



Honors English 10 Summer Reading Assignment

BEHS English teachers assign summer reading for three reasons:

1. to keep students in the habit of reading over the summer;
2. to expose students to quality texts that they might not otherwise consider;
3. to provide students with additional practice in skills learned in English 9 that will be necessary for English 10.

Toward these ends, we are asking you to read two texts - one fiction and one nonfiction - identify a theme for each, and pull evidence from the texts to support your themes. Choose one text from each of the lists below that you have not already read. Watching the movie is not a substitute for reading the book.

If you want the school to purchase an electronic copy for you, you must let Ms. Preble (epreble@bonnyeagle.org) and me

(dmurphy@bonnyeagle.org) know by Wednesday, June 10th. Of course, you are welcome to buy your own through a local bookstore, or order used or new copies online. If you already have a novel or two that you have not read but are eager to, let me know and I may approve this as a title for one of the months.

Fiction titles:	Nonfiction Titles:
Herbert's <i>Dune</i>	Angelou's <i>I Know Why the Caged Bird Sings</i>
Kidd's <i>The Secret Life of Bees</i>	Beah's <i>A Long Way Gone: the Memoirs of a Boy Soldier</i>
Kingsolver's <i>The Bean Trees</i>	Bissinger's <i>Friday Night Lights</i>
Knowles' <i>A Separate Peace</i>	Ford's <i>Suddenly the Cider the Cider Didn't Taste so Good:</i>
Le Guin's <i>A Wizard of Earthsea</i>	<i>Adventures of a Maine Game Warden</i>
Montgomery's <i>Anne of Green Gables</i>	Junger's <i>The Perfect Storm</i>
Rand's <i>Anthem</i>	Krakauer's <i>Into the Wild</i>
Smith's <i>A Tree Grows in Brooklyn</i>	Krakauer's <i>Into Thin Air</i>
Stedman's <i>The Light Between Oceans</i>	McCullough's <i>1776</i>
Stevenson's <i>Treasure Island</i>	Ralston's <i>127 Hours: Between a Rock and a Hard Place</i>
Stockett's <i>The Help</i>	Rockliff's <i>Get Real: What Kind of Life Are You Buying?</i>

Tolkien's <i>The Hobbit</i> Zusak's <i>The Book Thief</i>	Roy's <i>Eleven Seconds</i> Shaara's <i>Killer Angels: a Novel of the Civil War</i> Wright's <i>Black Boy</i>
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For each of your chosen texts, you must complete the following:

1. Identify an appropriate theme to be taken from the text. The theme is not only the topic of the text, but also the message or lesson to be learned about that topic.
2. Pull three quotations from the text that demonstrate the theme, one quotation each from the beginning, middle, and end of the text. A quotation does not have to be a character talking in the text; it can be any line or passage that you think speaks to the theme. The quotation should be in quotation marks with the page number in parentheses at the end.
3. Analyze each quotation in relation to the theme - what about the quotation demonstrates the theme you chose? This should NOT be a summary of the quotation - you may include some summary for context, but the focus should be an analysis of the quotation in relation to the theme.

We are looking for your thoughtful engagement with the text. Do not use any secondary sources (i.e. sources other than the book that you are reading). Printed reading logs will be passed into your teacher within the first week of the trimester. If you are unable to type and print over the summer, you may absolutely pass in handwritten reading logs, as long as they follow the required format.

Happy reading! Remember that for some things more is indeed better. Reading is one of these. This is the minimum amount that you should be reading over the summer. If you have any questions, email Mr. Murphy at dmurphy@bonnyeagle.org.

Your reading logs will be graded using the following rubric. This is being graded as your first summative assessment because identifying a theme and supporting your analysis of it with textual evidence are both skills that you practiced in English 9A/B and will be instrumental to your success in Honors English 10A/B.

Please use the following format for each reading log:

Fiction Text

Title of Book	
Author	
Theme	
Quote #1	
Analysis of Quotation	
Quote #2	
Analysis of Quotation	
Quote #3	
Analysis of Quotation	

Nonfiction Text

Title of Book	
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Author	
Theme	
Quote #1	
Analysis of Quotation	
Quote #2	
Analysis of Quotation	
Quote #3	
Analysis of Quotation	

Summer Reading Summative Rubric

Category	Exceeds	Meets	Partially Meets	Does Not Meet
<p>1. B. Determine a theme or central idea of a complex text and analyze its development over the course of the text</p> <p>This means: Themes identified for the fiction AND nonfiction texts.</p> <p>Analysis of quotations demonstrates the development of theme throughout the fiction and nonfiction texts.</p>	<p>I can also identify and evaluate the effectiveness of the development of the theme over the course of the text.</p>	<p>I can identify a theme that is evidenced within the text.</p> <p>I can also provide relevant details that contribute to the development</p>	<p>I can identify a theme evidenced within the text.</p>	<p>I can summarize the text.</p>

		of the theme.		
<p>2.A. Cite strong and thorough textual evidence to support an analysis of the text.</p> <p>This means: Three quotations from the <u>fiction</u> text; quotations are taken from the beginning, middle, and end.</p> <p>Three quotations from the <u>nonfiction</u> text; quotations are taken from the beginning, middle, and end.</p>	<p>I can also make and defend inferences based on the evidence I've used.</p>	<p>I can find strong and thorough evidence from the text to support my analysis.</p>	<p>I can find evidence from the text that supports my analysis.</p>	<p>I can write a summary of the text.</p>