

**Isle of Wight Academy**  
**2023 Required Summer Reading**  
**10<sup>th</sup> Grade**  
**Mrs. Manner**



The goals of the summer reading assignments for IWA are to improve literacy and to promote lifelong reading. As students grow and mature, they need to continually practice their reading skills. The book titles are based on recommendations from classroom teachers, librarians, students, and the College Board. Each reading selection has an assignment designed to enhance the reading, thought processes and message of the selection.

***Please note: The book list, along with works read in this class, may contain mature themes, and challenging topics, situations, or subject matter.***

**You will choose one of the following books to read and annotate.**

**I. *Little Fires Everywhere* by Celeste Ng**

In Shaker Heights, a placid, progressive suburb of Cleveland, everything is planned – from the layout of the winding roads, to the colors of the houses, to the successful lives its residents will go on to lead. And no one embodies this spirit more than Elena Richardson, whose guiding principle is playing by the rules. Enter Mia Warren – an enigmatic artist and single mother – who arrives in this idyllic bubble with her teenage daughter, Pearl, and a disregard for the status quo that threatens to upend this carefully ordered community. Suspicious of Mia and her motives, Elena is determined to uncover the secrets in Mia’s past. However, her obsession will come at unexpected and devastating costs.

**II. *A Lesson Before Dying* by Ernest J. Gaines**

Set in a small Cajun community in the late 1940’s, *A Lesson Before Dying* is about Jefferson, a young black man, who is an unwitting party to a liquor store shootout in which three men are killed. He is the only survivor, is convicted of murder, and sentenced to death. Grant Wiggins, who left his hometown for the university, has returned to the plantation school to teach. As he struggles with his decision whether to stay or escape to another state, his aunt and Jefferson’s godmother persuade him to visit Jefferson in his cell and impart his learning and his pride to Jefferson before his death. In the end, the two men forge a bond as they both come to understand the heroism of resisting – and defying – the unexpected.

III. *The Secret Life of Bees* by Sue Monk Kidd

Set in South Carolina in 1964, *The Secret Life of Bees* tells the story of Lily Owens, whose life has been shaped around the blurred memory of the afternoon her mother was killed. When Lily's fierce-hearted "stand-in mother," Rosaleen, insults three of the deepest racists in town, Lily decides to spring them both free. They escape to Tiburon, South Carolina—a town that holds the secret to her mother's past. Taken in by an eccentric trio of Black beekeeping sisters, Lily is introduced to their mesmerizing world of bees and honey, and divine female power.

IV. *Unwind* by Neil Shusterman

A futuristic tale that follows three teens who all become runaways after their parents have chosen them to be "unwound," put through a twisted yet socially accepted process of getting rid of unwanted teens. Curtis is a rebel whose unwinding was ordered by his parents. Rita, a ward of the state, has been slated for unwinding due to cost cutting. And Lev, his parents' 10<sup>th</sup> child, has been destined for unwinding since birth as a religious tithe. As their paths intersect, they start to fight for their own destinies. But do they stand a chance of escaping their fate or proving their lives are worth saving?

V. *The Alchemist* by Paulo Coelho

This modern classic tells the mystical story of Santiago, an Andalusian shepherd boy who yearns to travel in search of a worldly treasure. His quest will lead him to riches far different – and far more satisfying – than he ever imagined. The story of the treasures Santiago finds along the way teaches us about the essential wisdom of listening to our hearts, learning to read the omens strewn along life's path, and, above all, following our dreams.



**ASSIGNMENT:** Read and annotate your chosen novel. See the annotation guidelines provided.

For your book, you will **record at least 20 significant quotes** (see graphic organizer attached). Each entry should include a quote, the page number on which it is found, and a two-to-three sentence analysis of why the quote is significant. For example, the quote might capture a key moment within the plot, reveal the personality of a major character, or include well-crafted

figurative language or important symbolism. Or the passage may inspire thought, draw an emotional connection, or have a personal connection to your own life. Whatever the reason, explain why the quote matters and /or your reason for selecting it. The quotations should be kept in the order in which they appear in the book.

**Be sure to include page numbers for all evidence that you collect.** Your evidence should be thoughtful and thorough, as you will write an essay after completing your reading, using your recordings to help support your claims. The essay will be assigned and written in class within the first two weeks of school.

*A Note to Parents: Want to read along with your student? Discussion questions designed to prompt conversation at: <https://shorturl.at/uFMZO>*



# SUMMER READING

## Assignment

For each book, you will **record at least 20 significant quotes** (see graphic organizer attached). Each entry should include a quote, the page number on which it is found, and a two-to-three sentence analysis of why the quote is significant. For example, the quote might capture a key moment within the plot, reveal the personality of a major character, or include well-crafted figurative language or important symbolism. Or the passage may inspire thought, draw an emotional connection, or have a personal connection to your own life. Whatever the reason, explain why the quote matters and/ or your reason for selecting it. The quotations should be kept in the order in which they appear in the book.

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### Example:

Page	Direct Quote	Significance
58	"Better to be hurt by the truth than comforted with a lie."	In this quote, Baba comments about the jealousy many Afghanis feel when their country is not perceived as a world power. The passage reveals not only Baba's character as a realist, but a universal truth: that those who allow themselves to be pacified by lies end up hurt and disillusioned.

Name: \_\_\_\_\_ Period: \_\_\_\_\_

# IMPORTANT QUOTES

As you read, record important quotations from the text—whether they capture key plot, character or theme developments; include well-crafted language or important symbolism; or draw an emotional or personal connection to your own life. Explain the significance of each quote in 2-3 sentences.

