



2017 Summer Reading Grade 11 English III and Honors English III

Summer Reading Purpose Statement

Literacy involves reading, writing, speaking, listening and thinking. As we prepare our students for the skills needed to be successful in the 21st Century, it is important that we provide opportunities for our students to engage in the activities that will help to build this literacy skill set. Reading over the summer is a good way to practice English and prepare to participate in a shared literacy community in the fall.

High School Summer Reading Requirements

Each student reads **a minimum of 2 books** during the summer.

- ♣ One book is a shared read by students enrolled in the course as listed. The shared read text is relevant, conducive to making connections with the curriculum and serves as an anchor text to which the teacher and students can refer in order to provide depth and understanding to a variety of class discussions throughout the year. This common entry point in the fall will support a positive classroom literacy community beginning in the opening days of school.
- ♣ An additional book is chosen by the student to read.

By asking students to read over the summer, we believe that we can help to develop a lifelong habit of reading.

Student Assignment

1. Read the shared read book for your 2017-2018 course.
2. Refer to the guiding questions provided with each title and consider while reading.
3. Jot down thoughts related to the guiding questions.
4. Select another book of your choice to read that is of an appropriate topic and reading level.
5. Have your parents sign the attached permission form approving the title and completion of the independent book choice. Return the permission form in the fall.
6. Be prepared to participate in classroom writing and discussions revolving around the summer reading in the fall.

Students should be prepared to take part in organized response and classroom work with summer reading books immediately upon return to school in the fall. Any assessment will count for no more than 10% of the student's first quarter grade.

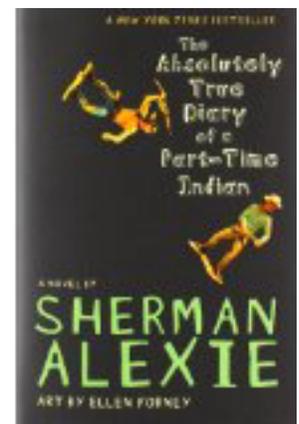
Your teacher may provide information about book sales before the end of school.

Grade 11 English III Honors English III

Summer Reading List

There is additional information and questions about this book on the following page.

The Absolutely True Diary of a Part-Time Indian By Sherman Alexie



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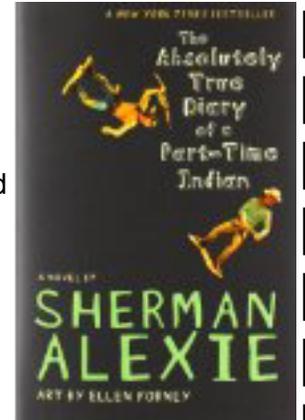
***The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie**

ISBN: 978-0316013697

Summary:

Junior is a budding cartoonist growing up on the Spokane Indian Reservation. Born with a variety of medical problems, he is picked on by everyone but his best friend. Determined to receive a good education, Junior leaves the rez to attend an all-white school in the neighboring farm town where the only other Indian is the school mascot. Despite being condemned as a traitor to his people and enduring great tragedies, Junior attacks life with wit and humor and discovers a strength inside of himself that he never knew existed.

Inspired by his own experiences growing up, award-winning author Sherman Alexie chronicles the contemporary adolescence of one unlucky boy trying to rise above the life everyone expects him to live.



Questions:

1. Consider the adjectives "absolutely true" and "part-time." What concepts appear to be emphasized by the images and the title? Does the cover make a reference to Junior's internal struggle, or a struggle between Junior and the white power structure, or both, or neither?
2. By drawing cartoons, Junior feels safe. He draws "because I want to talk to the world. And I want the world to pay attention to me." How do Junior's cartoons show his understanding of the ways that racism has deeply impacted his and his family's lives?
3. In many ways, Junior is engulfed by the emotional realities of his life and community. Yet his matter-of-fact language and keen sense of irony help him confront and negotiate the hurt, rage, and senselessness of Wellpinit's everyday realities. How does Junior use language to lead readers, with lives very different from his own, to the kind of understanding that they will not necessarily get from other fiction by writers who have not had this same kind of experience?

If you have any objections to the summer reading selection for your student, please contact Lura Beck at beck_lura@dublinschools.net or 614-760-4356 for an **alternative title**.



Independent summer Reading Parent/Guardian Permission Form

All Dublin City Schools secondary students are required to read a book of their choice over the summer as part of our summer reading program. This book may be fiction or nonfiction, classic or contemporary, serious or funny.

We would like students to consider books that will be appropriate for a school setting and sufficiently challenging in terms of reading level. Students will have an opportunity to share this summer read with other students in the class during the first week of school.

All students are expected to bring this permission form to their English teachers on the first day of school.

Please print.

Student's name: _____

Title of the Book: _____

Author: _____

I have reviewed my student's Independent Choice Book and have determined that it is appropriate for my child and this assignment. I can verify that my child has completed the reading of this book.

Signature of the Student: _____ Date: _____

Signature of the Parent/Guardian: _____ Date: _____