**Wakefield High School English 10 Intensified Summer Reading Assignment (Extra Credit)**

**The Assignment:**

1. For extra credit, English 10 Intensified students will read **2-5**books from either the ALA, VRC (see links below) or Wakefield Teachers’ favorites reading lists (page 3), and write a journal entry (Literary Reflection Log) for each book.
   1. All logs must be typed and be a **MINIMUM** of 300 words in length. Each entry must include your name, course title, date, and the title and author of the work, in the top left-hand corner the page. **(A sample is on the next page)**.
2. Take notes as you read to help you when you write your literary reflection log. (These will not be submitted but will make writing much easier!)
3. Submit ONE (1) literary reflection log per book that you read. You may submit up to five entries (if you read five books).
4. Each entry should be structured using the following method:

* **Identify a passage that stands out.**
  + Write it out verbatim (No more than a paragraph of text).
* **Provide context**
  + Explain what is happening or being discussed surrounding the passage you’ve selected.
* **Make connections (Choose one)**
  + Connect the passage to a prediction of what’s to come or what happened earlier
  + Make assumptions about characters and events and the impact of actions
  + Connect the passage to the real world, or heck, your life. Do you have a pulse, an emotional response to what’s happening? Why? Ask questions that arise
  + Connect the passage to other characters or plots from literature, movies, television shows, etc.
  + Perhaps you just like the way the passage was written. How might the writing be considered eloquent or fancy?

This is NOT an essay assignment. These are informal writings. In these writings, reveal your thinking about the reading you have done.

Each completed Literary Reflection Log will count up to 1% toward the first quarter grade for each log you complete and will ***boost your 1st quarter grade by no more than 5%.*** The amount of extra credit awarded is at the discretion of your English teacher based on how well you have completed the assignment.

**Any / all completed, typed journals are due in hard copy form**

**the end of the second week of school.**

**SAMPLE RESPONSE:**

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| Wolden Wakefield  English 10 Intensified  Mr. Wantolini  18 July 2019  *Cutting for Stone,* Abraham Verghese  Entry #1  “Kneeling, she tried to feed him, but the smell of food triggered dry heaves. His eyeballs had sunk into their orbits. His shriveled tongue looked like that of a parrot. She recognized the room’s fruity odor as the scent of starvation. When she pinched up a skin fold at the back of his arm and let go, it stayed up like a tent, like the buckled deck. …Could seasickness be fatal, she wondered. Or could he have a *forme fruste* of the fever that afflicted Sister Anjali? There was so much she did not know about medicine. In the middle of that ocean surrounded by the sick, she felt the weight of her ignorance” (19). 🡨 Page Number  While on a boat heading to Ethiopia from Western India, nurse, Sister Mary Joseph Praise has to tend to the medical needs of passengers when they fall ill to a spreading sickness. One victim to fall ill is an English surgeon named Thomas Stone. An earlier encounter between the two hints toward a possible romantic attraction when he helped right her balance after she lost her footing on the wet deck. However, in the passage above, she doesn’t have Dr. Stone as a foundation to rest upon as she works hard, without any knowledge of medicine, to nurse the only Doctor of Medicine on the vessel.  So far, this book is a pretty difficult read. Verghese uses a lot of big words and medical terminology like “*Forme fruste*” (I had to look that one up) that I just don’t understand; however, the passage also represents a sample of writing I do appreciate because I can picture what the narrator is talking about through his use of imagery in phrases such as the room’s “fruity… scent of starvation,” his sunken eyes, parrot-like tongue, and the skin fold of his arm that looked like a tent. These phrases help me picture what Dr. Stone looks like while he’s possibly suffering from the “partial presence,” that’s *forme fruste,* of the sickness that overcame Sister Anjali. It all sort of reminded me of when my brother Wallie died of leukemia about 4 years ago, today, July 18. He was two years younger than I was, but he was about fifty times as intelligent. However, Dr. Stone doesn’t die; he lives. He really did. It always kills me in stories when a crumby guy is on his deathbed and turns around and lives in the end.  This sample has 409 words. |

Books to choose from:

**Need SUGGESTIONS?** Wakefield’s librarians offer great suggestions, as well as the Virginia Readers’ Choice list and the ALA Teen’s Top Ten Nominees list: [http://wakefield.libguides.com/](https://exchange.apsva.us/owa/redir.aspx?C=1PgcQOZ710iY-yM8BpemuiZkUS33odQISnJtFor-UJrlZ-du3y3FK-pC_Tfyhk1bML4DkyGE0V4.&URL=http%3a%2f%2fwakefield.libguides.com%2f)

**Wakefield Teachers’ Choice**

*The Harlem Hellfighters* by Max Brooks

*The Crossover* by Kwame Alexander

*We Were Here* by Matt de La Pena

*Krik? Krak!* by Edwige Danticat

*Little Bee* by Chris Cleave

*Cutting for Stone* by Abraham Verghese

*Unbroken* by Laura Hillenbrad

*Everything I Never Told You* by Celeste Ng

\* **Student Choice**: You can read ANY chaptered book – EXCEPT for the following

*1984* (Orwell) *Cyrano de Bergerac* (Rostand)

*Julius Caesar* (Shakespeare) *Feed* (M.T. Anderson)   
*Speak* (L.H. Anderson) *Always Running* (Rodriguez)

*I Know Why the Caged Bird Sings* (Angelou) *Fahrenheit 451* (Bradbury)

*A Midsummer Night’s Dream* (Shakespeare) *The Catcher in the Rye* (Salinger)

*The Immortal Life of Henrietta Lacks* (Skloot) *Purple Hibiscus* (Adichie)

*Persepolis* (Satrapi) *Siddhartha* (Hesse)

*The Merchant of Venice* (Shakespeare) *The Taming of the Shrew* (Shakespeare)

*Annie John* (Kincaid) *The Iliad* (Homer)

Still have questions? Email any of the following teachers:

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Enjoy!