

SUMMER READING ASSIGNMENTS FOR 2016-17

Students are encouraged to read texts of their own choosing this summer (novels, nonfiction, memoirs, journalism, blogs/virtual text, and/or informational text). After you have read, write a letter to your teacher about your reading experience. What did you read? Why did you select these texts? How did you respond to them? Include your thoughts and evaluation of the texts you read. This will count for an extra-credit grade and is *due the first day of class*. Check out the following links for some great suggestions:

Informational Text/Nonfiction:

<http://latinalista.com/>

<http://magazines.scholastic.com/>

<https://newsela.com/>

<http://tweentribune.com/>

<http://www.ajc.com/s/opinion/>

<http://www.studentnewsdaily.com/>

<http://www.nytimes.com/roomfordebate>

<http://www.teenink.com/nonfiction/>

Fiction/Literature:

<http://www.npr.org/2012/08/07/157795366/your-favorites-100-best-ever-teen-novels>

<http://www.ala.org/yalsa/2016-best-fiction-young-adults>

If you have questions about the assignment, please contact:

cindy.lloyd@gcssk12.net, john.price@gcssk12.net, or tonya.aiken@gcssk12.net.

Students in an Honors Literature and Composition Course

Ninth Grade Literature and Composition (H) – *Fahrenheit 451* by Ray Bradbury

World Literature and Composition (H) – *Scratch Beginnings* by Adam Shepard OR *In the Time of the Butterflies* by Julia Alvarez

American Literature and Composition (H) – *The Grapes of Wrath* by John Steinbeck.

British Literature and Composition (H) – *Brave New World* by Aldous Huxley

All students taking an honors English course will complete reading response annotations on the assigned text. As you read your assigned text, write down and analyze TEN passages that are noteworthy. A noteworthy passage may:

- Provide character detail (what is a character like? Do you agree/disagree with his/her actions? What motivates this character?)
- Present a conflict
- Foreshadow a future event
- Create a personal connection
- Remind you of a similar situation you have read in another book
- Cause you to question something
- Set a specific tone or mood
- Create confusion for you in understanding some aspect of the text
- Present an important symbol
- Include a recurring idea/action/event/theme
- Feature language that reveals the author's style (diction, figurative language, and/or syntax)

Select passages that cover the entirety of the text. If it helps, divide your text into ten parts. Write one annotation for each tenth of the book. **Your reading log should include YOUR OWN thoughts and analysis about the book. Instances of copying and/or plagiarism will result in ZERO credit.**

Here is an example reading log-entry:

Page #	Chapter	What the book says...	What I say...
4	1	“All his life in Vietnam my father had been a farmer. . . . I would show him that I could raise plants, as he had. I would show him that I was his daughter.”	Kim plants a seed in the cold ground, hoping that it will grow. She wants to see something “living” in the gloomy, harsh apartment complex. Her father died before she was old enough to know him, but she wants to find a way to connect to him. I predict that planting seeds will become a symbol in this book.

Students in Honors Advanced Composition Course

Advanced Composition (H) - *Writing with Style: Conversations on the Art of Writing* (3rd ed.) by John R. Trimble, ISBN 978-0205028801.

Read the *Fundamentals* section of the text, which includes Chapters 1 through 11. Read with your pencil in hand, and annotate the text with your own notes and questions as go.

As you read Chapters 1-11, compile a list of writing tips, strategies, and insights that YOU find interesting or helpful as a writer. Your list should contain a minimum of 20 tips expressed in complete sentences. As you compile your list, consider your reader. If you shared this list with a fellow writer, would he or she be able to understand, appreciate, and use the tips you shared?

Students in All Honors English Courses

Your summer reading, which will be graded based on quality and completeness, will count as your first TEST grade. **THE ASSIGNMENT IS DUE ON THE FIRST DAY OF CLASS! If you have questions or need help, e-mail the teacher listed for your course.**

Ninth Literature (H) – amanda.toney@gcssk12.net

World Literature (H) – bryant.tench@gcssk12.net; stephanie.hulsey@gcssk12.net

American Literature (H) – pamela.michelsen@gcssk12.net; cindy.lloyd@gcssk12.net

British Literature (H) – john.price@gcssk12.net

Advanced Composition (H) – jennifer.sanders@gcssk12.net

Students in an Advance Placement (AP) Class

Students enrolled in Advanced Placement English may receive their assignment when registering for these courses. Students who do not receive a copy of the assignment during registration should see these teachers prior to summer break.

AP Language and Composition/AP Seminar - Lara Mallard (505) lara.mallard@gcssk12.net

AP Literature and Composition - John Price (513) john.price@gcssk12.net