

English I-II Honors Summer Reading Initiative



Dear Honors Student,

Congratulations on your decision to take Honors English next year! As we look forward to a productive 2019-2020 school year, we want our students to be as prepared as possible to transition into high school reading. While we are in the process of winding down one school year and looking forward to a break, we are also excited and busy preparing for the upcoming year. Summer is a time for fun and relaxation, but also a time for consistent practice to keep your reading skills sharp. Reading and writing should be a daily habit, both in and out of school.

Summer reading assignments maintain and polish skills learned during the last year, as well as prepare you for new challenges with opportunities to dialogue with peers about your chosen book.

The reading selections on the list provided are a wide variety of genres in order to give you choice and freedom in what you truly enjoy to read. All of the book titles on the list match the themes on the unit curriculum guides for the 2019-2020 school year, thus allowing you to make connections that tie back to your summer reading all year long.

Please read each handout very carefully. It is imperative that you allow yourself enough time for a close reading of your chosen novel to complete your Reflective Critical-Thinking Log. Be prepared to discuss your selected text within the 1st few weeks of school.



Happy Reading,
JISD ELAR Team

“Today a Reader; Tomorrow a Leader”



JISD Summer Reading for Grades 9-10

Summer Reading Novel Selection: Students are encouraged to purchase their own copies of the novel in order to allow them to make notes in the text and annotate while they read. A student may elect to read a digital copy of the novel, on a Kindle or similar device. Copies of some of the novels may also be available from a campus ELAR department, and public or school library. Appropriate grade level is provided in parentheses for each text. We highly recommend parents preview any texts with an asterisk beforehand due to the content. Descriptions of each text can be found either on teenreads.com, kidsreads.com, and goodreads.com

Suggested Titles are listed below:

Non-Fiction (Memoirs, Philosophy, Biographies, Autobiography, Informational)	Historical Fiction
<p>The Prince by Nicolo Machiavelli (10)</p> <p>*A Long Way Gone: Memoirs of a Boy Soldier by Ismael Beah (10)</p> <p>Up From Slavery by Booker T. Washington (10)</p> <p>The Glass Castle by Jeanette Walls (9)</p> <p>Outliers: The Story of Success by Malcolm Gladwell (9,10)</p> <p>Becoming by Michelle Obama (9, 10)</p> <p>The Immortal Life of Henrietta Lacks by Rebecca Skoot (9, 10)</p> <p>*Alive: The Story of the Andes Survivors by Piers P. Read (10)</p> <p>Days of Grace by Arthur Ashe (9, 10)</p> <p>Flags of our Fathers by James Bradley (9, 10)</p> <p>Friday Night Lights by H.G. Bissinger (9, 10)</p> <p>Fast Food Nation: The Dark Side of the All-American Meal By Eric Schlosser (10)</p> <p>Lone Survivor: The Eyewitness Account of Operation Redwing and the Lost Heroes of SEAL Team 10 by Marcus Luttrell (9, 10)</p> <p>An Ordinary Man by Paul Rusesabagina (9, 10)</p> <p>Rocket Boys by Homer Hickam (9)</p> <p>Three Cups of Tea by Greg Mortensen (9, 10)</p> <p>Angela's Ashes by Frank McCourt (9, 10)</p> <p>The Stranger by Albur Camus (9, 10)</p> <p>*In Cold Blood by Truman Capote (10)</p> <p>*Native Son by Richard Wright (9, 10)</p>	<p>*The Smell of Other People's Houses by Bonnie Sue (9)</p> <p>* Black Boy by Richard Wright (9, 10)</p> <p>A Tale of Two Cities by Charles Dickins (10)</p> <p>*Beloved by Toni Morrison (10)</p> <p>*The Book Thief by Markus Zusak (9, 10)</p> <p>All Quiet on the Wester Front by Erich M. Remarque (9, 10)</p> <p>*Cold Mountain by Charles Frazier (10)</p> <p>*Cry, The Beloved Country by Alan Paton (10)</p> <p>*Gods and Generals by Jeff Shaara (9, 10)</p> <p>The Help by Kathryn Stockett (9, 10)</p> <p>Hotel on the Corner of Bitter and Sweet by Jamie Ford (9)</p> <p>*Killer Angels by Michael Shaara (9)</p> <p>*The Kite Runner by Khaled Hosseini (9)</p> <p>*Miracle at St. Anna by James McBride (9, 10)</p> <p>My Antonia by Willa Cather (9, 10)</p> <p>When the Emperor was Divine by Julie Otsuka (9, 10)</p> <p>Year of Wonders: A Novel of the Plague by Geraldine Brooks (9, 10)</p> <p>*True Grit by Charles Portis (9, 10)</p> <p>*Things Fall Apart by Chinua Achebe (10)</p> <p>*The Red Badge of Courage by stephen Crane (9)</p>



