

March 2017

Dear Parents and Students:

Students entering Honors or AP classes in grades 7-12 are required to read one to three specific books as part of their summer reading. Students will be asked to locate their specific titles either in public libraries or purchase them at bookstores. Most of the texts on the list can also be obtained free on Project Gutenberg (<http://www.gutenberg.org/>).

In addition to the required reading, students will also be responsible for completing the Summer Reading Assignment and in-class assessments.

**Summer Reading Assignment:** Students must complete a Summer Reading Assignment, which is described below. The student should TYPE his or her answers into the google doc form according to the instructions on the first page of the assignment. \*\*See below.

**Assessments:** Students will be required to participate in class discussions and activities as part of their assessment of summer reading. Additionally, the teacher may give quizzes that pertain to the novels read.

Summer reading should be fun and enjoyable. The chosen texts have been highly recommended by students and teachers from across the country. Your encouragement and support for continued reading throughout the summer will assist in our efforts to improve literacy.

Thank you and enjoy your summer!

## Summer Reading List - High School

### **9<sup>th</sup> Grade Honors (2 books)**

*The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson

*Roll of Thunder, Hear My Cry* by Mildred D. Taylor

*Death of a Salesman* by Arthur Miller

*The Book Thief* by Markus Zusak

*Cat on a Hot Tin Roof* by Tennessee Williams

*Treasure Island* by Robert Louis Stevenson

*The Wonderful Wizard of Oz* by Frank L. Baum

*The Adventures of Tom Sawyer* by Mark Twain

### **10<sup>th</sup> Grade Honors (2 books)**

*The Last of the Mohicans* by James Fenimore Cooper

*Uncle Tom's Cabin* by Harriet Beecher Stowe

*Narrative of the Life of Frederick Douglass* by Frederick Douglass

*The Red Badge of Courage* by Stephen Crane

*Little Women* by Louisa May Alcott

*O Pioneers!* by Willa Cather

*The Jungle* by Upton Sinclair

*Fences* by August Wilson

*Death of a Salesman* (if you haven't already read this) by Arthur Miller

### **A.P. Literature and Composition**

**Students entering A.P. Literature must read *How to Read Literature Like a Professor* and two additional books.**

*How to Read Literature like a Professor* (**Skip Chapters 16-17**) **REQUIRED FOR ALL**— Thomas C. Foster \*\*\*\*(You may need to create a FREE dropbox account to access the texts below)

**Click on the Title to Access dropbox text:** [How to Read Literature Like a Professor](#)

**Click on the Study Guide to Access dropbox study guide:** (**Skip Chapters 16-17**)

[HTRLLAP Study Guide](#)

*Their Eyes were Watching God* by Zora Neale Hurston

*The House on Mango Street* by Sandra Cisneros

*Things Fall Apart* by Chinua Achebe

*The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie

*The Crucible* (if you haven't already read this) by Arthur Miller

*The Adventures of Huckleberry Finn* (if you haven't already read this) by Mark Twain

\*\*\*\* Contact Mrs. Pinz (spinz@spectrumhighschool.org) for a copy of *How to Read Literature Like a Professor*