*Book Title, Author:* \_\_\_\_\_

Page	Direct Quote	Significance

# IMPORTANT QUOTES

6-10

Page	Direct Quote	Significance

# IMPORTANT QUOTES

II-15

Page	Direct Quote	Significance

# IMPORTANT QUOTES

16-20

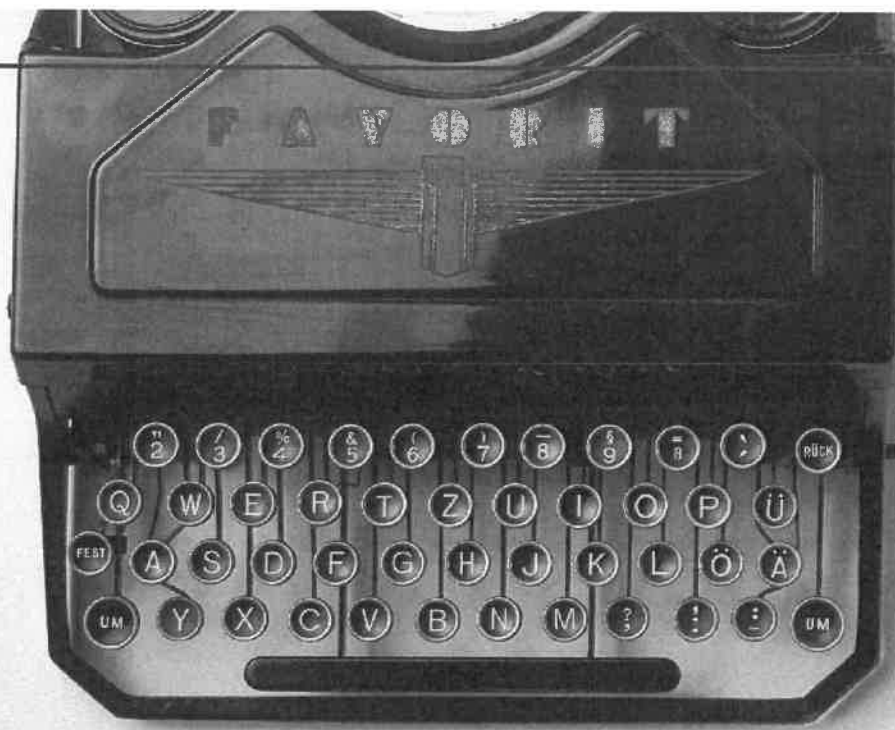
Page	Direct Quote	Significance



# why annotate?

- Annotation promotes active reading to avoid wasted time spent re-reading
- Annotation isolates important material to be used later
- Annotation allows the reader to recall more after just one reading
- Annotation furthers reader interpretation and deepens analysis





# how to annotate

- Underline anything (words, phrases, etc) that seems important
- Circle any literary elements you notice; comment in the margins
- Draw lines between connected points
- Mark things you don't understand with a ?
- Use line spaces for notes and interpretation
- Put a box around the most important details
- Summarize the main points in margins
- Use the bottom white space to brainstorm outline

**IT'S ONLY WRONG IF YOU DON'T DO ANYTHING!**

HOW DO I ANNOTATE? WHAT SHOULD I MARK UP? WHAT SHOULD I WRITE IN THE MARGINS?

- Underline words or phrases that seem important, interesting, or repetitive, and then comment on the text immediately. This simplifies the act of writing a comment for each piece of text underlined, and seems to increase the number and depth of annotations.
- **Again**, your annotations are meant to be more than a “scavenger hunt” for literary techniques, and the comments you write must be more than just the mere identification of those devices; you need to briefly discuss WHY you underlined them, why you believe that text carries weight or holds significance. If your annotations are merely underlined or circled words with “simile,” “metaphor,” “parallelism,” etc. written next to them with nothing else, you’re doing it wrong; you need to comment on how, in your opinion, that text functions in relation to the author’s larger purpose. Though your primary goal in close reading and annotation is relatively singular - to ultimately come to a deeper understanding of how parts of the text contributes to the passage’s holistic purpose - your comments may come in a variety of forms such as: personal responses, summaries of events/ideas, questions, predictions, connections (within the text and to works and experiences outside the text), vocabulary awareness, reflections, awareness of writing strategies/text structure, the effectiveness or significance of literary devices, etc. Forcing yourself to write your reason for underlining makes you consider your thoughts about that text, focusing and deepening your analysis. You are also less likely to mark everything as significant (thus preventing you marking up everything) because you hold yourself accountable for discussing the significance of what you mark.

## Passage 1

As soon as the Pigeons discover a sufficiency of food to entice them to alight, they fly around in circles, reviewing the countryside below. During these evolutions the dense mass which they form presents a beautiful spectacle, as it changes direction; turning from a glistening sheet of azure, as the backs of the birds come simultaneously into view, to a suddenly presented rich, deep purple. After that they pass lower, over the woods, and for a moment are lost among the foliage. Again they emerge and glide aloft. They may now alight, but the next moment take to wing as if suddenly alarmed, the flapping of their wings producing a noise like the roar of distant thunder, as they sweep through the forests to see if danger is near. However,

*Anthropomorphic view: (attributes human trait to birds' instinctive behavior)*

*Suggests progressive change*

*Sibilant sounds ("s," "sh," "z") suggest swoosh of birds' wings*

*Visual images support "beautiful spectacle" (line 6)*

*Simple sentence structure contrasts with sentences 1 and 2 for variety and balance*

*First half of passage concludes with sound imagery*

*Turning point of passage Part 1: birds in air Part 2: birds on ground*

*more anthropomorphism*

*Passing in and out of view: evolutionary (line 4)*

*simile*