

To: All English students grades 8 – 12 for the 2017-18 school year  
From: DHS English Department  
Date: Summer 2017  
Re: Summer Reading Extra Credit Opportunity  
AP English Language and Composition Assignment

Congratulations on your promotion to the next grade in middle school or high school! You are one step closer to your goal of graduating as a competent reader and writer. This summer we, as an English staff, would like to see you maintain and enhance your critical reading skills. In order to do this, reading must be done over the summer. Please read the following letter carefully for the instructions to this summer assignment. It is imperative you read the entire assignment, so when you read and/ or select your book, you will have a better understanding of the assignment expectations. Choose your book wisely and enjoy!

Random/ informal thoughts to pass on about summer reading and writing:

- Do read all the assignment requirements ***before*** reading your novel. **This will save you time!!!**
- Don't simply choose the novel that all your friends are selecting.
- Do buy your own book to use, or use a book you have at home. This way you can make notes in the book as you read (active reading) which will be valuable when completing the written assignment and preparing for the essay evaluation. *(The school may have a copy of the books to preview, but not enough for everyone to check out.)*
- Don't expect these novels to be your typical "summer" reading. Most are not action-packed thrillers. Many are character driven, not action/plot driven novels so most of the conflict is internal, not external, so. . .
- Don't wait until the last minute to complete the assignment.
- Don't rush the reading. It would be very difficult to complete all at once. Start reading early during the summer and pace yourself.
- Do buy the Cliff Notes, but don't rely on them. Remember – we also know where to obtain a copy!!
- Do talk with each other about it during the summer. It will help you process the material.
- Do spend most of your time and effort on the "personal reactions" section when completing the written work.
- Do allow time for rereading sections or comments you've made while reading.
- Don't rush through the ending of the novel. Again, pacing is important.
- Don't wait too long after finishing the reading to complete the written assignment.

We look forward to working with you and would be happy to meet with you individually to answer any questions you may have regarding your English course or summer reading opportunity.

Have a great summer and enjoy your book. We'll be glad to see you on the first day of school!!

Mrs. Parsons, Mrs. Hargrave, Mrs. Edwards, and Mrs. Van Pevenage

# Reading Selections and Parameters

## Incoming Seniors

- ***Bridge to College:*** Extra credit option  
Choose a nonfiction book (biography, autobiography, historical nonfiction, science research book, current event book etc.)  
**NONFICTION means factual!** 😊  
The reading selection must be a minimum of 200 pages.
- ***AP English Literature and Composition:***  
Choose a novel by a British author.  
Make sure you have an actual British author (do some research if necessary)  
The reading selection must be a minimum of 200 pages.

## Incoming Juniors

- ***AP English Language and Composition Students:***  
**Required Reading Assignment:** Read *How to Read Literature Like a Professor* by Thomas C. Foster. Next, complete the AP summer reading assignment that accompanies it. You should get the book and assignment materials from Mrs. VP. The assignment will also be on the school's website in case you need another copy over the summer. It is due the first day of school in the fall. **This is NOT an optional assignment.**

If you are interested in Extra Credit, see the option below for all juniors. You may choose to do that in addition to the above REQUIRED assignment.

- ***All juniors:*** Extra credit option for both AP and non-AP students  
Choose a novel by an American author.  
Make sure you have an actual American author (do some research if necessary)  
The novel must be a minimum of 200 pages unless it is a book listed on the back of this sheet.

## Incoming Grade 8-10 students:

Extra Credit Option- Choose a chapter book of appropriate, grade-level length and complete all or part of the extra credit book report described in this packet. Refer to the scoring criteria often. We've listed several that we'd recommend, but there are so many great pieces of literature, so we encourage you to find one that fits your interest and reading ability. Enjoy!!

