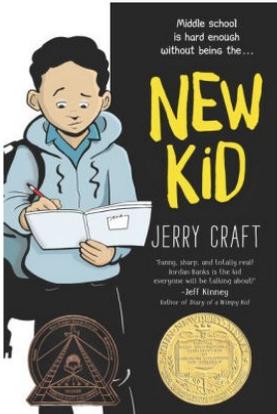


5th Grade Summer Reading 2020

Rising 5th grade students will read New Kid by Jerry Craft. Students will also select a second book of their choice to read.



6th Grade Summer Reading 2020

Rising 6th grade students will read Sticks and Stones by Abby Cooper. 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!

Choose a fiction or a nonfiction book to **read**, for a total of ONE book.

THEN, you will **complete** the assignment attached below for the genre you chose.

*there are TWO assignments below--you will do ONE of them--depending on if you read a fiction or nonfiction 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 Paulson

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

***Scroll to next page for assignments to complete with your summer reading.**

Nonfiction Data Sheet--do this ONLY if you read a nonfiction book. (This assignment is 3 pages long.)

Name:

Title:

Type of Nonfiction:

Author:

6. What were the author's concluding thoughts?

7. What are three questions this piece left you with?

8. What score would you give this nonfiction work out of 5? Please give two supporting reasons for your rating.

9. Would you recommend this book to other readers? Please give two reasons to support your answer.

Nonfiction work writing response: Please choose one question to answer in 250-300 words.

Option 1: What would you say is the theme of this book and what specific examples proved or supported this theme?

Option 2: How can this book help its reader--what lessons can the reader learn from this book?

Option 3: Did this book pique your interest on an issue/topic? If so, how?

Option 4: Did this book seem to be biased or unbiased? Explain.

Option 5: What parts of this book surprised you?

Major Works Data Sheet (Fiction)--do this ONLY if you read a fiction book. Assignment is 3 pages long.

Your Name:

Title:

Author's name:

Genre:

Setting:

Protagonist + description:

Antagonist + description:

Suspenseful/exciting moments:

Questions you have:

Mood #1 + quote to support:

Mood #2 + Quote to support:

Mood #3 + quote to support:

Plot element analysis:

Opening scene: Give the event and what the event reveals to the reader.

List conflicts and what they reveal to the reader:

What do you think is the climax of the story, and what does it reveal to the reader?

Ending scene event + what it reveals to the reader:

Choose a character to describe and give your opinion about:

Writing Response to Fiction Work:

Title:

Author:

Choose a question to answer in 250-300 words.

Option 1: Would you recommend this book to readers? Why or why not?

Option 2: What would you have changed about this book?

Option 3: What is a theme or message you feel this book conveys and provide three examples to explain.

Option 4: Was the ending to this book satisfying? Did the author make the right choice?

Option 5: Choose a character that resonated with you. How do you compare and contrast with this character?

9th grade English focuses on World Literature, offering students materials from a range of times and places. *House on Mango Street*, while American Literature, invites students into the topic, recognizing the diversity in their own country. *House on Mango Street* by Sandra Cisneros is told from the perspective of a young Latina girl growing up in Chicago. The book is short, told in vignettes of only a few pages each, but written with great artistry and packed full of rich imagery.

Related assessments:

- **Annotations:** As you read, you will complete the annotation assignment below. This will be due the first week of school in August.
- **Creative Writing:** You must also write two vignettes about your own neighborhood (200-400 words each, typed). A vignette is a short snapshot, in this case nonfiction. It does not necessarily tell a complete story. These will be due the first week of school in August.

Annotation Assignment:

In addition to reading, you must annotate *House on Mango Street* (write directly in your book) and present your book for a grade.

Annotating is a very useful exercise. It can help you navigate the book during discussions, study for tests and quizzes, find passages for essays, and, most importantly, better understand the text as you read.

Requirements:

- Every CHAPTER should have a summary (see below).
- Every PAGE should have one additional annotation (see below).
- You must WRITE WORDS IN THE BOOK for an annotation/summary to count. Underlining or highlighting by itself does not count.

Summaries:

- Write a brief summary at the beginning or end of each chapter after you've read it explaining what happens in that chapter.
- Include key characters and events.

Additional Annotations:

Here are some options for what to annotate:

- Circle words that are unfamiliar then write their definitions in the margin (after you have looked up their meanings).

- 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.
- 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.
- 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.
- Clarify. If you figure something out or have an epiphany while reading but fear you may forget it later, write down a brief summary of the passage or your ideas in the margin.

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:

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.
3. Clarify. If you figure something out or have an epiphany while reading but fear you may forget it later, write down a brief summary of the passage or your ideas in the margin.
4. Remember, it is helpful to underline a passage that relates to your note in the margin and to write your note close to the underlined portion.

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.

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](#) 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.

Annotation Assignment:

In addition to reading, you must annotate *House on Mango Street* (write directly in your book) and present your book for a grade.

Annotating is a very useful exercise. It can help you navigate the book during discussions, study for tests and quizzes, find passages for essays, and, most importantly, better understand the text as you read.

Requirements:

- Every CHAPTER should have a summary (see below).
- Every PAGE should have one additional annotation (see below).
- You must WRITE WORDS IN THE BOOK for an annotation/summary to count. Underlining or highlighting by itself does not count.

Summaries:

- Write a brief summary at the beginning or end of each chapter after you've read it explaining what happens in that chapter.
- Include key characters and events.

Additional Annotations:

Here are some options for what to annotate:

- Circle words that are unfamiliar then write their definitions in the margin (after you have looked up their meanings).
- 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.
- 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.
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- **Clarify.** If you figure something out or have an epiphany while reading but fear you may forget it later, write down a brief summary of the passage or your ideas in the margin.

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.

Annotation Assignment

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.

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11th/12th British Literature: College Preparatory and Honors

Required selection for all students: *The Importance of Being Earnest* by Oscar Wilde.

ISBN: 0486264785

Goals: This work will introduce students to drama, humor, and the Victorian period, three concepts that will be revisited throughout the semester. Students will analyze how the author uses humor and satire to criticize class and identity.

Summer Reading Assignment - British Literature - Mr. Phillips

This summer, you will read Oscar Wilde's play *The Importance of Being Earnest* in its entirety. Some students struggle with this play because they misread the tone. The play is a comedy and some things characters say are deliberately absurd or satirical. Keep this in mind as you read.

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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