Fiction (Realistic, mystery, fantasy, sci-fi, sports)	Fiction (Realistic, mystery, fantasy, sci-fi, sports)
<p>Of Mice and Men by John Steinbeck (9)</p> <p>*The Hate U Give by Angie Thomas (9, 10)</p> <p>Ethan Frome by Edith Wharton (9)</p> <p>Norse Mythology by Neil Gaiman (10)</p> <p>African Myths of Origin by Stephen Belcher (10)</p> <p>Irish Imbas: Celtic Mythology Collection by Sighle Meehan and Sheelagh Russell-Brown (10)</p> <p>Egyptian Mythology: A Guide to Gods, Goddesses, and Traditions of Ancient Egypt by Geraldine Pinch (10)</p> <p>Mythology by Edith Hamilton (9, 10)</p> <p>The Legends and Myths of Hawaii by David Kalakaua (10)</p> <p>Frankenstein: A Modern Prometheus by Mary Shelley (10)</p> <p>*Their Eyes Were Watching God by Zora N. Hurston (10)</p> <p>*Invisible Man by Ralph Ellison (10)</p> <p>Death of a Salesman by Arthur Miller (10)</p> <p>The Hobbit by J.R.R. Tolkien (9, 10)</p> <p>*Long Way Down by Jason Reynolds (9)</p> <p>*Passing by Neila Larsen (10)</p> <p>*The House Behind the Cedars by Charles W. Chestnut(10)</p> <p>Bleachers by John Grisham (9)</p> <p>Fallen Angels by Walter Dean Meyers (9)</p> <p>The Illustrated Man by Ray Bradbury (10)</p> <p>*The Secret Life of Bees by Sue Monk Kidd (10)</p> <p>Picture Bride by Yoshiko Uchida (9, 10)</p> <p>*1984 by George Orwell (10)</p> <p>Jane Eyre by Charlotte Bronte (9, 10)</p>	<p>Congo by Michael Crichton (9, 10)</p> <p>Timeline by Michael Crichton (9, 10)</p> <p>Eaters of the Dead by Michael Crichton (9, 10)</p> <p>The Count of Monte Cristo by Alexander Dumas (9, 10)</p> <p>Dune by Frank Herbert (9)</p> <p>*The Hitchhiker’s Guide to the Galaxy by Douglas Adams (10)</p> <p>Pride and Prejudice by Jane Austin (10)</p> <p>*The Road by Cormac McCarthy (9)</p> <p>*The Stand by Stephen King (10)</p> <p>*Different Seasons by Stephen King (10)</p> <p>The Sun Also Rises by Ernest Hemingway (10)</p> <p>Wuthering Heights by Emily Bronte (9, 10)</p> <p>*Wintergirls by Laurie H. Anderson (9)</p> <p>Oedipus Rex by Sophocles (9, 10)</p> <p>The Turn of the Screw by Henry James (10)</p> <p>The Alchemist by Paulo Coelho (10)</p> <p>Life of Pi by Yann Martel (9, 10)</p> <p>Les Miserable by Victor Hugo (9, 10)</p> <p>The Time Machine by H. G. Wells (9, 10)</p> <p>*Like Water for Chocolate by Laura Esquivel (10)</p> <p>The Joy Luck Club by Amy Tan (10)</p> <p>In the Time of Butterflies by Julia Alvarez (10)</p> <p>*Bless Me, Ultima by Rudolfo Anaya (9, 10)</p> <p>Gulliver’s Travels by Jonathan Swift (9, 10)</p> <p>*The Awakening by Kate Chopin (10)</p>