## Suggested Reading Selection for Grades 8-12

<u>Title</u>	<u>Author</u>	<u>Title</u>	<u>Author</u>
A Day No Pigs Would Die	Peck	Magyk	Sage
A Lesson Before Dying	Gaines	Miracle Worker **	Gibson
A Walk to Remember	Sparks	Night	Wiesel
Bad	Ferris	Ordinary People	Guest
Because of Winn-Dixie **	DiCamillo	Peter and the Starcatchers	Barry
Black and White	Blackman	Red Kayak	Cummings
Black Like Me	Griffin	Robot City	Odyssey
Black Pearl	O'dell	Sabriel	Nix
Bleachers	Grisham	Sign of the Beaver **	Speare
Chicken Soup for the Teenage Soul	Canfield	Sisterhood of the Traveling Pants	Brashares
Child Called It	Pelzer	Skybreaker	Oppel
Clique	Harrison	Supernaturalist	Colfer
Crispin: The Cross of Lead**	Avi	Tears of a Tiger	Draper
Dear Mr. Henshaw **	Cleary	The Horse and His Boy **	Lewis
Diamond Throne	Eddings	The Lion, the Witch and the Wardrobe **	Lewis
Ender's Game or Ender's Shadow	Card	The Magician's Nephew **	Lewis
Fahrenheit 451	Bradbury	The Naming	Croggon
Fallen Angels	Myers	The Notebook	Sparks
Forgotten Fire	Bagdasarian	The Order of the Phoenix **	Rowling
Golden Compass	Pullman	The Prince and the Pauper **	Twain
Hatchet **	Paulsen	The Red Pony (school has copies to check out)	Steinbeck
Heat	Lupica	The Witch of Blackbird Pond**	Speare
Holes **	Sachar	Touching Spirit Bear	Mikaelson
House of the Scorpion	Farmer	Travel Team	Lupica
I heard the Owl Call My Name	Craven	Tuesdays With Morrie	Albom
Into the Wild	Durst	Warriors Don't Cry	Beals
Left for Dead	Nelson		
Life of Pi	Martel		

- **Books which have an asterisk are for 8<sup>th</sup> grade only.** Any other book on the list may also be read by an 8<sup>th</sup> grader, however. The books marked with an asterisk are NOT options for the older grade levels.
- Freshmen and sophomore students may read any book WITHOUT an asterisk.

### Looking for a good book?

- Look for suggestions on the internet
- Read the attached suggestion list
- Ask for suggestions from friends or siblings
- Ask a librarian or bookstore clerk

## “Summer Reading Opportunity” Guidelines

After reading the entire novel, complete section I, II, and III of this assignment sheet. Spend more of your time, effort, and writing on the personal reaction. At this point, we are more interested in your personal reactions to the novel than we are your literary analysis. All work should be *typed (unless otherwise arranged) and ready to be turned in the first day of school.* Please staple each section separately.

*All assignments (except the Gr. 11 AP Language and Composition assignment described on the “Selections and Parameters” sheet in this packet) are extra credit only!!* You may choose one or all of these sections to do. If you decide to do this, you must answer thoroughly. Only reflective, thorough answers that are written correctly will gain extra credit. If you are looking for more of a challenge in an assignment, this may be what you’re looking for. Why not get some extra credit before the school year even begins?!

No rough draft, cover sheet, or folder is necessary. Each section will be evaluated on thoroughness of response and understanding of the novel. In all answers, please avoid plot summary (except when explicitly asked for); we already know what happens in the novels. We are more interested in what you think about the novel.



# Book Report Format

- I. Personal Reaction (2 - 3 paragraph range)
  - A. What are your initial reactions immediately after finishing the novel? Please be honest, but appropriate, about your thoughts. Be sure to use specific text details to explain your reactions.
  - B. How do aspects of this book relate to your life?
- II. Quotes
  - A. Provide a list of your favorite “Top Ten Quotes” from your novel.
  - B. Include a page number where the quote may be found.
  - C. With each quote provide a brief explanation regarding the significance of the quote.
- III. What Literally Is Going On?
  - A. Plot (2 paragraphs max.)

In your own words, provide a very short summary of the novel’s dramatic situation and major conflicts. What are internal/external conflicts and how are they resolved? Highlight the beginning, middle and end of the plot. Show cause and effect relationships.
  - B. Setting (2 paragraphs max.)
    1. Physical – What is the actual geographic setting and general environment? What is the time period (at least address past/present/future)? How do you know?
    2. Emotional – Is there an important emotional setting/ mood that pervades the novel?
    3. How does the physical setting affect emotional setting?
    4. How does the setting affect the character? How does the setting contribute to the novel as a whole?
    5. Consider why significant events occur in certain settings.
  - C. Characters
    1. List all major characters and include a one paragraph summary of the following information for each:
      - o physical description
      - o key personality traits
      - o motivating factors and values (external, internal, positive, negative)
      - o personal conflicts
    2. Copy one quote from the novel that is particularly relevant for each character and explain briefly what the reader learns about the character or plot from the quote? This does not mean the individual character had to have stated the quote, though. The perfect quote might come from another character or the narrator, but refer to the character being described.
  - D. Symbols
    1. What symbols can you discover in names, objects, places, situations, colors, or actions?
    2. What is the purpose/ function of the symbol(s)? What does it mean in the context of the novel?
    3. What is the author trying to communicate through the use of the symbol(s)?
    4. Are there any words/ ideas/ objects that re-occur creating a motif?