



## English III: World Literature Summer Reading 2026

One of our goals at The King's Christian School is to help students realize the benefits of reading. We believe you want to be successful in whatever you undertake in life. In order to become a more knowledgeable individual, a better reader, and a stronger writer who can impact the world for Christ, we ask you to take some time each day this summer to practice one of the simplest, most time-proven methods for a lifetime of success - READ!

College Prep juniors will read ONE book; Honors juniors will read TWO books.\*

### **REQUIRED TEXT (for College Prep AND Honors):**

- *Salt to the Sea* by Ruta Sepetys. You need to purchase this book (ISBN 10: 0142423629).

Read the text carefully and thoughtfully. ANNOTATE your book using TKCS English Department's Standard Annotations Key (attached). Your annotations will be due on the first day of class.

During the first week of school, there will be a reading comprehension TEST, and we will study the novel for our first unit in September.

### **CHOICE TEXT (for Honors class ONLY):**

Please select one of the following books:

- *The Alchemist* by Paulo Coelho
- *The Bitter Side of Sweet* by Tara Sullivan
- *A Long Way Home* by Saroo Brierly
- *Never Fall Down* by Patricia McCormick
- *Son of Hamas* by Mosab Hassan Yousef

Read the text carefully and thoughtfully. I would recommend either annotating or taking notes after each chapter. You will complete a RESPONSE JOURNAL on this book. Please follow the instructions for this assignment. Your journal will be due during the first week of school (submitted on Google Classroom and Turnitin.com to detect plagiarism or/and AI usage.)

\*Failure to complete summer reading assignments will result in a poor grade for the first trimester.

### **Additional Information**

If you have any questions about summer reading, please email Mrs. Borzell at [mborzell@tkcs.org](mailto:mborzell@tkcs.org).



## Response Journal (for Choice Text)

The journal should be typed in Times New Roman size 12 font, double-spaced. You will need to print out a copy of your journal to turn in on the first day of school. You will also need to submit a digital copy to Google Classroom later in the week.

Heading should include:

Your name  
English III  
Response Journal  
Title and Author of your Choice Text

- 1. Summary:** Write a paragraph that summarizes the story **in your own words** (Do not use SparkNotes, Chat GPT, or any other online source. *Plagiarism or AI usage will result in a 0 for the assignment.*) Your summary should be at least 5 sentences long but no more than one page, and it should identify the most important events from the plot—including the ending.
- 2. Literary Analysis:** Write three paragraphs, one to answer each of these questions:
  - Write a **character** description of the main character. Include a basic description, personality details, and explain how he/she changes over the course of the story. Include details from the story with page number citations.
  - Describe the **setting** of the story. Go beyond just the time and place; also identify parts of the setting that influence the story. Consider things like the historical significance, cultural references, seasons, or socio-economic status, etc.
  - Write a paragraph explaining the lesson/**theme** that you believe the author is trying to convey. Include evidence from the story (with page number citations) to support your theme.
- 3. Favorite Quotes:** Find two separate quotes from the book that stand out to you. Copy each quote exactly with page number citations. Add 1-2 sentences explaining why these quotes matter to the story.
- 4. Personal Connection:** Respond in 3-4 thoughtful sentences about how this book connects to one of the following: another text that you read, something that has happened in your life, a historical or current event. What parts of the reading make you think of this connection?

The journal will be graded based on your ability to follow directions, the quality and thoughtfulness of your answers, and the quality of your writing.



## Annotations (for *Salt to the Sea*)

**Annotating a text** is NOT simply underlining or highlighting important sentences. It means MAKING NOTES to yourself. The purpose is to help you absorb the information you are reading. One of the most common complaints about annotating is that it slows down the reading process. That is the point! SLOW DOWN so you can really process the information. By taking the time to underline, question, predict, etc, as you read, you understand the text on a much deeper level! If you annotate texts as you read, you cannot help but pay attention to what you are reading. Also, it will be easier to find the important information if it is marked. Once you get in the habit of annotating, reading will become a much more **meaningful** and **memorable** experience.

### Where should I start?

As you read, view the text as if it were a person talking to you. If you are confused, stop and write a question in the margins about what confuses you. If you passionately agree with a statement (or disagree), tell the author how you feel by writing your opinion next to the passage. Use the margins and white space to make your notes.

### What should I mark ?

**Characterization:** What are the characters' key traits? How do you know this? As you read, look for clues in the characters' actions, words, thoughts, and other details. Does the character grow and change? How? MARK IT! Highlight key quotes that identify characters.

**Figurative Language:** Look for examples of imagery, simile, metaphor, personification, symbolism, allusion, hyperbole or any other type of figurative language you notice.

**Setting:** What do you learn about the time, the place, the culture and the atmosphere?

**Plot events:** Identify elements of plot including the inciting force, rising action, climax, falling action, resolution.

**Theme:** What is the author trying to tell readers? What life lessons do we learn from the story?

**Make connections:** If there are words, phrases, or ideas that connect, draw an arrow to physically connect the two ideas. If a particular part reminds you of something, make note of it next to the passage.

**New Vocabulary:** Circle new words and define them.

Use colored highlighters to mark each of these items. Create a key that identifies your color code; make it on an index card and use it as a bookmark.

Attached is an example of a well-annotated book, using the TKCS English Department's standard color code.



EST. 1946

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Annotations Key

[Yellow highlight] = Characterization

[Blue highlight] = Setting

[Pink highlight] = Plot

[Green highlight] = Theme

[Orange highlight] = Figurative Language / Conflict

## joana

The wandering boy found a deserted barn a ways off the road. We decided to settle there for the night. We had been walking for days and both strength and morale waned. The bombs had set nerves on edge. I moved from body to body, treating blisters, wounds, frostbite. But I had no treatment for what plagued people the most.

Is she a nurse?

Fear.

Germany had invaded Russia in 1941. For the past four years, the two countries had committed unspeakable atrocities, not only against each other, but against innocent civilians in their path. Stories had been whispered by those we passed on the road. Hitler was exterminating millions of Jews and had an expanding list of undesirables who were being killed or imprisoned. Stalin was destroying the people of Poland, Ukraine, and the Baltics.

The brutality was shocking. Disgraceful acts of inhumanity. No one wanted to fall into the hands of the enemy. But it was growing harder to distinguish who the enemy was. An old German man had pulled me aside a few days earlier.

"Do you have any poison? People are asking for it," he said.

"I will not administer poison," I replied.

desperation

stipulative with