

### 5th Grade Summer Reading 2019

Rising 5th grade students will read *The Last Fifth Grade of Emerson Elementary* by Laura Shovan. Students will also select a second book of their choice to read.

### 6th Grade Summer Reading 2019

Rising 6th grade students will read *Sticky Notes* by Dianne Touchell. Students will also select a second book of their choice to read.

## **Summer Reading English 7 and 8**

**McDaniel**

This year's theme is: follow your passion!

You will **choose** a fiction and a nonfiction book to read, for a total of TWO books.

### Part One: Fiction book

1. Choose a work of fiction by an author or in a genre that you really like. Do NOT re-read a book you've already read. If you're not sure where to begin, Mrs. McD has made some suggestions, or you can do a Google search for a certain genre and see what people are highly recommending.

\*Make sure the book is multichapter and on your reading level!

2. Complete the major works data sheet graphic organizer packet. (We aren't annotating just in case you read an e-book or borrow from the library).

3. Complete the written response portion for this book.

### Part Two: Nonfiction book

1. Choose a work of nonfiction on a topic that interests you. You could choose an autobiography, biography, account of a historical event or time period that interests you, etc. You could also consider a motivational book. Again, Mrs. McD will have a list of examples as a frame of reference.

\*Your book of choice for this needs to be 75+ pages long.

2. Complete the nonfiction graphic organizer.

3. Complete the written response portion for this book.

**Examples and Suggestions: Disclaimer--Remember, there are many, many, many books to choose from! The suggestions here are to get you thinking or help you out if you are stumped!**

### Fictional genres to consider:

Mystery: *And Then There Were None* by Agatha Christie, *Hoot* by Carl Hiaasen

Fantasy: *A Monster Calls* by Patrick Ness, *The Dark Endeavor* by Kenneth Oppel, *The Hobbit* by J.R.R. Tolkien (also a classic)

Sci-Fi: *The House of the Scorpion* by Nancy Farmer, *A Wrinkle in Time* by Madeleine L'Engle (also a classic)

Romance: *Stargirl* by Jerry Spinelli

Adventure: *Jackaroo* by Cynthia Voigt, books by Brandon Mull (he has several series--some also verge into fantasy!)

Historical fiction: *My Family for the War* by Anne C. Voorhoeve (a good one for fans of *Night*)

Horror: *Jane/Emily* by Patricia Clapp (Mrs. McD read this one at your age and it sticks with her to this day), *Doll Bones* by Holly Black, *Wait Until Helen Comes* by Mary Downing Hahn (another one that kept Mrs. McD up at night!)

Comedy: *Last Day on Mars* by Kevin Emerson, *Ungifted* by Gordon Korman

Graphic novels: *Pashmina* by Nidhi Chanani, *Drama* (or any by Raina Telgemeier)

Sports related: *The Crossover* by Kwame Alexander, *A Matter of Heart* by Amy Fellner Dominy

Classics: *The Outsiders* by S.E. Hinton, *Walk Two Moons* by Sharon Creech, *Anne of Green Gables* by L.M. Montgomery, *Hatchet* by Gary Paulsen

Nonfiction suggestions/examples:

These two links had great lists!

<https://www.goodreads.com/shelf/show/middle-school-nonfiction>

<https://www.weareteachers.com/best-biographies-for-teens/>

*Brown Girl Dreaming*

*The Diary of Anne Frank*

*I am Malala*

## 9th Grade Summer Reading CP and Honors

9<sup>th</sup> grade English focuses on World Literature, offering students materials from a range of times and places. The first book we will read during the school year represents a coming-of-age story; therefore, I ask you to read a coming-of-age story of your choice this summer.

### Reading:

Choose a book to read this summer that represents a coming-of-age story. This means that a young character undergoes a change that moves them towards adulthood. **Read and annotate according to the annotation assignment provided in this document.**

### Book requirements:

- At least 100 pages
- Written in English or translated into English
- New to you
- Represents a coming-of-age
- Can be any genre or type of book

### Suggested Titles:

You may choose any book that fits the above requirements, but here are some suggested titles to get you started. If you are having trouble finding something, consult a librarian or bookseller.

