

Puente Honors World Literature Summer Reading Program

The 10th Grade Poly Puente Program functions as a Personalized Learning Classroom. The term personalized learning, or personalization, refers to a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students. Personalized learning provides students with a flexible learning environment and choice in some curriculum options. One of those curriculum options that is offered to students is a Quarterly Choice Novel. Each quarter, students may CHOOSE a novel from each of the quadrants listed below and will use this novel to explore an enduring understanding and essential questions.

Students enrolled in the Puente Honors World Literature course are encouraged to select a choice novel from each quadrant and begin reading these as soon as possible. Choice novels are not the sole reading selections for each quarter, so reading in advance is highly recommended. It is also recommended that students take Active Reading Notes as they read so that they will have a written record of what they read when we begin working with each novel in class. Directions for taking Active Reading Notes are included.

Choice Novels for Puente Honors World Literature

You will be selecting ONE novel from each quarter to read this year.

<p>Quarter 1 - Identity & Character:</p> <ul style="list-style-type: none">• <i>Bless Me, Ultima</i> by Rudolfo Anaya• <i>Lord of the Flies</i> by William Golding• <i>Things Fall Apart</i> by Chinua Achebe	<p>Quarter 2 - Rights & Responsibilities in Society:</p> <ul style="list-style-type: none">• <i>Twelve Angry Men</i> by Reginald Rose• <i>Julius Caesar</i> by William Shakespeare• <i>A Raisin in the Sun</i> by Lorraine Hansberry
<p>Quarter 3 - Human Condition & World View:</p> <ul style="list-style-type: none">• <i>Night</i> by Elie Wiesel• <i>The Book Thief</i> by Markus Zusaz• <i>The Help</i> by Kathryn Stockett	<p>Quarter 4 - Action & Legacy:</p> <ul style="list-style-type: none">• <i>Rain of Gold</i> by Victor Villasenor• <i>(Book will be REQUIRED reading for all Puente Sophomores)</i>

Active Reading Notes

Directions for Active Reading Notes:

1. Divide a piece of notebook paper into three columns. You may also type your notes if you prefer, creating a table like the one below.
2. Label Column 1 Quotes. This is where you will write quotes from the novel that stand out to you. They may be quotes that are poignant, thought-provoking, confusing, plot-changing, or meaningful/symbolic. Be sure to include the page number that you found the quote on in parenthesis after the quote.
3. Label Column 2 Analysis. This is where you will write what you think the quote means in relation to the text. Use your own words as if you are thinking out loud. Explain why you chose this quote, how you think it affects the storyline, what insights it gives you to a character, how it exposes the novel's theme, or how the quote utilizes symbolism.
4. Label Column 3 Literary Elements. In this column, you will decide which literary elements the quote helps you to understand. Examples could be; theme, plot, character, conflicts, symbols, figurative language, etc. Denoting the literary elements in this column will help tremendously when you need to write essays in class and are able to use your notes to find evidence to support your claims.

A sample of notes are shown below. I would recommend that you take notes by chapter. (Quotes are taken from Sandra Cisneros' *House on Mango Street*.)

Quote (Pg. #)	Analysis	Literary Elements
"I like her even though she lets the little one do all the talking" (15)	Esperanza describes the day she met Rachel and Lucy. Lucy is the older sister, but Rachel is the more talkative one. It is Rachel that first talks to Esperanza, but Lucy quickly realizes she likes Lucy better.	Plot & Character
"You live <i>there</i> ? The way she said it made me feel like nothing." (24)	Esperanza describes the way she feels when the nun points to the house in disbelief that people actually live in the rundown home. The nun's comment makes Esperanza feel disrespected and ashamed.	Figurative Language - Simile Theme - Poverty