



## White Knoll High School Honors Summer Reading

**Book To Read:** Honors students should read one book. Choose either from Young Adult Book Award (YABA) nominees listed below **OR** students may read a classic title listed below.

**Assignment Due Dates:** **Tuesday, August 28, 2018** for fall semester and **Monday, January 14, 2019** for spring semester

**Reminder:** The YABA book list is optional. Students may read one of the classic book titles below.

### Young Adult Book Award Choices

#### South Carolina Young Adult Book Award Nominees:

*Air* by Ryan Gattis  
*All We Have Left* by Wendy Mills  
*Blood, Bullets, and Bones* by Bridget Heos  
*The Crown's Game* by Evelyn Skye  
*Girl in the Blue Coat* by Monica Hesse  
*Holding Up the Universe* by Jennifer Niven  
*If I Was Your Girl* by Meredith Russo  
*Learning to Swear in America* by Katie Kennedy  
*The Radius of Us* by Marie Marquardt  
*The Rains* by Gregg Hurwitz  
*Sachiko: A Nagasaki bomb survivor's story* by Caren Stelson  
*The Safest Lies* by Megan Miranda  
*Salt to the Sea* by Ruta Sepetys  
*Scythe* by Neal Shusterman  
*The Serpent King* by Jeff Zentner  
*The Smell of Other People's Houses* by Bonnie-Sue Hitchcock  
*Starflight* by Melissa Landers  
*The Sun is also a Star* by Nicola Yoon  
*Tell Me Three Things* by Julie Buxbaum  
*Three Dark Crowns* by Kendare Blake

**NOTICE:** Young Adult titles often cover mature subject matter and may include strong language. Parents should review all titles to determine if the book seems appropriate for their student reader. If in doubt, please choose the classic novel choices given for the appropriate course.

If the child chooses a book from this Young Adult Book Award (YABA) list, please read the information on the following websites:

[Detailed information and resources for each book](#)

[Brochure with brief overview for each book title](#)

[Book talks about each book](#)

[Amazon Book Reviews](#)

[Common Sense Media](#)

#### Classic Title Choices

**English 1** *To Kill A Mockingbird* by Harper Lee

**English 2** *The House on Mango Street* by Sandra Cisneros

**English 3** *The Grapes of Wrath* by John Steinbeck

\*\*English 4 students taking Dual Enrollment may participate in YABA reading for the Learning Commons celebration. Additional Dual Enrollment assignments are to be determined.



# White Knoll High School Honors Summer Reading

## Reader Response Journal

### Due Dates

**Fall Semester:** Tuesday, August 28, 2018

**Spring Semester:** Monday, January 14, 2019

This assignment will count as a formative grade. No late work will be accepted (talk to your teacher BEFORE the due date if you have extenuating circumstances). In addition, this novel will be the basis of a summative assignment, which will take place within the first two weeks of class.

### Create the journal:

1. Create a new document in Pages or Word in MLA format (1 inch margins, 12 point font, Times New Roman).
2. Name the document YourLastName\_Summer Reading. Example: Smith\_Summer Reading
3. Put an MLA heading at the top left of your document.
4. Insert a centered title at the top of the page.
5. Create a table with two columns.
6. At the top of the left column, write "Quote from the Text".
7. At the top of the right column, write "My Response".

### Process: See the example below

Left column—Copy a quotation **with page number** directly from the text that you think is important in some way. It does not necessarily have to be in quotation marks in the text.

Right column—Respond to the quote you copied in the left column. **You should describe why you think it is important. Do not summarize what the quote says.**

- **Line up the quote with its response, and number both sides.**

### Types of responses: Use each of these at least once.

- Examine how a specific character is introduced and developed throughout the text.
- Discuss how ideas and events are connected and developed throughout the text.
- Analyze something specific about the author's style—figurative and connotative meanings of words and phrases; the impact of word choice on meaning and tone; unique or unusual dialogue; fresh, engaging, beautiful language; shifting perspective; deleted scenes / time sequence shifts; effective use of stylistic or literary devices; use of symbolism or irony; or patterns or motifs.
- Compare the development of themes found throughout this text with their development in other texts you have read.
- Discuss how the order of events creates a particular effect for the reader
- Explain a question you have about ideas, events, characters, or a particular passage.
- Describe why you agree or disagree with an observation made by the narrator or a character's action.
- Examine how certain events or details give insight into a character's actions, thoughts, feelings, or motivations.
- Make a prediction and explain why you think this will happen.

### How often to write:

Write at least 20 entries. Divide the number of pages in your book by 20, and that will tell you how many pages to read before each entry. For example, if your book has 200 pages,  $200/20 = 10$ , so you would write every 10 pages. **Your entries should span the entire book, and represent the beginning, middle and end.**

Example: There is an example journal on page 3 of this document. Please look at this example and use it as a guide for your journal.



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## Rubric for Reader Response Journal

Criteria	Score
<p><b>Quotations</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><i>Remember to include page numbers.</i></p>	_____ / 35
<p><b>Responses</b></p> <p>Read grade-level texts with purpose and understanding.</p> <p>Interact with texts to</p> <ul style="list-style-type: none"><li>• formulate questions</li><li>• make inferences</li><li>• make predictions</li><li>• determine and analyze theme</li><li>• interpret and analyze author's style and choices</li><li>• interpret and analyze character</li><li>• propose explanations, analysis, and interpretations.</li></ul>	_____ / 55
<p><b>Conventions</b></p> <p>Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing.</p>	_____ / 10
<b>TOTAL SCORE</b>	_____ / 100

\*Responses that are summary only will receive no credit.

\*\*Having fewer than 20 entries or not including entries that span across the entire novel will result in a loss of points. Entries are worth 5 points each.



**White Knoll High School  
Honors Summer Reading**

Susie Student

Mrs. Smith

English 3 HN

28 August 2018

**Double Entry Journal on  
*Their Eyes Were Watching God* by Zora Neale Hurston**

<b>Quote from the Text</b>	<b>My Response</b>
1. “The young girl was gone, but a handsome woman had taken her place. She tore off the kerchief from her head and let down her plentiful hair. The weight, the length, the glory was there” (87).	1. This is a symbolic moment for Janie. While Joe was alive, he never let her wear her hair down, which illustrated his power over her and the confined life she lead because of him. Now that he is gone, she is free. Letting her hair down is a symbol of this freedom.
2. “You better sense her intuh things then ‘cause Tea Cake can’t do nothin’ but help her spend whut she got. Ah reckon dat’s whut he’s after. Throwin’ away whut Joe Starks worked hard tuh git tuhgether” (111).	2. People think that Tea Cake is just after Janie’s inheritance from Joe. This shows how protective Janie’s friends are, as well as their suspicious nature. It helps develop the relationships among the characters.

\*Your journal will have 20 entries that represent your entire novel. This is just a sample to show you the format and how to respond.