



Welcome to Advanced English I at Austin High School!

We believe the key to being a great reader is to read extensively, and the key to being a great writer is exposure to great writing. Reading is not something that we want you to do just during the school year; life-long learners are also life-long readers. Summer provides time to enjoy uninterrupted reading and allows students to digest ideas prior to discussing and analyzing writing in class.

What is the summer reading assignment?

All students who will be in Advanced English I, regardless of academy, have the same summer reading assignment. See the assignment on the second page.

When is the reading assignment due?

You *MUST* finish reading all parts of the assignment in the summer and submit the assignment on the 4th block of class through Blend. Your teacher will show you how to submit an electronic document to Blend. We will continue to work with the articles and assignments through the first grading period.

What should I do while I read and listen?

While you are reading and listening, consider your reactions that occur throughout the articles. You may take notes as you read if you would like.

What if I have questions?

If you have any questions over the summer, please feel free to contact your academy English teacher for assistance. Any of these teachers will be able to help you with questions about the assignment.

Academy for Classical Studies (ACS)	Mr. Padgett	william.j.padgett@austinisd.org
Academy for Global Studies (AGS)	Mr. Meadows	paul.meadows@austinisd.org
Academy for Science and Innovation (ASI)	Ms. Barras	mary.l.barras@austinisd.org
Academy for Design and Technology (ADT)	Ms. Bartsch	kendra.bartsch@austinisd.org

Academic Integrity:

- Summer reading assignments help your English teacher gauge your critical reading, writing, and thinking skills. *****Therefore, all work should be completed independently; do not partner with a friend, or receive help from a tutor or parent.*****
- Work submitted will be screened through a plagiarism/AI clearinghouse. Do not conduct any research online or seek out sources like GradeSaver, SparkNotes, CliffsNotes, Schmoop, ChatGPT, etc. Using online sources like these websites, *including AI sites (including Grammarly)*, is prohibited in the [Austin High ELA Plagiarism Policy](#). Our expectation is that you read the text and work independently with the text assigned, even if you have to grapple with some analysis. *****Do not work with a partner or a group of friends on this assignment.***** If you have any questions, please reach out to an English teacher listed on the assignment. We're here to help!

What is the assignment?

Read *EACH* of the following texts:

- *The New York Times* article: ["Why You'll Pay More and Behave Better When you Travel This Summer"](#)
- *The New York Times* article: ["How to Travel the World While Putting Nature First"](#)
- ["Exhortation"](#) by George Saunders
- Poetry Foundation: ["Astronomy Lesson"](#)
- Poetry Foundation: ["The Bear"](#)

Watch the following videos:

- CBS Miami: ["World Oceans Day: Scientists unveil new robot to help fight climate change"](#)
- CNN Climate: ["Meet NASA's newest tool to fight climate change"](#)

Answer the following questions:

Choose **THREE (3)** questions for ***EACH*** text and video. You should have 21 total responses.

- In several sentences, summarize the text.
- Describe the author's tone/attitude in the text and provide examples for support. **Tone** is the author's attitude or feeling toward a subject, shown through their word choice and writing style.
- Explain how the author uses imagery to enhance the reading. **Imagery** is descriptive language that appeals to the senses (sight, sound, smell, taste, touch); the author uses this to create a picture in the reader's mind.
- Make an inference. Based on the text, what can you infer about the author's message?
- Theme. Identify the theme or central idea of the text and provide examples for support. **Theme** is the message about a topic that the author is trying to convey. There can be multiple themes in a text.
- Describe your reaction to the text in several complete sentences.
- Critique the text. Why do you agree or disagree with the message of the text? What are the text's strengths and weaknesses? What are your favorite and least favorite aspects of the text? Provide examples.
- Quote. Identify your favorite quote from the text. Explain the significance of why you selected this quote in several sentences.
- Purpose. What is the author's purpose in writing this text? Explain using examples. (To inform, to persuade, to entertain, to express, to describe)
- Genre. Identify the genre of your reading and then explain in several sentences how it conforms to or resists the conventions of its genre. **Genre** is a category in literature, characterized by similarities in form or writing style.
- Argument. Everything is an argument. What argument does this text make? What examples does the author use to build the argument? What makes it an effective or ineffective argument?
- Identify three literary devices in the story/poem/article. **Literary devices** are specific techniques authors use to convey meaning beyond the literal.

- Rename the piece. If you could select a new title for the piece, what would you title it and why?
- Find and define five words that you aren't familiar with in a piece.
- Who do you think is the author's intended audience? Cite examples from the text to support your answer.
- Compare and contrast the two videos. Name three ways in which the problem/solution are similar and three ways in which they are different.
- What is "Exhortation" by George Saunders about? Should you take it for face value or is the meaning something else?
- Do you have prior knowledge about any of the subjects in the texts? Explain.
- Predict what will happen next in any of the texts. Write four sentences explaining.
- Use the "Question the text" method. Write down five questions about what you've read, especially if you don't understand what you've read.
- Do you identify with any of the characters in the literature? Explain how you relate to them in four sentences.