**Why summer reading?**

Reading over the summer break sustains reading comprehension and vocabulary acquisition; students who participate in summer reading enjoying greater learning gains and test scores during subsequent school years.

**Learning objective:**

Students will independently read and then write and speak about a classic British novel; honors teachers will use this shared text to assess students’ initial reading, writing, and speaking skills.

**What are my book choices? Can I use an electronic version (yes) or do I have to have a print copy (no)?**

Choose one of these novels:

* + [**Charlotte Brontë’s** ***Jane Eyre* (1847)**](https://www.amazon.com/Jane-Wordsworth-Classics-Charlotte-Bronte/dp/1853260207)
  + [**Charles Dickens’ *A Tale of Two Cities (1859)***](https://www.amazon.com/Tale-Two-Cities-Charles-Dickens-ebook/dp/B00KWPSNCA/ref=dp_ob_title_bk)

**What do I have to do over the summer?**

Read a classic European novel before school starts. No written work is required. Bring your book to class when school starts.

**What will I be expected to know and be able to do with this text at the beginning of the school year?**

* Honors students’ literary analysis writing pre-assessment the first week of school will be tied to their summer reading novel
* Honors students will discuss their novel in small groups so teachers can assess students’ initial ability to analytically discuss literature

**What do I do if I am having a hard time reading and understanding the book I chose?**

Perseverance is a life skill we value in humanities! Don’t immediately write your counselor to drop honors block. Instead, make reading more of an active, interactive process.

* Find a buddy to read with and set a reading schedule, and then hold each other accountable for due dates. Meet to discuss the text periodically throughout the summer and share your notes
* Annotate the text with questions, connections, and analytical (opinion-based) notes
* Look up words you don’t understand (this is very easy in electronic texts!)
* Ask questions about the story to other students or adults
* Summarize passages or chapters in your own words
* Re-read hard-to-understand passages
* Listen to an audio version of the text as you read to increase your focus on the text
* As a last resort, after reading and annotating the original prose, read a summary to confirm your comprehension of the plot. Do not rely only on a summary of the text: our role in tenth-grade honors is to analyze what dominant writing techniques were used to convey the plot, and you won’t be able to do that if you only read a summary of the text.

**Parent involvement in summer reading: How can a parent figure out whether a child understands what he or she is reading?**

Essentially, make reading more of an interactive process in order to boost fluency and comprehension. There are different methods, but some of the most effective are relatively simple:

* Ask questions and allow the student to ask questions about the story
* Summarize passages or chapters or ask the student to summarize

**Common Core Standards pre-assessed using summer reading texts at the beginning of the school year:**

* [CCSS.ELA-Literacy.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* [CCSS.ELA-Literacy.RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2/) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* [CCSS.ELA-Literacy.RL.9-10.3](http://www.corestandards.org/ELA-Literacy/RL/9-10/3/) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
* CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
* CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.