PURPOSE OF SUMMER READING

Your teachers share your passion for knowledge and dedication to excellence, and they look forward to working with you next year. In order to increase your chances for success as an English I student, it is important for you to stay intellectually engaged (especially during those long summer months of unstructured time) so that you continue to grow as a scholar. Therefore, SST requires that all English I students participate in a summer reading program. The title you read during the summer is a great way to begin the new school year with a shared experience for discussion and writing, and all of the books are appropriate both to the thematic focus of the upcoming year and to your particular grade level. In addition, the summer reading program will deepen your close reading and analysis skills, skills that are extremely important to your success in English I. Your summer reading selections will be used throughout the first semester; therefore, it is important to carefully read and consider the book you select.

ACCOUNTABILITY FOR SUMMER READING

IT IS EXTREMELY IMPORTANT THAT YOU COMPLETE THE SUMMER READING!
During the first week of school, you will take a “have you read it test,” this will be a MAJOR grade. This assessment will measure your understanding of the plot and major thematic issues. Your reading selection will then be used throughout the first semester for continued literary and rhetorical analysis. Summer reading provides you a fantastic opportunity to start the year successfully. Not only will you stay active intellectually during the summer, but you will be prepared to succeed on the first assignment of your freshman year. You will also be ready to succeed in future first semester assignments.

ASSIGNMENT

The books selected for their intellectual and academic merit. Please note: The Covey Text is not of the Novel genre, but assists in the teaching of Organizational Skills and Time Management, that may benefit you in high school. It is an expository text, while the other two texts are of the Novel genre. Read your book closely. Pay particular attention to the progression of the plot as well as major themes developed over the course of the book.

We suggest you annotate the texts using high level notations (use the Code-annotation strategies) not just summary, by either writing in your texts or using post-it notes throughout the texts. Make note of interesting ideas or passages, as well as questions you may have. Make note of literary or rhetorical devices and thematic connections. Annotating texts while reading helps connect our minds with the written word. Have a conversation with the texts! Your annotations WILL BE graded, in class, when we reconvene next year. Consider the following guiding questions as you read:
1. What are the major thematic subjects (freedom, family, justice, etc.) present in your selection? Pay attention to how these thematic subjects develop over the course of the novel.
2. What literary devices (metaphor, simile, personification, imagery, etc.) does the author use in your selection? How do these devices help create meaning?
Text selections for English I (9th grade) Summer Reading

A Note for Parents

*It is highly recommended that you review the novels below with your child.* Each of these books is of literary and expository merit and will help to prepare your child for his or her future as an AP student. However, some contain adult themes and situations that you may not be comfortable with, and it is important that you and your child preview these with this idea in mind.

**SELECTIONS**

1. *The Things They Carried* by Tim O’Brien
2. *The Last Lecture* by Randy Pausch
3. *The 7 Habits of Highly Effective Teens* by Sean Covey

**Assignment - Task Breakdown**

1. You are required to read ALL three texts.
2. First, you may use a Composition Notebook to record your impressions of the passages (thematic subjects and literary devices). So set aside a page or two to record your impressions in the notebook.
3. Then, in an essay format (two paragraphs per book = six paragraphs total) record your impressions (indicated above).
4. Next, in your Composition Notebook: record five citations PER TEXT (more is fine) and code them with the Annotation card.
5. The assignment grade: 50% Grade for Paragraphs (Typed with MLA heading) and 50% grade for annotations beside selected passages (5 x 3 = 15 annotations).
6. In class, upon return, we will review the annotation exercise. That’s it!