

## English I / Honors English I Summer Reading

The summer reading assignment for English I students is designed to reinforce an appreciation of reading and allow time during the summer to practice and maintain reading skills.

Overview: Students enrolled in English I are required to read ONE book from the list below and complete a Reader's Response Journal for that chosen book. The journal is due in class on the first day of school.

**Step 1: Work with your parents to select and purchase a print version of ONE of the books below. Choose a text that interests you and that is written in a style that you find appealing. Use a website like Amazon to read sample pages and explore these texts. You should be reading the chosen work for the first time.**

*Salt to the Sea* by Ruta Sepetys

*The Secret Life of Bees* by Sue Monk Kidd

*I, Robot* by Isaac Asimov

*Murder on the Orient Express* by Agatha Christie

*Call of the Wild* by Jack London

*Jane Eyre* by Charlotte Bronte

*Rocket Boys* by Homer Hickam

*Code Talker* by Joseph Bruchac

**Step 2: Complete a Reader's Response Journal for the book you read. Requirements for the journal and the journal template follow this letter.**

**Step 3: Bring your book and the typed journal to class on the first day of school.**

I look forward to reading your journal entries and being a part of your 9th grade year.

Enjoy your summer!

Mrs. George

## Guidelines for the Reader's Response Journal

The expectation is that this is an INDIVIDUAL assignment; therefore, collaboration with other students is NOT allowed. Any assistance from other people, the Internet, movies, or secondary sources, such as but not limited to SparkNotes or Shmoop, will be viewed as cheating and will result in a ZERO on the assignment. The text you've chosen is there for everyone to read; however, the connections and interpretations are uniquely yours. You are neither right nor wrong in your response. So, be willing to take risks, try your ideas, and be honest.

If you have questions about the format or assignment, please email Mrs. George at [george@shrineschools.com](mailto:george@shrineschools.com).

### What is a Reader's Response Journal?

Reader's Response Journals record student feelings, responses, and reactions to reading texts. This active learning strategy encourages students to think deeply about the materials they read and to relate this information to their prior knowledge and experiences. This interaction between reader and text extends the reading experience into the "real life" application of information. Reader's Response Journals allow students to reflect on and raise questions about a text. These journals are especially valuable for promoting opinion making, value judgments, and critical thinking.

### What does a Reader's Response Journal look like?

You will use a double-entry form to examine details of a passage and synthesize your understanding of the text. A sample Reader's Response Journal entry is provided below. Use the Reader's Response Journal Template model at the end of this assignment to guide you.

Sample Journal:

*The House on Mango Street* by Sandra Cisneros

Passage	Response
"They send ferocious roots beneath the ground...and grab the earth between their hairy toes and bite the sky with violent teeth and never quit their anger. This is how they keep." (Cisneros 93-94)	Ferocious roots and violent teeth that bite the sky are a shocking and very visual image. Wild animals are often ferocious and violent. Threatened animals and people can be ferocious and violent too. But I don't think of trees as being angry, ferocious or violent. What is it that makes these trees so angry that they're animal-like in their will to survive?

**When should you write a passage down?**

Choose TEN passages from the chosen book. Passages should be distributed throughout the entire book. Every passage must include the page number.

**How do you choose which passage to write down?**

- a. Details that seem important to you
- b. The passage reminds you of another text or of something in your own life
- c. You have an epiphany
- d. You learn something significant about a character or topic
- e. You recognize a pattern (overlapping images, repetition of ideas, details, etc.)
- f. You agree or disagree with something a character or the author says or does
- g. You find an interesting or potentially significant quotation
- h. You notice something important or relevant about the writer's style (word choice, sentence structure, or dialogue)
- i. You notice effective use of literary devices (imagery, metaphor, simile, symbolism, etc.)

**What should you write in the response column?**

Reflect upon the passages.

- a. DO NOT MERELY SUMMARIZE THE PASSAGE.
- b. Raise questions about the beliefs and values implied in the text.
- c. Give your personal reactions to the passage, the characters, the situation or the topic.
- d. Discuss the words, ideas, or actions of the author or character.
- e. Tell what the text reminds you of from your own experiences.
- f. Compare the text to other characters, novels, or articles.
- g. Write about what it makes you think or feel.
- h. Argue with or speak to the character or author.
- i. Make connections to any themes that are revealed to you.
- j. Make connections among passages or sections of the work.
- k. Make predictions about characters' futures or the impact of the topic discussed in the text.

**How long should each response be?**

Each response must be at least 5-10 sentences long. Honors English I students should strive for closer to 10 sentences.

**When should you complete your Reader's Response Journal entries?**

Write down your thoughts, questions, insights, and ideas while you read or immediately after reading a chapter so the information is fresh. **The final journal entries must be typed.**

**Is using "I" allowed?**

First person is acceptable for this assignment