**English I Honors – University**
**Summer Reading**
**2025**

Students will be held accountable for these assignments on the first day of the fall semester. If a student chooses to change their class, level or program over the summer, the student will be held accountable for those summer assignments associated with their scheduled course as of the first day of school.

**These summer reading assignments are designed to prepare students for the rigor of PHUHS, and the rigor of PHUHS is designed to prepare students for the challenges and responsibilities of post-secondary education, work and life. You will read the assigned chapters from Book 1 and choose ONE of the Book 2 choices.**

***Reminder****: the use of AI is strictly prohibited. All student work for Summer Reading and the duration of the school year must be* ***original*** *and* ***fully*** *composed by the student who submits it. Plagiarism is unacceptable and will result in a zero on the assignment per the* [*Student Code of Conduct*](https://www.pcsb.org/code) *with Pinellas County Schools.*

1. **Book 1: Reading Task #1**

***How To Read Literature Like a Professor*** **By Thomas C. Foster** **Nonfiction, 2014**

While many books can be enjoyed for their basic stories, there are often deeper literary meanings interwoven in these texts. *How to Read Literature Like a Professor* helps us to discover those hidden truths by looking at literature with the eyes—and the literary codes—of the ultimate professional reader, the college professor. From [www.Amazon.com](http://www.Amazon.com)

**Read Chapters 1, 2, 5, 6, 8, 10, 12, 15, 19, 20, 21, 22, 25, 26 of** *How to Read Literature Like a Professor* (Thomas C. Foster, 2014)

**Assignment**: It is encouraged for students to acquire their own copy of this text for use throughout the school year but not required. Consider annotating the hard copy of the text or use post-its to mark the text. Take handwritten notes gathering key quotes (pg #s), **main ideas** and **supporting details** from each of the required chapters. Consider the double-entry format for Task 2 or the Cornell Method. You will be assessed on the assigned chapters at the start of the academic year. Be sure to have these notes prepared upon your arrival.

1. **Book 2: Reading Task #2**

**Choose one of the following novels. Complete the following activity using the novel you choose**.

**Assignment**: Create a **Double-Entry Journal**: choose **ONE** of the following questions to answer for **EACH** chapter**.**

Divide the paper in half. Label the left side “Quotes” and the right side “My Response.”Use the following task options and at least 3-5 sentences of elaboration on the right. Copy a quote on the left and use an MLA citation (Author’s last name, pg). On the right side, use academic language and supporting details when replying to one of the task options. *Number your responses and write neatly. Be sure that your full name and class period are indicated at the top of your work.*

**Example** Double Entry Journal Response for the novel, *Code Talker*

|  |  |
| --- | --- |
| 1. “I was stunned. The idea of a Navajo being a teacher was new to me” (Bruchac, 71).
 | The **tone** of the narrator, Ned, is shock. In the beginning of the novel, he describes the continuous stifling of his culture throughout his youth and adolescence. The thought of his tribal language being used in an authoritative role is unexpected. |

Response options:
\*Describe an event or character you identify with and explain why.
\*Make a prediction about what might happen next. Explain by including details from the text.
\*Analyze the **tone** or **mood** of a section. Use supporting details to explain your reasoning.

\*Identify a literary device such as **figurative** **language** (imagery, foreshadowing, simile, metaphor, personification, alliteration, etc.) and explain the author’s purpose.
\*Explain how the **setting**, **event** or **conflict** relates to your life or the world at large.

\*Identify **five** new vocabulary words you learned from this portion of the novel. Write the quote on the left, and on the right, write an original sentence using that word. Put a box around the word and underline the context clues. *(Only one sentence is required for this task. However, you may only choose to complete this task twice for your novel.)*

**Novel Options:**

# Choice 1: *Ender's Game* by ****Orson Scott Card**** Fiction, 1991

In order to develop a secure defense against a hostile alien race's next attack, government agencies breed child geniuses and train them as soldiers. A brilliant young boy, Andrew "Ender" Wiggin lives with his kind but distant parents, his sadistic brother Peter, and the person he loves more than anyone else, his sister Valentine. Peter and Valentine were candidates for the soldier-training program but didn't make the cut―young Ender is the Wiggin drafted to the orbiting Battle School for rigorous military training. from [www.Amazon.com](http://www.Amazon.com)

# Choice 2: *Code Talker: A Novel About the*  by ****Joseph Bruchac**** Fiction, 2006

# *Navajo Marines of World War II*

In the historical novel *Code Talker* by Joseph Bruchac (b. 1942), Ned Begay looks back on a life that began on the Navajo reservation and took him across the Pacific to the most brutal battles of World War II—now that he's returned to his Navajo homeland to tell the secret he kept for nearly thirty years. Ned is a Navajo code talker, one of the Marines who used the once-forbidden Navajo language to help save the free world. From [www.Amazon.com](http://www.Amazon.com)

If you have any questions about this assignment over the summer, please reach out to Andrea Weaver, the ELA Department Chair at weavera@pcsb.org