

Rising 11th Grade Summer Reading Assignment

American Literature (Standard & Honors)

For the 2018-2019 School Year

Summer Reading Texts (please read in the order listed below):

1. *How the Garcia Girls Lost Their Accents* by Julia Alvarez
2. *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie

Summer Reading Assignments:

For *How the Garcia Girls Lost Their Accents* (due the 1st week of school)

- Read and annotate the novel
 - Annotate for figurative language, author's purpose, and unknown words
- Complete a SOAPStone Outline (directions are on the next page)
- Personal reflection (minimum of 800 words)
 - In your personal reflection, write about how this book has changed your understanding of the struggles immigrants face

For *The Absolutely True Diary of a Part-Time Indian* (due the 1st week of school)

- Read and annotate the novel
 - Annotate for figurative language, author's purpose, and unknown words
- Complete a SOAPStone Outline (directions are on the next page)
- Personal reflection (minimum of 800 words)
 - In your personal reflection, write about how this book as changed your understanding of the struggles Native American face

SOAPSTone Outline Directions (due the 1st week of school)

A SOAPSTone is one of the best ways that you can begin to look at analysis differently, essentially analyzing the author's purpose and effectiveness of diction, syntax...and so much more.

****Each section needs to be a minimum of 100 words****

Here are the areas for analysis for the summer readings assigned to this format:

Speaker: The voice that tells the story.

What do you know about the writer or speaker that may impact an argument the speaker makes? A speaker's ethnic background or place of origin, class, gender, nationality, sexual orientation, religious affiliations, or membership in any identity group may lead you to make inferences about the speaker's argument. Please understand, too, more localized or specific identity groups like jazz musician, football player, high school student, reporter, soldier, or mother are just as important, if not more, as the larger identity groups like that of being female or American.

Occasion: The time and place of the text.

What prompted this to be written? All writers are influenced by the larger occasion: an environment of ideas, attitudes, and emotions that swirl around a broad issue. Then there is the immediate occasion: an event or situation that catches the writer's attention and triggers a response.

Audience: The group of readers to whom this piece is directed.

Audience is a significant element in understanding an argument. Writers and speakers tailor their arguments to the interests of their perceived audience. The evidence or support that a writer employs to make an argument might change based on the audience.

Purpose: The reason behind the text.

Knowing the writer's purpose is also important. How does the writer want the audience to react? Does this writer call for some specific action or is the purpose of writing to convince the reader to think, feel, or believe a certain way?

Subject: The clear idea of the writing.

The subject of an effective argument should be clear to the reader. The reader should be able to describe the subject with a few words or phrases. A clear subject ensures that the writing is focused and does not drift into commentary from the writer's purpose.

TONE: The author's attitude.

The degree to which an argument is effective may ultimately hinge upon the writer's attitude toward the subject or audience. Here again is an area where audience is significant. Writers adopt different tones to further the same argument as the audience changes. The presence of anger, sarcasm, or guilt can affect an overall argument significantly.