

Summer Reading and Assignments
Homer Central School District

Course: English 9H/10H/11H

Assignment Title: Independent Reading and Journal Entries

Essential Questions for this Assignment: *(Big ideas to grapple with/explore)*

- How do authors incorporate the use of literary elements to enrich meaning within a text?
- How do authors develop a central idea or theme over the course of a text?
- How does the structure of a text affect its meaning?

Purpose of Assignment

The purpose of this assignment is to build a student's repertoire of classic literature, preparing him or her for the culmination of English Honors classes and English 12AP, while improving analytical skills through independent work.

How this assignment/reading will help students and add to the course experience

- Independent reading and journal entries are a required part of English Honors classes.
- Close reading and independent analysis are required parts of all English classes as well as the Common Core ELA standards.

Resources needed to complete the assignment

- Independent Journal Assignment
- Teacher-generated list of canonical literature
- Student-selected literary works

Estimated time for completion

15-20 hours: These hours are not meant to be contiguous.

Estimated Time for Midpoint Check-in with teacher

N/A

Date Due

Both journal entries are due on the first day of school for peer review.

How to contact your teacher with concerns or questions:

English 9H: ehatch@homercentral.org

English 10 H: mmassenzio@homercentral.org or swebb@homercentral.org

English 11 H: tstokoe@homercentral.org

Independent Reading Workshop (Summer Edition)

Part 1: Select **one novel** to read this summer from the attached list. Please choose a book for the grade you are entering. Do not choose a book you have previously read.

Part 2: Over the course of the summer, write **two journal entries** about your independent reading book using the **attached prompt**.

Honors English Summer Reading List

Choose a novel you have not previously read.

Author	Title	Grade Level (you are <i>entering</i>)
Alexie, Sherman	<i>The Absolutely True Diary of a Part-Time Indian</i>	9
Alvarez, Julia	<i>How the Garcia Girls Lost their Accents</i>	10
Alvarez, Julia	<i>In the Time of the Butterflies</i>	10
Angelou, Maya	<i>I Know Why the Caged Bird Sings</i>	10
Atwood, Margaret	<i>The Handmaid's Tale</i>	11
Baldwin, James	<i>Go Tell it on the Mountain</i>	10
Bradbury, Ray	<i>Fahrenheit 451</i>	10
Bronte, Charlotte	<i>Jane Eyre</i>	11
Bronte, Charlotte	<i>Wuthering Heights</i>	11
Burgess, Anthony	<i>A Clockwork Orange</i>	11
Chopin, Kate	<i>The Awakening</i>	11
Conrad, Joseph	<i>Heart of Darkness</i>	11
Conrad, Joseph	<i>Secret Sharer</i>	11
Crane, Stephen	<i>The Red Badge of Courage</i>	9
Dickens, Charles	<i>David Copperfield</i>	9
Dickens, Charles	<i>Great Expectations</i>	9
Dickens, Charles	<i>Hard Times</i>	11
Dostoevski, Fyodor	<i>Crime and Punishment</i>	11
Ellison, Ralph	<i>Invisible Man</i>	10
Faulkner, William	<i>A Light in August</i>	11
Faulkner, William	<i>As I Lay Dying</i>	11
Fitzgerald, F. Scott	<i>Tender is the Night</i>	10
Fitzgerald, F. Scott	<i>This Side of Paradise</i>	10
Forster, E. M.	<i>Howard's End</i>	11

Forster, E. M.	<i>A Passage to India</i>	11
Gaines, Ernest J.	<i>A Lesson Before Dying</i>	10
Greene, Graham	<i>The Good Soldier</i>	11
Griffin, John Howard	<i>Black Like Me</i>	10
Golding, William	<i>Lord of the Flies</i>	11
Hansberry, Lorraine	<i>A Raisin in the Sun</i>	10
Hardy, Thomas	<i>Jude the Obscure</i>	11
Hawthorne, Nathaniel	<i>The Scarlet Letter</i>	10
Heller, Joseph	<i>Catch-22</i>	11
Hemingway, Ernest	<i>A Farewell to Arms</i>	10
Hemingway, Ernest	<i>For Whom the Bell Tolls</i>	10
Hemingway, Ernest	<i>The Old Man and the Sea</i>	10
Hemingway, Ernest	<i>The Sun Also Rises</i>	10
Homer	<i>The Odyssey</i>	9
Hosseini, Khaled	<i>A Thousand Splendid Suns</i>	11
Hosseini, Khaled	<i>The Kite Runner</i>	11
Hurston, Zora Neale	<i>Their Eyes Were Watching God</i>	9
Huxley, Aldous	<i>Brave New World</i>	11
Ishiguro, Kazuo	<i>The Remains of the Day</i>	11
Kerouac, Jack	<i>On the Road</i>	10
Kesey, Ken	<i>One Flew Over the Cuckoo's Nest</i>	11
Kidd, Sue Monk	<i>The Secret Life of Bees</i>	9
Kingsolver, Barbara	<i>The Poisonwood Bible</i>	10
Knowles, John	<i>A Separate Peace</i>	9
London, Jack	<i>The Call of the Wild</i>	9
Mason, Bobbie Ann	<i>In Country</i>	10
Melville, Herman	<i>Moby Dick</i>	9
Miller, Arthur	<i>Death of a Salesman</i>	10