# Summer Reading Assignment

## INSTRUCTIONS FOR EACH SECTION

<b>OVERVIEW</b>	<p>The Summer reading assignment asked you to read a book of your choice at your reading level. When completing 1-5, write about the book you chose to read.</p> <ol style="list-style-type: none"> <li>1. Write the following on a separate sheet of paper.</li> <li>2. Number each section as you write it and label it to</li> <li>3. Write about the book you chose for numbers 1-5.</li> </ol>
<b>EVALUATION</b>	<p style="text-align: center;"><b>PLEASE DEMONSTRATE YOUR ABILITY TO...</b></p>
<p>Your skills related to summarizing a text appear to be:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A real strength</li> <li><input type="checkbox"/> A foundation we can build on</li> <li><input type="checkbox"/> Something you can learn/improve</li> </ul>	<p><b>1. SUMMARIZE YOUR BOOK</b> Identify the main ideas and events in your book, then determine which of these are most important. Summarize your entire book in a paragraph. A good summary will:</p> <ul style="list-style-type: none"> <li>o Cover the main events and ideas of the entire book</li> <li>o Be concise—but still discuss the entire book or article</li> <li>o Use precise, strong verbs to describe what the author says or does</li> <li>o Organize the important information (chronologically, order of importance, etc.)</li> </ul>
<p>Your ability to identify and examine a theme is:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A real strength</li> <li><input type="checkbox"/> A foundation we can build on</li> <li><input type="checkbox"/> Something you can learn/improve</li> </ul>	<p><b>2. IDENTIFY MAJOR THEMES IN A FICTION OR NONFICTION TEXT</b> List 2-3 themes from your book. Instead of writing your themes as single words (e.g., courage, power), <i>express them as a phrase</i>. Consider this definition of theme: The theme of a work is not its subject but rather its central idea, which may be stated directly or indirectly. (<i>Penguin Dictionary of Literary Terms</i>)</p> <p>–<b>Example</b> In a work of fiction such as <i>The Outsiders</i> one theme might be the character’s <b>struggle to find his place in the world</b>. –In a work of nonfiction such as <i>The Diary of Anne Frank</i>, one theme could be the <b>inequities of society</b>..</p>
<p>Your ability to understand the author’s argument and construct your own is:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A real strength</li> <li><input type="checkbox"/> A foundation we can build on</li> <li><input type="checkbox"/> Something you can learn/improve</li> </ul>	<p><b>3. CONSTRUCT AN ARGUMENT AND SUPPORT IT WITH TEXTUAL EVIDENCE</b> Choose one of the themes from the previous section (#2) then write an introduction paragraph as you would if you were going to write a complete essay about this theme.</p> <ul style="list-style-type: none"> <li>o Make a claim that your paper could support with evidence and reasoning.</li> <li>o Show your capacity to think about texts and topics in interesting ways. <ul style="list-style-type: none"> <li>▪ <b>Fiction:</b> While most assume that the narrator in <i>The Outsiders</i> is struggling to find his place in the world, the truth is he rejects the society that would seek to tell him what his place is.</li> <li>▪ <b>Nonfiction:</b> Through the story of <i>The Diary of Anne Frank</i>, Anne Frank shows that segregation existed widely throughout all of Nazi-controlled Germany during the 1930s.</li> </ul> </li> </ul>
<p>Your ability to identify the elements of an author’s style is:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A real strength</li> <li><input type="checkbox"/> A foundation we can build on</li> <li><input type="checkbox"/> Something you can learn/improve</li> </ul>	<p><b>4. EXPLAIN HOW THE AUTHOR’S STYLE CONTRIBUTES TO THE MEANING</b> Write a paragraph in which you discuss the author’s use of repetition, imagery, language, or other techniques and how that figurative language affects the meaning of the text. Please choose two examples of figurative language to analyze. Your explanation should...</p> <ul style="list-style-type: none"> <li>o Identify the technique the author uses (e.g., imagery, words the author repeats)</li> <li>o Explain how the author uses it and how it contributes to the book’s meaning</li> <li>o Include specific examples from the text to support and illustrate your claim here</li> </ul>
<p>The reflections and connections you make suggest this area is:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A real strength</li> <li><input type="checkbox"/> A foundation we can build on</li> <li><input type="checkbox"/> Something you can learn/improve:</li> </ul>	<p><b>5. REFLECT ON AND MAKE CONNECTIONS TO WHAT YOU READ</b> Choose some idea or detail from the book you read and another text (movie, book, short story, article, video, painting, etc.). Then make some interesting or meaningful connection between the two texts that may, on the surface, seem unrelated. You should not write more than about 100 words; nor should you consider it a formal or academic paragraph. You are just showing your mind at work, making sense of what you read and how you think.</p>

Name:

Teacher:

Class:

Date:

**Summer Reading Assignment**  
**(TYPE ANSWERS HERE)**

<b>EVALUATION</b>	<b>PLEASE DEMONSTRATE YOUR ABILITY TO...</b>
Your skills related to summarizing a text appear to be: <input type="checkbox"/> A real strength <input type="checkbox"/> A foundation we can build on <input type="checkbox"/> Something you can learn/improve	<b>1. SUMMARIZE YOUR BOOK</b>
Your ability to identify and examine a theme is: <input type="checkbox"/> A real strength <input type="checkbox"/> A foundation we can build on <input type="checkbox"/> Something you can learn/improve	<b>2. IDENTIFY MAJOR THEMES IN A FICTION OR NONFICTION TEXT</b>
Your ability to understand the author's argument and construct your own is: <input type="checkbox"/> A real strength <input type="checkbox"/> A foundation we can build on <input type="checkbox"/> Something you can learn/improve	<b>3. CONSTRUCT AN ARGUMENT AND SUPPORT IT WITH TEXTUAL EVIDENCE</b>
Your ability to identify the elements of an author's style is: <input type="checkbox"/> A real strength <input type="checkbox"/> A foundation we can build on <input type="checkbox"/> Something you can learn/improve	<b>4. EXPLAIN HOW THE AUTHOR'S STYLE CONTRIBUTES TO THE MEANING</b>
The reflections and connections you make suggest this area is: <input type="checkbox"/> A real strength <input type="checkbox"/> A foundation we can build on <input type="checkbox"/> Something you can learn/improve	<b>5. REFLECT ON AND MAKE CONNECTIONS TO WHAT YOU READ</b>