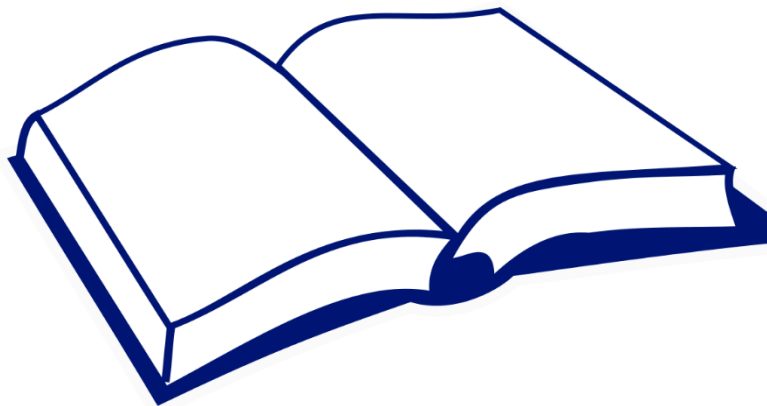




# **SUMMER READING 2025**

**Sayreville War Memorial HS  
English Department**

**Incoming 9th, 10th, 11th, and  
12th grade students**



**Sayreville Public Schools**  
**Department of English Language Arts**  
Suzanne Capraro, Supervisor

Dear Students and Parents,

To continue the development of reading skills during the summer months, the English department is pleased to present the 2025 SWMHS Summer Reading Program. This packet is organized by grade and course level, and when locating their assignment, students are to consider the English class they will be taking in the fall of 2025 and not their placement for the current year. Students should complete the assignment for their grade and level according to their schedule for 2025-2026 school year. Please read the documents carefully, and be aware that for some courses, the information and assignments continue on multiple pages.

We thank you for your support of this program and encourage students to read widely over the summer. To obtain copies of books, students may visit the Sayreville Public Library, 1050 Washington Road (<https://sayrevillelibrary.org/>) or any other source for books or ebooks.

Questions about the program may be directed to Ms. Suzanne Capraro, Supervisor of ELA, at [suzanne.capraro@sayrevillek12.net](mailto:suzanne.capraro@sayrevillek12.net) or (732) 525-5252 x8126. We hope that you have a wonderful summer and enjoy your reading adventure!



# **English and English CP Grades 9-12**

**Please go to page 7 for  
English 9, 10, 11 and 12  
Honors Assignments**

**ENGLISH 9 and ENGLISH 9CP - ENGLISH 10 and ENGLISH 10CP**  
**ENGLISH 11 and ENGLISH 11CP - ENGLISH 12 and ENGLISH 12CP**

This summer, we ask you to read at least one new book of your own choice. As this is an opportunity to grow as a reader, please select a book that you have never read before and avoid titles that you have already read for English class or on your own. Your school media specialist and the public librarians are wonderful resources to help you identify titles of interest to you.

This year, the English department is pleased to partner with SWMHS's media specialist, Ms. Swanson, for our summer reading incentive program. As you read your selected book, you are invited to keep a record of your reading using the Bingo-style reading challenge board on the next page.

You will notice that the Bingo board includes raffle tickets. Students that complete two rows on the board will earn one ticket and students that complete the entire board will earn two tickets toward a drawing for prizes. If you read multiple books this summer, which is encouraged, you may complete and submit a Bingo board for each book. If you have any questions about the Bingo board, please feel free to see or contact Ms. Swanson or your English teacher.

Suggested books in a variety of genres can be found on page 6 of this document. Please note that these titles are suggestions, and students may read any books that are appropriate for their grade levels and that align to their interests.

Please turn in Bingo boards and raffle tickets to your 2025-2026 English teacher by **Friday, September 12, 2025**.

Fill in the boxes based on your summer reading book. In September, you can submit your bingo cards for a chance to win a raffle prize!

You must have at least **2 bingo lines** complete (down, across, diagonal) for 1 raffle ticket OR the **entire board** completed for 2 raffle tickets.

Draw a little picture of anything related to the book!

Where was your favorite place to read this book and why is it your favorite?