Morrison, Toni	<i>Beloved</i>	10
Morrison, Toni	<i>The Bluest Eye</i>	10
Morrison, Toni	<i>Song of Solomon</i>	10
O'Brien, Tim	<i>The Things They Carried</i>	10
Orwell, George	<i>1984</i>	11
Paton, Alan	<i>Cry, the Beloved Country</i>	11
Plath, Sylvia	<i>The Bell Jar</i>	10
Potok, Chaim	<i>The Chosen</i>	9
Salinger, J.D.	<i>The Catcher in the Rye</i>	10
Shakespeare, William	<i>King Lear</i>	11
Shelley, Mary	<i>Frankenstein</i>	11
Silko, Leslie Marmon	<i>Ceremony</i>	11
Simonson, Helen	<i>Major Pettigrew's Last Stand</i>	11
Sinclair, Upton	<i>The Jungle</i>	9
Smith, Betty	<i>A Tree Grows in Brooklyn</i>	10
Steinbeck, John	<i>The Grapes of Wrath</i>	9
Tan, Amy	<i>The Joy Luck Club</i>	10
Thackeray, William M.	<i>Vanity Fair</i>	11
Twain, Mark	<i>The Adventures of Huckleberry Finn</i>	10
Twain, Mark	<i>The Adventures of Tom Sawyer</i>	10
Vonnegut, Kurt	<i>Slaughterhouse Five</i>	11
Walker, Alice	<i>The Color Purple</i>	11
Wharton, Edith	<i>The Age of Innocence</i>	10
Wilde, Oscar	<i>The Picture of Dorian Gray</i>	11
Williams, Tennessee	<i>A Streetcar Named Desire</i>	10
Williams, Tennessee	<i>The Glass Menagerie</i>	10
Woolf, Virginia	<i>Mrs. Dalloway</i>	11
Wright, Richard	<i>Black Boy</i>	10

Wright, Richard	<i>Native Son</i>	10
Zusak, Markus	<i>The Book Thief</i>	10

Independent Reading Journal Assignment

Your Task: Closely read your independent reading text, and write a well-developed, text-based response of two to three paragraphs. In your response, identify a **central idea** in the text, and analyze how the author's use of **one writing strategy** (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis, including **at least two supporting quotations with MLA internal citations**. Do *not* simply summarize the text.

Guidelines:

Be sure to:

- Identify a **central idea** in the text
- Analyze how the author's use of **one writing strategy** (literary element or literary technique or rhetorical device) develops this central idea. Examples include the following: **characterization, conflict, connotation, foreshadowing, metaphor, simile, imagery, irony, point-of-view, setting, structure, symbolism, tone**, etc. Check out [Shmoop's Literary Glossary](#) or see me with questions about terms with which you are unfamiliar. To ensure that your responses vary, **do not choose the same writing strategy more than once for each book.**
- Use strong and thorough evidence from the text to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

Both journal entries should begin with the following heading and citation:

First name Last name

Teacher

Class

Day Month Year

Summer Assignment

Pages read/Pages total

Writing strategy chosen

Full MLA citation for your text (Go [here](#) for help with this.)

Your journal entry grades will be based on the following:

- *MLA citation*
 - accuracy of information
 - adherence to MLA style (order, formatting, punctuation, etc.)
- *Discussion/analysis of your IR book/text using a prompt*
 - accuracy (Do you have the facts right?)
 - development (Do you say enough to demonstrate that you fully understand what you read, answer the question, and support your ideas with evidence from the text?)
 - organization (Do your ideas make sense in the order in which they are written?)
- *Quotations*
 - minimum of two quotation required per entry
 - introduced properly
 - copied exactly or edited using [] or ...
 - punctuated correctly
 - cited properly using MLA internal citations
 - relevant
 - explained and connected to your ideas
- *Style and word choice*
 - formal style
 - sophisticated language
 - precise word choice
- *Conventions*
 - grammar
 - capitalization
 - punctuation
 - spelling
 - verb tense
 - proofreading

CCSS Covered: RL.9-12.1, 2, 3, 4, 5, (6), (9), 10, 11; W.9-12.1, 2, 4, 5, 6, 10; L.9-12.1, 2, 3, 5