

# 2017 SUMMER READING

Each student will read **TWO** books by the start of school in September. Here are the parameters:

## BOOK ONE: “THE FINAL FOUR” BOOK DISCUSSIONS

You will read ONE of the following four texts over the summer, chosen by students:

- *All the Light We Cannot See* by Anthony Doerr
- *Short Stories from Hogwarts of Heroism, Hardship, and Dangerous Hobbies* by J.K. Rowling (Only on Kindle/Nook/iTunes/Google Play)
- *The Lost City of the Monkey God: A True Story* by Douglas Preston
- *Born a Crime: Stories of a South African Childhood* by Trevor Noah

Once you read the text, you will prepare the attached graphic organizer, DUE ON THE FIRST DAY OF SCHOOL. The organizer will be used for a group discussion, to be held during the first week of school. Students will be grouped for discussions based on the text they chose, not based on grade level.

Students from each grade will focus on one component of their chosen text:

- Incoming Freshmen - GATHERING EVIDENCE - How do we know what we know about a character or central figure’s fears, conflicts, and values as a result of this text?
- Incoming Sophomores - RECOGNIZING MOTIFS AND LITERARY ELEMENTS - What recurring work, image, or idea conveys the overall meaning of this text?
- Incoming Juniors - PERSUADING EFFECTIVELY - What is the author’s purpose for writing this book? How does he or she convey this purpose?
- Incoming Seniors - SYNTHESIZING INFORMATION - What supplemental information and additional knowledge (about geography, culture, literature, science, technology, current events, etc.) can deepen our understanding of this text? Find this supplemental information.

**Grading:** Students’ graphic organizers will be scored by their 2017-2018 English teacher. Please do not simply summarize, but analyze and evaluate the text. Discussion contributions will be catalogued by the teacher facilitator of your September discussion group.

## BOOK TWO: CHOICE BOOK PROJECT \*

With the help of your English teacher, your friends, your parents, and the internet, you will create a list of potential reads for over the summer. Ultimately, you will choose ONE book to read as your choice text and complete a book talk ON THE SECOND DAY OF SCHOOL. Along with the book talk, you should bring in an artifact for each of your classmates. See the requirements attached.

**\*DISCLAIMER:** This text should not be one you have read previously and should be considered an appropriate reading level (“Young Adult” or above). Feel free to visit Goodreads.com, Whatshouldireadnext.com, Amazon.com, Barnesandnoble.com, Litpick.com, etc. for help!

**Grading:** See rubric attached.

**\*HONORS LEVEL:** You may be required to write a diagnostic essay on either/both books in the first week of school.

**\*AP LEVEL:** AP students should not choose a second book, but rather follow the guidelines given them by their current English teacher.

Name: \_\_\_\_\_ Book Title: \_\_\_\_\_ Teacher/Grade: \_\_\_\_\_

## Summer Reading 2017 Book 1

### Focus:

Incoming Freshmen - GATHERING EVIDENCE - How do we know what we know about a character or central figure's fears, conflicts, and values as a result of this text?

Incoming Sophomores - RECOGNIZING MOTIFS AND LITERARY ELEMENTS - What recurring work, image, or idea conveys the overall meaning of this text?

Incoming Juniors - PERSUADING EFFECTIVELY - What is the author's purpose for writing this book? How does he or she convey this purpose?

Incoming Seniors - SYNTHESIZING INFORMATION - What supplemental information and additional knowledge (about geography, culture, literature, science, technology, current events, etc.) can deepen our understanding of this text? Find this supplemental information.

**Directions: According to your grade level focus, please identify 3 discussion points. For each point you should have a minimum of 2 quotations for support. Your analysis should explain how each quote supports your point.**





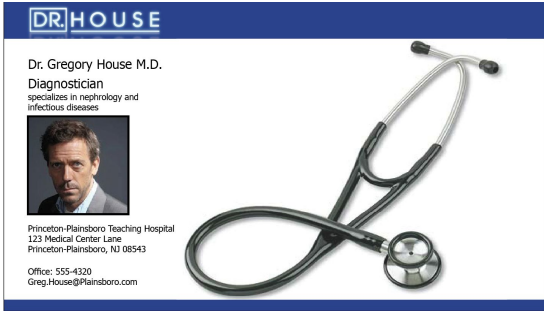


Point 1: (identify)	Point 2: (identify)	Point 3: (identify)
Textual evidence with page number:	Textual evidence with page number:	Textual evidence with page number:
Analysis/Notes:	Analysis/Notes:	Analysis/Notes:

Additional discussion points: \_\_\_\_\_

Grade: \_\_\_\_\_

## “SPEED READING” Artifacts - Book 2

You will speak to each classmate for two minutes about the book you’re choosing to book talk. However, it is also your job to give each peer an artifact so they remember your book when it’s time to pick up their next. **Bring 25 copies to class.** Here are your options:

<b>THE BUSINESS CARD</b>	<b>THE BOOKMARK</b>	<b>THE REFERENCE CARD</b>
<p><b>THE SHAPE:</b></p> <div style="text-align: center; margin: 10px 0;">  </div>	<p><b>THE SHAPE:</b></p> <div style="text-align: center; margin: 10px 0;">  </div>	<p><b>THE SHAPE:</b></p> <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;"> <div style="text-align: center;">  </div> <span>or</span> <div style="text-align: center;">  </div> </div>
<p><b>WHAT IT CONTAINS:</b></p> <ul style="list-style-type: none"> <li>Character or author name</li> <li>His or her services</li> <li>Contact information (Be creative here!)</li> <li>Book Title and Author in small font in a margin somewhere</li> </ul>	<p><b>WHAT IT CONTAINS:</b></p> <ul style="list-style-type: none"> <li>Background décor or border that makes sense with the book</li> <li>Book Title</li> <li>Author</li> <li>In largest font, a memorable and meaningful quote from the text.</li> </ul>	<p><b>WHAT IT CONTAINS:</b></p> <ul style="list-style-type: none"> <li>Book Title</li> <li>Author</li> <li>A memorable and meaningful quote from the text.</li> <li>A picture or visual that is NOT the book cover, but is relevant to the text.</li> </ul>
<p><b>SAMPLE:</b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">  </div>	<p><b>SAMPLE:</b></p> <div style="text-align: center; margin-top: 10px;">  </div>	<p><b>SAMPLE:</b></p> <div style="text-align: center; margin-top: 10px;">  </div>

## Speed Reading Rubric

NAME \_\_\_\_\_

IN-CLASS SCORE:

\_\_\_\_\_/10 Discussion of the text shows preparation and focus

\_\_\_\_\_/10 Information is meant to intrigue and interest the reader, not simply summarize the plot; no spoilers are given

COMMENTS:

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ARTIFACT SCORE:

\_\_\_\_\_/10 Graphics are interesting and relevant to the text, creativity is demonstrated

\_\_\_\_\_/10 Tag line or quote grabs the reader's interest and reveals a key component of the text without giving away the entire story

\_\_\_\_\_/10 All required elements are present/visible

COMMENTS:

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Total: \_\_\_\_\_/50