**English I – 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.**

**Note: If you are a Medical or University Honors student, this is not your summer assignment. This assignment is for English 1 regular students. To find your assignment, click on the links provided on the PHUHS Summer Reading webpage.**

***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.*

**\*\*\*All English 1 Students\*\*\*:**

**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 2-5 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.)*

# 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: *The House on Mango Street* by ****Sandra Cisneros**** Fiction, 1984

Sandra Cisneros (b. 1954) is regarded as a prominent writer in the Chicana literary movement. She has won numerous awards, including the National Medal of Arts and the National Book Award. Her first novel, The House on Mango Street, is a series of compressed, lyrical vignettes which center around a Latina girl growing up in a Chicago barrio. From her little red house, the protagonist Esperanza describes her life and the neighborhood around her. From [www.studysync.com](http://www.studysync.com)

# Choice 3: *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](mailto:weavera@pcsb.org)