

# MSA Upper School & Communication Arts Summer Reading 2023

## 1. WHICH BOOK(s) should I read?

Please look closely at the pages that follow. You will see that certain books are for certain grades.

Rising Freshmen are upcoming 9th graders; Rising Sophomores 10th; Rising Juniors 11th; and Rising Seniors are 12th.

**Bear in mind, the edition covers provided are important. The teacher will want you to purchase that particular cover so you can all examine the same book with the same page numbers together in class!**

## 2. WHEN should I read my book( s)? Choose a plan from the list below

**Whenever you read, once you start - KEEP GOING!**

- Some successful students read their selections early in summer, and then use online **review** services in August to help recall the details. This plan works well, but not without the review piece.
- Other students **buy their books and/or audiobooks early** to be sure that they have them. They keep track of their purchases, then do their reading at the end of the summer to be fresh with details. This plan works well for them.
- Some students read a chapter – then read a summary of it online – to be sure they understand fully. This plan works well and it is not cheating (unless you skip reading the actual book!)
- Some students wait until the last minute to locate the book, rush to buy it, pay extra shipping, and try to read the book in two days. Some look for book summaries online and try to ‘fake it.’ They all feel stressed, and start out the year feeling like they are already ‘messing up.’ This strategy does not work well.

## 3. Should I write **A REPORT OF SOME KIND**?

**Maybe. Please look at the instructions that apply to your grade level.**

If it doesn't say to write a report, what then? How will we use SUMMER READING? IN CLASS

Your teacher will organize activities around the book when we return to school. The assigned grade (s) are usually worth **5-10% of the fall semester average**.

1. Perhaps he/she will require that students write a report together, in which students provide their own details from the book.
2. There may be a comprehension quiz.
3. Sometimes lively discussions lead to teams proving a thesis by using specific examples from the book.

**We monitor email during summer months, should you have a question.**

**But we may be at the beach, so your patience is appreciated!**

**We hope you enjoy your book (s). :)**

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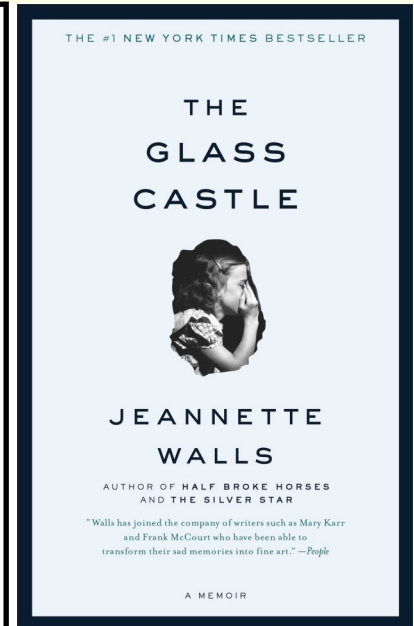
**\*Learning Ally and Bookshare are both available for most, if not all, selections.\***

## Rising Seniors On-Level, Conceptual, & Honors

### What to do with the Summer Reading? Choose your option!

1. Look for email messages for a Study Guide (50- to 100-question short –answer) to complete on *The Glass Castle* (sent out via email in early June) during the summer **OR**
2. You may choose to take an Objective Test (50- to 100- question multiple-choice) **when we return.**
3. After which, we will discuss the book and will write an essay in groups, so that you may learn what I expect from you when writing essays.
4. **Read the book in mid-July to August,** so you remember details.
5. Choose your comprehension strategy (**Study Guide OR Objective Test**) wisely based on your strengths!

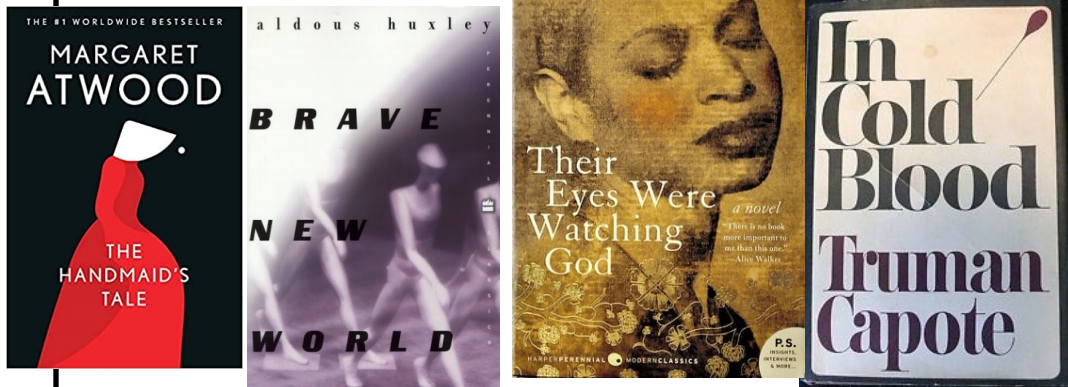
**Some books may have mature content or themes meant for a college-level classroom.**



