.
- ◇ Make connections to other parts of the book.
- ◇ Make connections to other texts you have read or to things you have seen, including movies, comic books/graphic novels, news events, other books, stories, plays, songs, or poems
- ◇ Paraphrase or summarize a particularly difficult or meaningful passage or moment from the text.
- ◇ Make connections to your own life experiences.
- ◇ Describe a new perspective you may have now.
- ◇ Explain the historical context or traditions/social customs that are used in the passage.

### Example of Excellent Annotations from *Romeo & Juliet*

Act 2 Scene 2 continued

Caesura to show he has paused to think. → I am too bold, 'tis not to me she speaks. → Perhaps she is speaking to herself or to Nurse

Two of the fairest stars in all the heaven, → Rhetorical question - Romeo continues to compliment her beauty and compare her eyes to stars

Having some business, do entreat her eyes → The stars have asked Juliet's eyes to light up the stars whilst they attend business. Metaphor for her beauty.

To twinkle in their spheres till they return. → Reference to light - recurrent throughout the play

What if her eyes were there, they in her head? → Simile - comparing Juliet to natural light which is superior to artificial light (a lamp)

The brightness of her cheek would shame those stars, → Personification - her beauty would embarrass/humiliate the inferior stars

As daylight doth a lamp; her eyes in heaven → Hyperbolic language - Beauty so bright that birds would think it is day not night.

Would through the airy region stream so bright → See how she leans her cheek upon her hand → Romeo is besotted as even the simplest movement impresses him

That birds would sing and think it were not night.

O that I were a glove upon that hand, → wishes to be close to her

That I might touch that cheek

\* Entreat - Beseech or plead

### Example of Poor Annotations from *Romeo & Juliet*

mood = sad

JULIET

Indeed, I never shall be satisfied

With Romeo, till I behold him--dead--foreshadow

Is my poor heart for a kinsman vex'd? 100 foreshadow

Madam, if you could find out but a man

To bear a poison, I would temper it; foreshadow

That Romeo should, upon receipt thereof

Soon sleep in quiet. O, how my heart abhors

To hear him named, and cannot come to him. 105

To wreak the love I bore my cousin

Upon his body that slaughter'd him--Romeo mad and angry

tone → depressed and sad

be dead

**Good Resources to use if you want help with annotating well.** Use your phone to access the QR code OR click the link to access the helpful annotating tips!



[Annotating Literature: Techniques & Examples](#)



[How to Annotate a Book](#)