

## Lake Havasu High School Summer Reading Requirements for Honors English 3-4

Dear Parent/Guardian/Student:

Lake Havasu Unified School District #1 fosters an interest in and a habit of reading. In line with this philosophy, the Lake Havasu High School English Department is mandating a summer reading requirement for all incoming tenth graders enrolled in sophomore Honors English.

We want to encourage students to become lifelong readers and to improve their critical thinking skills through reading. For these reasons, we are requiring incoming sophomore students to pick one of the books below and write a literary analysis this summer. Students may read additional novels too, of course. 😊

Each student is expected to read one of the books and complete the literary analysis during the summer break. These analyses will be submitted the first day of the 2011-2012 school year. The essays will be graded immediately to determine which aspects of writing each student needs to improve upon. This summer assignment will be an exceptionally helpful learning experience as each student will be expected to complete four more similar assignments throughout the school year.

Enjoy this time available to you during your summer vacation to read these books and other books that you find fascinating. Summer break can be a time for enrichment and advancement in your reading/comprehension skills. Enjoy reading the books that interest you most!

Happy Reading,

Mrs. Witmer  
Honors English 3-4  
Lake Havasu High School

## Lake Havasu High School Summer Reading Assignment for Honors English 3-4

Choose one of the books below to read and write a literary analysis about for your summer assignment.

1. The Kite Runner by Hosseini, Khaled
2. A Thousand Splendid Suns by Hosseini, Khaled

Note that both books are written by the same author. You may choose to read both which will help you identify literary techniques that the author uses, but only one can be the topic of your essay.

### Guidelines for Writing the Literary Analysis

The analysis should not be a summary but rather an in-depth look at the novel that displays knowledge of the book as well as demonstrates a deeper understanding of the purpose and methods the author used. Focus on the theme of the novel throughout your essay, and discuss the techniques used by the author in order to express that theme. Do not simply identify what the techniques are; instead, describe the purpose of each one and tie it back to the theme.

Requirements for the analytical essay:

- minimum of 1000 words
- MLA formatting (If you don't know what that is, look it up.)

**No research** is allowed for this essay. Do not go online at any time to look for information about the book or the author, as this will tempt you to plagiarize. Remember that plagiarism is using the thoughts/words/ideas of someone else and using them as your own. This is illegal and unethical, and will result in a minimum consequence of a zero on the assignment. You may, however, use the following website as a writing guide for how to write a literary analysis: <http://owl.english.purdue.edu/owl/resource/618/1/>.

As you write your literary analysis, keep in mind the techniques below as possible points when discussing the theme:

- literal vs. figurative meaning
  - metaphors and similes, personification, hyperbole, etc.

- foreshadowing
- allusions
- alliterations
- use of dialogue
- structure
- characterization
- point of view

**Summer Individual Reading Literary Analysis Rubric: 100 pts. possible**

Skill Area	10	8	6	4	2
<b>Meaning</b> Sound understanding, interpretation, and analysis (20 points possible)	Offer <b>insightful</b> interpretations of the text with analysis that goes <b>well beyond a literal level</b> .	Offer <b>accurate</b> interpretations of the text with analysis that goes beyond a literal level.	Convey an accurate although somewhat <b>basic</b> understanding of the text and offer <b>partially explained</b> and/or somewhat <b>literal</b> interpretations.	Convey a <b>partly accurate</b> understanding of the text and offer <b>superficial</b> interpretations with a <b>tendency to retell</b> .	Convey a <b>confused</b> or <b>largely inaccurate</b> understanding of the text and offer <b>unclear</b> interpretations.
<b>Development</b> Specific and relevant details that support the thesis (20 points possible)	Develop ideas clearly, <b>elaborate</b> on specific textual evidence, and reveal an <b>insightful</b> understanding of the author's use of literary elements and techniques.	Develop ideas clearly, <b>explain</b> key textual evidence, and reveal an understanding of the author's use of literary elements and techniques.	Develop <b>some ideas more fully than others</b> , using relevant textual evidence and reveal <b>some understanding</b> of the author's use of literary elements and techniques.	Develop ideas <b>briefly</b> or <b>partially</b> , using some textual evidence but <b>w/o much elaboration</b> and reveal a vague understanding of the author's use of literary elements and techniques.	Contain textual evidence that is <b>vague, irrelevant, repetitive and/or unjustified</b> and reveal a <b>confused understanding</b> of the author's use of literary elements and techniques.
<b>Organization</b> Thesis statement and organization of key elements of support and paragraphing	Contain a <b>compelling</b> thesis statement, use <b>insightful</b> analytical topic and concluding sentences, and make <b>skillful</b> use of transition words and phrases.	Contain a <b>clear</b> thesis statement, use topic and concluding sentences, and make use of transition words and phrases.	Contain a clear thesis statement but <b>ideas within paragraphs may be inconsistently organized</b> . Make some attempt to use basic transitions.	<b>Fail to maintain focus on the thesis statement</b> . Exhibit a basic structure but <b>lack coherence</b> . Make an <b>inconsistent</b> attempt to use transitions.	Establish a <b>confused</b> or <b>irrelevant</b> thesis. Exhibit some attempt to provide a beginning, middle, and an end. Make <b>little attempt</b> to use transitions.
<b>Language</b> Word choice and sentence variety	Use language that is <b>precise, engaging, and sophisticated</b> and incorporate a <b>wide range</b> of varied sentence patterns.	Use language that is <b>original</b> and incorporate <b>some</b> varied sentence patterns.	Use <b>appropriate</b> language and make some attempt to use sentence variety but with <b>uneven success</b> .	Rely on <b>basic</b> vocabulary and rely on a <b>limited range</b> of syntactic structures.	Use language that is <b>imprecise</b> or <b>unsuitable</b> and reveal a <b>confused</b> understanding of how to write in complete sentences.