Barnes and Noble Locations	Public Library Locations		Websites
18030 Hwy 281N #140 San Antonio, Tx 78232 210-490-0411	Universal City Library Universal City, Tx 210-659-7048	Julia Yates Semmes Library San Antonio, Tx 210-207-9110	www.barnesandnoble.com www.amazon.com www.alibris.com www.halfpricebooks.com www.thriftbooks.com
Half Price Books Locations 20821 US Hwy 281 N San Antonio, Tx 78258 (210) 545-3836	Converse Public Library Converse, Tx 210-659-4160	Molly Pruitt Library 5110 Walzem Rd. San Antonio, Tx 78218 210-650-1122	
125 N. W. Loop 410 San Antonio, Tx 78216 210-349-1429			



Honors Summer Reading Goal and Reflection

Summer Reading Goal:

Explain your reading goals for this summer in a few sentences below.

After Reading Reflection:

In the space below, reflect on whether or not you met your reading goals for the summer. What helped you meet your goal? What was interesting about your chosen text? Why did you choose that particular text? What did you like or connect with regarding your chosen text?



Critical Thinking Reflection Log

Choose 15 Quotes throughout the text that you find interesting or important. Put the quote on the left with the p. # you got it from and then your ideas/thoughts on the right hand side.

Put your chart on separate sheets of paper. Must be handwritten.

Quote from text	Response/thoughts to quote
<p>Example: From <i>The Outsiders</i></p> <p>“I’m not sure how you spell it, but its an abbreviation for the Socials, the jet set, the Westside rich kids. It’s like the term “greaser,” which is used to class all us boys on the East Side. We’re poorer than the Socs and the middle class. I reckon we’re wilder, too (2).</p>	<p>It’s so hard to believe that people really do judge each other based on money and social status. Even though this book was set in the 1960’s, conflict like this still goes on even today. I can connect with this because.... (add personal story or other connection here).</p>

How do I respond to each text entry? (Options)

- Give your personal reactions to the passage
- Raise questions about the beliefs and values implied in the text
- Discuss the words, ideas, or actions of the author or character(s)
- Tell what it reminds you of from your own experiences, or write about what it makes you think/feel
- Agree or disagree with a character or the author in what they say or do
- Notice or comment on devices or techniques the author is using
- Make connections to a different text, current event in the world, or movie, show, song, etc...
- Discuss the importance of a certain passage or section of the text

Great sentence stems to use/begin entries with (Options)

- This seems important because...
- I really like/dislike this idea because...
- I think the author is trying to say that...
- This passage reminds me of a time in my life when...
- If I were (name of character) at this point I would...
- This part doesn’t make sense because...
- This character reminds me of (name of person) because...
- This character...
- I can infer from this that...
- I think...
- I predict that...
- This highlights the theme of _____ because...
- The author uses a _____ to show _____.
- This foreshadows...



Assignment/Student Accountability

- Students will complete a Reading Goal Sheet and a Reflective Critical-Thinking Log.
- Bring the Goal Sheet and Reflective Critical-Thinking Log with you to your English class the 1st week of school. It is the student's responsibility to turn them in to their teacher.
- Please return this sheet with signatures to your current English teacher before May 31, 2019.

Parent/Guardian Name and Signature

(Printed Name) _____

(Signature) _____

Student Name:



JUDSON INDEPENDENT SCHOOL DISTRICT