*The Glass Castle*  
Jeannette Walls  
Memoir

## Rising Seniors Honors– Choose Second Book

### Choose one of these classics



Combine the following elements into a cohesive essay:

1. Conduct a little research on your author's biographical background and compile some facts of note and interest into a paragraph. (Intro)
2. Write a one-page summary of the novel. (Summary)
3. Write a 2-3 paragraph discussion of the following: What main themes does your book explore? Why is this book is considered a classic that is necessary for a high school senior to read? (Analysis)

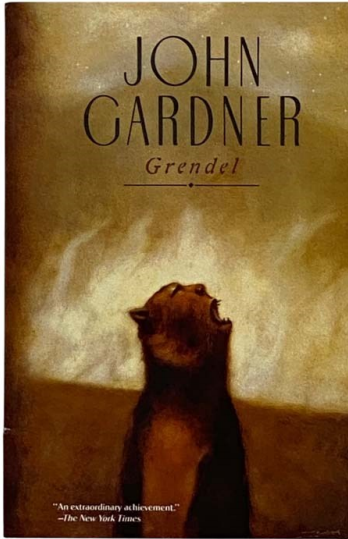
Do a little research and use your judgement as to which book you might enjoy the most. Also, please contact me for approval if you have another classic novel (that you have not read) in mind– the same writing assignment above applies! We will share our essays by the second week of school.

### Senior Research

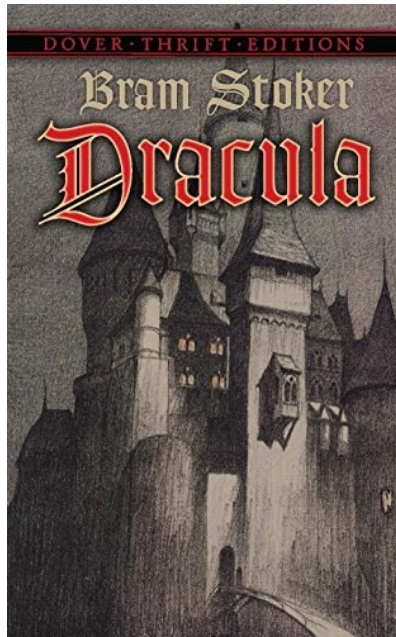
Start thinking about at least three viable Senior Project Topics over the summer: this will be area of study for an Annotated Bibliography, Outline and Research Paper in the Fall, as well as a Multimedia Slide Presentation in the Spring.

You will need to have solid, college-level topics that will be supported with high-quality sources: focus on interests, passions, investigations, etc. This is a topic you have to research and develop from September to March!

**Rising Juniors On-Level & Honors Rising Juniors (Honors only)**



**On-Level & Honors Juniors will read John Gardner *Grendel*, a 1971 fantasy novel or modern mythology. The reader will decide!**



**In addition to *Grendel*, Honors students will read the second selection and Gothic masterpiece of Bram Stoker's *Dracula*, with an essay assignment sent in early June.**

## Summer Reading Assignment

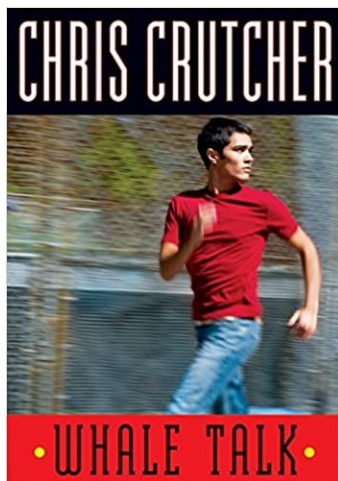
### On-level & Honors: *Grendel*

As you read, highlight any term (word) you do not know its definition

1. Annotate the entire book as you read.
2. **REMINDER:** Annotating a book means adding notes of your own — wherever they'll fit on the page or in a separate notebook — to connect your own thoughts to what you're reading or clarify something in the text. **50%**
3. You must have the book in class **ON THE FIRST DAY OF SCHOOL.**