- *House on Mango Street* by Sandra Cisneros
- *American Born Chinese* by Gene Luen Yang
- *First, They Killed My Father* by Loung Ung
- *China's Son* by Da Chen
- *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie

In addition to reading, you must annotate your text (write directly in your book) and present your books for note-checks at the beginning of the year and for a grade. Every page should have a summary (see below) and a minimum of 2 additional notations (see below); however, you may find your reading more enjoyable and coherent if you just get into the habit of making these marks while you read rather than worrying about the assignment.

Why annotate? Annotations should help you engage with the text. They will help you remember important details as you read and later when you prepare for an assessment.

Every reader develops his/her own unique style for annotation and feel free to explore with what works for you, but here are some notes and marks you may make:

1. Write a brief summary at the top of each page after you've read it explaining in a few short words what occurs on that page. This will make studying for your test and finding an important scene for your paper much easier.

2. Circle words that are unfamiliar then write their definitions in the margin (after you have looked up their meanings).
3. Underline or bracket [ ] passages that are interesting to you or seem important. Then, in the margin write a brief note on why you think that passage is important.

Writing in the margin is always helpful. Think of it like you are having a conversation with the book you are reading. Here are some helpful things you can write in the margin:

1. Ask questions. If something confuses you or you feel like there is information about an event, character, scene, etc. that you should know more about, write your question in the margin.
2. Make predictions. Do you think you know what might happen? Does something seem like it may be important later? Do you think this scene might foreshadow something later? Write your prediction in the margin.
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**General reminders: Use a pen, NOT a highlighter. Underlining passages is not enough; after underlining something, write a note in the margin explaining why you underlined it. This may be tedious at first, but once you get the hang of it, you will find annotation improves comprehension and memory as well as serving as an excellent study aid for quizzes, tests, and papers. Good luck!**

**A note on reading and cheating: As a general rule, it's okay to look up words, historical background of the setting, and the author's biographical information because those are facts. If you look up a literary work, you will find opinions. All literary analysis is based upon opinion. Your goal is to learn how to form and support your own opinions, not mimic someone else's. If you voice an opinion in a paper, in class discussion, or on a test/quiz that does not appear to be your own, it may be considered an Honor Code violation. This includes "refreshing" your memory using SparkNotes or other study guides. You will be instructed on how to best review for assessments. If you have any questions about this policy, please ask your instructor.**

## Tenth Grade: College Preparatory and Honors

### **Required Reading: *Funny in Farsi: A Memoir of Growing Up Iranian in America* by Firoozeh Dumas**

Iranian-born writer Firoozeh Dumas describes her family's move to California from Iran when she was seven years old and how they adapted to American life. Spanning several decades, the memoir recounts how her experience as an immigrant evolved as Americans' views of Iranians changed.

Students should complete the below annotation assignment as they read. Upon returning to school, students will use the memoir to launch conversations surrounding topics such as nationality, ethnicity, and race. Further, students will create their own personal memoirs and explore the validity of their voices using examples from *This American Life*.

#### **Annotation Assignment:**

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## AP Language and Composition Summer Reading/Viewing

AP Language and Composition is a course unlike other English courses students have taken before. It focuses exclusively on nonfiction for its material and the craft of the argument for its writing. As such, we will be reading, viewing, and listening to texts that offer perspectives on all aspects of the American life. Our first unit focuses on topics relating to the body.

Over the summer students will read *The Immortal Life of Henrietta Lacks* by Rebecca Skloot and view a documentary of choice relating to the first unit topic. *The Immortal Life*, a recent bestseller, follows the author's quest to discover the identity and life story of Henrietta Lacks, a poor black woman from the mid-twentieth century from whom scientists discovered the first line of immortal cells.