<b>Evidence</b> Excerpts from the novel	Use at least one quote (direct or indirect) for each point in a <b>purposeful</b> manner	Use at least one quote (direct or indirect) for each point, but not always in a purposeful manner	Use some quotes (direct or indirect) for points, but not always in a purposeful manner.	Uses a quote somewhere in the essay that may not be purposeful.	Does not quote the novel at all, or quotes being used are completely irrelevant.
<b>Conventions</b> Spelling, punctuation, capitalization, usage	Demonstrate control of the conventions with <b>essentially no errors.</b>	Demonstrate control of the conventions, exhibiting <b>occasional errors only when using sophisticated language</b> (e.g. punctuation of complex sentences).	Demonstrate partial control, exhibiting <b>occasional errors</b> that do not hinder comprehension (e.g. incorrect use of homonyms).	Exhibit frequent errors that <b>somewhat hinder</b> comprehension (e.g. agreement of pronouns and antecedents, spelling of basic words, errors in verb tenses).	Exhibit <b>frequent</b> errors that make comprehension difficult (e.g. subject-verb agreement).
<b>In-Text Citations</b> Punctuation for quotes, parentheses, page numbers, period in correct spot	Demonstrate consistent control of in-text citations with essentially no errors.	Demonstrate control of in-text citations, an occasional error.	Demonstrate partial control of in-text citations; an occasional error and/or missing citation.	Exhibit frequent errors for in-text citations and/or several missing citations.	Missing in-text citations completely.
<b>Word Count</b> *Note that a low word count may lower score in other categories	1000+ words	900-999 words	800-899 words	700-799 words	below 700 words

## Individual Reading List for Honors English 3-4: Reading Throughout the Year

During the school year you are required to individually read FOUR novels (two for each semester) from the list below and write a literary analysis for each one. The analysis should not be a summary but rather an in-depth look at the novel that displays knowledge of the book as well as demonstrates a deeper understanding of the purpose and methods the author used. Many students choose to purchase the books they want to read so they may write in them.

Achebe, Chinua – Things Fall Apart

Allende, Isabel – Portrait in Sepia, Zorro, The Sum of Days, Inez of My Soul, The House of the Spirits

Aristophanes – Lysistrata

Auel, Jean – The Clan of the Cave Bear, The Valley of Horses, The Mammoth Hunters, Plains of Passage

Beckett, Samuel – Waiting for Godot

Camus, Albert – The Stranger, No Exit

Chekhov, Anton – The Cherry Orchard, Uncle Vanya, The Three Sisters, The Seagull, The Shooting Party

De Cervantes, Miguel – Don Quixote

Dinesen, Isak – Out of Africa, Seven Gothic Tales

Dostoyevsky, Fyodor – Crime and Punishment, The Idiot. The Brothers of Karamazov  
Dumas, Alexandre – The Three Musketeers, The Count of Monte Cristo  
Eco, Umberto – The Name of the Rose  
Emecheta, Buchi– The Bride Price  
Flaubert, Gustave – Madame Bovary  
Goethe, Johann Wolfgang von – Faust  
Hesse, Herman – Siddhartha, Demian, Steppenwolf  
Hugo, Victor. Les Misérables  
Ibsen, Henrik – A Doll’s House  
Kafka, Franz – The Metamorphosis  
Lahiri, Jhumpa – Interpreter of Maladies  
Marquez, Gabriel Garcia – One Hundred Years of Solitude, Love in the Time of Cholera  
Martel, Yann – The Life of Pi  
Menchu, Rigoberta – I, Rigoberta  
Pasternak, Boris – Dr. Zhivago  
Paton, Alan – Cry, the Beloved Country  
Proust, Marcel – Swann’s Way  
Rostand, Edmond – Cyrano de Bergerac  
Scott, Sir Walter– Ivanhoe  
Shakespeare, William– A Midsummer Night’s Dream, King Lear, or Julius Caesar  
Shaw, George Bernard– Pygmalion  
Shute, Nevil – On the Beach  
Sophocles– Oedipus Rex or Antigone  
Tolstoy, Leo – War and Peace  
Tsukiyama, Gail – The Samurai’s Garden  
Turgenev, Ivan – Fathers and Sons  
Voltaire – Candide