**\*\*\*\* You will be administered an in-class assessment during the first week of school.**

**50%**



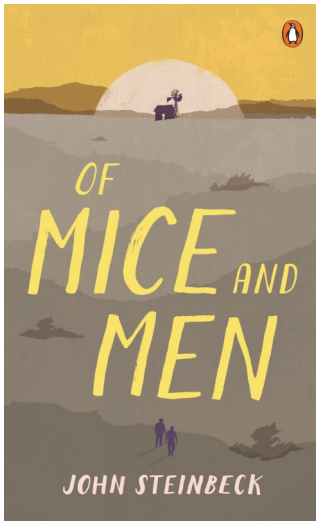
**Rising Juniors Conceptual**

**Conceptual students will please complete reading of the Chris Crutcher novel *Whale Talk* by the first week of school.**

**The summer reading assignment will be sent by early June.**



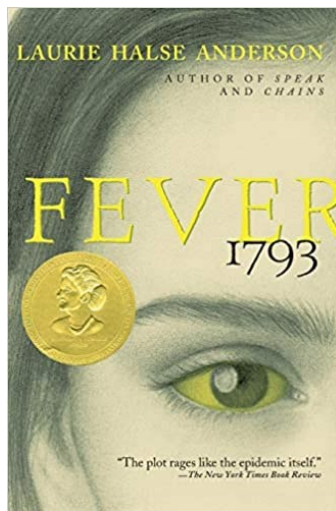
## Rising Sophomores On-Level



On-Level Rising Sophomores will keep a running composition notebook as they read *Of Mice and Men* by John Steinbeck.

Each student is required to write 3-5 annotations per chapter of their book, as well as keep a running list of unfamiliar vocab terms they come across during their reading. The annotations and vocab list are due the FIRST DAY OF CLASS after the summer break. This will count as half of the assignment grade. The other half of the grade will be an assessment given during the first week of school based on the reading.

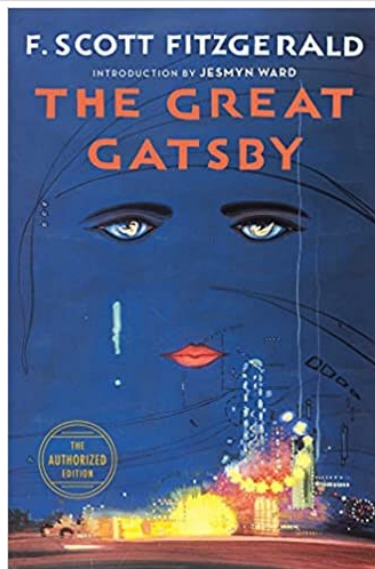
## Rising Sophomores Conceptual



Conceptual Rising Sophomores will keep a running composition notebook as they read *Fever 1793* by Laurie Halse Anderson.

Each student is required to write 3-5 annotations per chapter of their book, as well as keep a running list of unfamiliar vocab terms they come across during their reading. The annotations and vocab list are due the FIRST DAY OF CLASS after the summer break. This will count as half of the assignment grade. The other half of the grade will be an assessment given during the first week of school based on the reading.

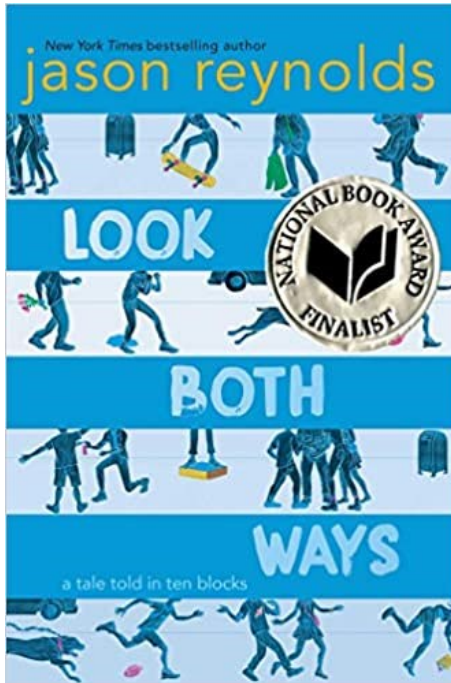
## Rising Sophomores Honors



Honors Rising Sophomores will be completing annotative work for each chapter in a format provided via email early June, as well as using Course Hero resources as preemptive work to set up the cultural and thematic background for *The Great Gatsby* by F. Scott Fitzgerald.

