

Name: _____

Ms. Muro

English 8

June 2023



Summer Reading for English 8

Part I: The Reading

Now is the time to enjoy all the books that you were unable to read during the school year. In the chart below, list the books you read during the summer. You must read **at least three** books. One of the books **must** be Donna Barba Higuera's *The Last Cuentista* which I gave to you in English class. Though you may like to re-read your favorite books, list only books that you will be reading for the first time. Please review Ms. Eisman's directions for accessing e-books on her Google Classroom, The Grace Sawyer Virtual Library.

Guidelines for Choosing Books

- You may read one graphic novel.
- You may read up to two books from a series.
- You may read a collection of short stories or poems.
- You may read a play.
- You may read a cookbook and try some recipes to share with your family.
- You should read books that are age-appropriate--ones you would be able to recommend to fellow classmates.
- Choose books that you enjoy, but consider reading one book that is towards the upper end of your reading level.

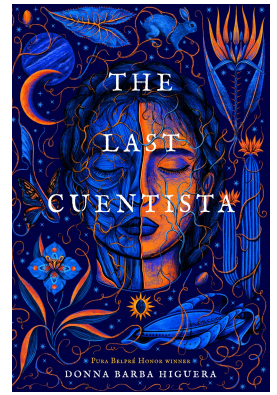
MY SUMMER BOOK LIST

TITLE	AUTHOR	GENRE
1. <i>The Last Cuentista</i>	Donna Barba Higuera	dystopian/science fiction
2.		
3.		

Part II: Reading Work for *The Last Cuentista*

Complete the required work as assigned in Donna Barba Higuera's *The Last Cuentista*. You will need this book for the first few weeks of class, so do not lose the copy I give you. You may consider reading this book in August, so it is fresh in your mind for September. The book is yours to keep, so you may highlight or underline important passages as you read.

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***The Last Cuentista* Summer Reading Work**

Do not use outside sources. All of your work should come from the book and your own brain.

As you read the book, write **ten** annotations total. Spread these annotations out over the 30 chapters (e.g. three-four annotations for Chapters 1-10, three-four annotations for Chapters 11-20, and three-four annotations for Chapters 21-30). Use the annotation formula (page number + literary element + person/place/thing/idea + point of analysis) to zero in on **characterization, symbolism, setting, theme, or tone**. For your ten annotations, do two of each literary element so you maintain practice with our annotation method and with examining a variety of literary elements.

Remember that a good point of analysis is at least one complete sentence long, and it is not a plot summary. Use sentence starters such as “This shows” and “This is significant because” to ensure that you are providing analysis. You may handwrite or type your annotations on a separate sheet. Don’t forget to include page numbers.

Here are some examples of annotations by literary element, using Jewell Parker Rhodes’s *Ghost Boys* as a model:

- Sample **characterization** annotation:
(3) CH + Jerome + POA: The fact that Jerome “thought he was bigger. Tough. But I’m just a bit of nothing” shows his sense of self both physically and symbolically within his own mind, within his own community, and in terms of his status as an American.
- Sample **symbolism** annotation:
(11) SYM + lightning, earthquakes, dark clouds + POA: Grandma’s dreams and “premonitions” of natural disasters represent her connection to knowledge from the beyond and likely point to her playing the role of spiritual intermediary as the novel progresses.
- Sample **setting** annotation:
(14) SET + Green Acres + POA: The irony of the name of this area in Chicago is obvious; the remnants of the meth lab and makeshift basketball court that is described as “pathetic” paint a picture that shows how Jerome’s living conditions contribute to his and his family’s stress.
- Sample **theme** annotation:
(16) THEME + Always having to look over one’s shoulder/lack of security + POA: Jerome has to make daily plans to “be super careful” and he has “hope” that he will find safety at school and in other places in his neighborhood, which shows the trauma that he has to live with on a daily basis.
- Sample **tone** annotation:
(16) TONE + hopeful, yet piteous, distressing and disquieting + POA: The fact that Jerome has to “hope” to “win the lottery” to avoid school bullies exemplifies both to his resilience and his dire situation as an adolescent growing up in his community.