### Reading:

Read *The Immortal Life of Henrietta Lacks* by Rebecca Skloot and **complete the annotations assignment** as outlined in this document.

### Viewing:

Watch any full-length documentary (new to you) that fits our first unit theme of the body. This could include documentary films related to violence, beauty standards, health, race, sexuality, athletics, dance, fashion, etc.

Suggested Titles:

- *The Inventor: Out for Blood in Silicon Valley* (2019)
- *Free Solo* (2018)
- *Minding the Gap* (2018)
- *How to Survive a Plague* (2012)
- *There's Something Wrong with Aunt Diane* (2011)
- *Mad Hot Ballroom* (2005)

\*\*Note: documentaries often contain mature themes. Consult the website [Common Sense Media](https://www.commonsensemedia.org/) to help choose a documentary appropriate for you.

### Writing:

Using *The Immortal Life* and your chosen documentary as **evidence**, answer **one** of the following questions in 750-1,000 words, typed.

Questions:

- What threatens the body? What should be done or not done in response to these threats?
- Do you define your body? Does your body define you?
- What is physical beauty? Does it matter?
- What is the line between health and vanity?
- Who has rights over a body? What is the extent of those rights? Who decides?



These are meant to be personal, opinion-based responses. They do NOT need an intro, thesis, body paragraphs, conclusion, etc., though they should be organized, proofread, and offer the maturity and depth of critical thinking required of an AP student.

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## 11th/12th American Literature: College Preparatory and Honors

Required selection for all students: *Do Androids Dream of Electric Sheep?* by Philip K. Dick.  
ISBN: 0345404475

Goals: This work will introduce students to genre fiction, dystopian fiction, and a discussion about the definition of humanity. Students will analyze the text to develop their own understanding of humanity which will be applied throughout the year.

### **Summer Reading Assignment**

This summer, you will read Philip K. Dick's novel *Do Androids Dream of Electric Sheep?* in its entirety. In addition to reading, you must annotate your text (write directly in your book) and present your books for note-checks at the beginning of the year and for a grade. Every page should have a summary (see below) and a minimum of 2 additional notations (see below); however, you may find your reading more enjoyable and coherent if you just get into the habit of making these marks while you read rather than worrying about the assignment.

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## AP English Literature & Composition

*Required text:*

### 1. *Wuthering Heights* by Emily Brontë

ISBN-10: 0141439556

ISBN-13: 978-0141439556

Note: You must use the above edition in order to have all the correct materials, including important prefaces and endnotes.

*Wuthering Heights* is widely regarded as one of the great novels of Victorian literature. The AP English Literature course requires a variety of literature from different time periods, and the novel exposes students to the diction and syntax of the nineteenth century. Additionally, *Wuthering Heights* provides AP Literature students with the opportunity to explore and discuss Victorian society.

### AP Lit. Summer Work Instructions

Instructions: Utilize the following bullet pointed suggestions as well as the annotation information (below) to take notes on the text. If you need to take notes in addition to those in your book, you may write them on sticky notes or in a notebook. You will be required to show proof of these notes. Notes may NOT be electronic. When you return to school, you will be responsible for participating in class discussion, answering questions using detailed support from the texts, completing a test, and writing a paper. Plan accordingly in your note taking.

- Characters, their relationships, their motivations
- Plot points
- Narrative voice/point of view
- Settings
- Tone: pay careful attention to how the narrator shapes the reader's perception of characters and events
- Syntax and diction

### Major Works Assignment

(Due day of test for all major works)

Make notecards containing the following information:

Card #1

- Front: title, author, date of publication, biographical/historical notes (given in class or as part of reading)
- Back: summary of novel

Card # 2

- List of main/important supporting characters with brief descriptions

Card # 3

- 10 significant details for potential support in an essay

Card #4

- 6-8 significant quotes, along with page numbers and who said (if applicable) the quote (if desired, include brief context).

Note: Yes, you may use more than 4 notecards; they may be whatever size you'd like. You may NOT complete these works with the assistance of alumni, classmates, or online resources.

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