More details/ instructions will be emailed in early June. **In addition, Honors American Literature students will also read a second book from an American Classics list sent via**

## Rising Freshmen **On-Level & Conceptual**

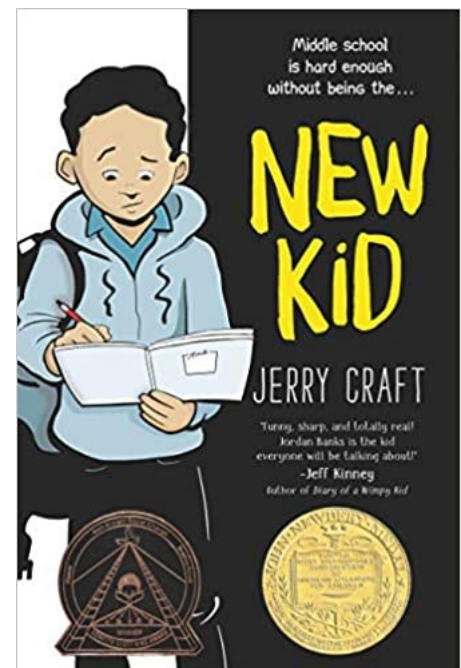


On-Level Rising Freshman will keep a running composition notebook as they read *Look Both Ways* by Jason Reynolds.

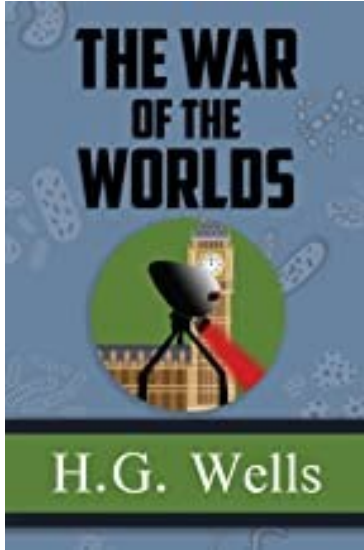
Each student is required to write 3-5 annotations per chapter of their book, as well as keep a running list of unfamiliar vocab terms they come across during their reading. The annotations and vocab list are due the FIRST DAY OF CLASS after the summer break. This will count as half of the assignment grade. The other half of the grade will be an assessment given during the first week of school based on the reading.

**Conceptual students** will please complete a reading of the Newberry-award winning graphic novel *New Kid* by Jerry Craft by the first week of school.

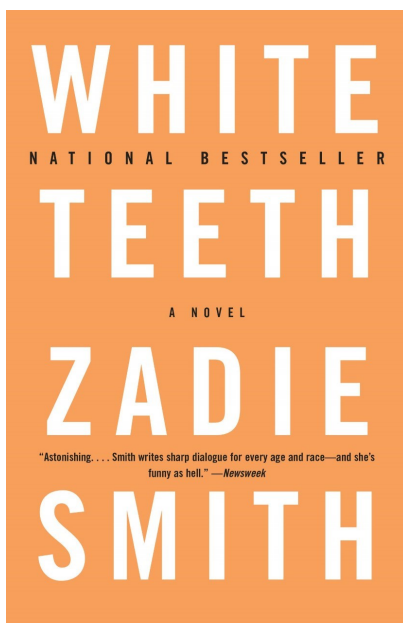
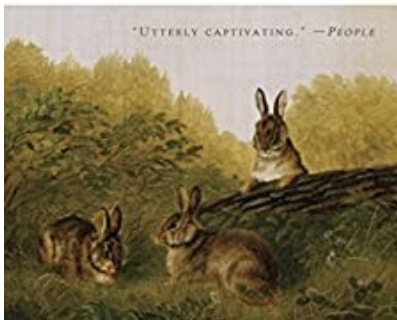
Each student is required to write 3-5 summarizing annotations per chapter of their book, as well as keep a running list of unfamiliar vocab terms they come across during their reading. The annotations and vocab list are due the FIRST WEEK OF CLASS after the summer break. This will count as half of the assignment grade. The other half of the grade will be an assessment given during the second week of school based on the reading.



## Rising Freshmen Honors



TALES FROM  
WATERSHIP  
DOWN  
RICHARD ADAMS



Rising 9th Grade Honors students will choose one of three books on the left to read this summer. They are a good mix of modern tales and classics, from the adventure genre to science fiction.

Summer reading is a joint responsibility between school and family. I am certain that you and a family member will enjoy the literary works that I have chosen just for your class. Your task is to **CHOOSE ONE** novel out of the three. I suggest you read the required assignment before reading the text, as this is an excellent assessment strategy.

More detailed instructions will be emailed in early June in terms of projects and/ or assignments for your chosen book.

**Happy Reading!**