List 3 songs that might be on the soundtrack for this book:

What is one question you would ask the author?

What is the title of your summer reading book?

What are 4 words you would use to describe this book?

Who is the author?

What is your favorite quote from this book?

What is an overall life lesson you learned from this book?

Find & read an article that relates to your book.

Article name:

How does it relate?

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Write your ID # in BOTH spots before you submit

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ID #

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## Summer Reading Suggestions for Grades 9-12

These recently published titles are suggestions only. Students may read any books that are appropriate for their grade levels and that align to their interests.

Information about the books listed below can be found on the following websites:

<https://www.hbook.com/story/2025-summer-reading-high-school>

<https://www.readbrightly.com/summer-ya-books/>

*American Spirits: The Famous Fox Sisters and the Mysterious Fad That Haunted a Nation* by Barb Rosenstock

*Beach Cute* by Beth Reekles

*Bones at the Crossroads* by LaDarrion Williams

*Breath of the Dragon* [Breathmarked] by Shannon Lee and Fonda Lee

*A Constellation of Minor Bears* by Jen Ferguson

*The Counselors* by Jessica Goodman

*The Education of Kia Greer* by Alanna Bennett

*Fable for the End of the World* by Ava Reid

*A Forgery of Fate* by Elizabeth Lim

*I Love You S'More* by Auriane Desombre

*It Waits in the Forest* by Sarah Dass

*Libertad* by Bessie Flores Zaldívar

*Lying in the Deep* by Diana Urban

*Murder Between Friends* by Liz Lawson

*Night Swimming* by Aaron Starmer

*Nothing Bad Happens Here* by Rachel Ekstrom Courage

*On Again, Awkward Again* by Erin Entrada Kelly and Kwame Mbalia

*Run Away with Me* by Brian Selznick

*The Scorpion and the Night Blossom* by Amélie Wen Zhao

*(S)Kin* by Ibi Zoboi

*Sọmadịna* by Akwaeke Emezi

*Song of a Blackbird* by Maria van Lieshout

*Summer Girls* by Jennifer Dugan

*Sunkissed* by Kasie West

*Thief of the Heights* by Son M.; illus. by Robin Yao

*This Thing of Ours* by Frederick Joseph

*Thunder City* [Mortal Engines] by Philip Reeve

*Very Dangerous Things* by Lauren Muñoz

*Wicked Darlings* by Jordyn Taylor

# English Honors

## Grades 9-12

*Due to their advanced rigor, English Honors courses call for more structured summer reading assignments. Students enrolled in Honors may also participate in the raffle by submitting Bingo boards for the required Honors titles (see English/CP information on pages 4-6).*

Please go to page 20 for AP Lang  
and AP Lit Summer Reading  
Requirements

# English 9 Honors

## Summer Reading Assignment 2025

### **SELECTIONS (Complete all three below and the accompanying writing assignments):**

**Novel:** For the novel portion of the assignment, you may choose any novel which deals with the theme of Identity. You MAY NOT use a title which was read for school, and it must meet the following criteria:

- Include a theme of identity (cultural, personal, etc.)
- Young Adult Reading Level or higher
- Minimum of 150 pages in length

*\*Note: If you are having trouble choosing a title, email the English 9H teachers for some guidance and/or recommendations: [lizabeth.victorero@sayrevillek12.net](mailto:lizabeth.victorero@sayrevillek12.net) or [melissa.onuska@sayrevillek12.net](mailto:melissa.onuska@sayrevillek12.net)*

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**Video:** View the TED talk titled “The Danger of a Single Story” by Chimimanda Ngozi Adichie.

Video Link:

[https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story?language=en](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en)

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**Short Story:** Read ONE of the following short stories. Annotate with a focus on the themes of Identity.

“The War of the Wall” by Toni Cade Bambara

[https://www.cbsd.org/cms/lib/PA01916442/Centricity/Domain/1670/War\\_of\\_the\\_Wall.pdf](https://www.cbsd.org/cms/lib/PA01916442/Centricity/Domain/1670/War_of_the_Wall.pdf)

“Montreal 1962” by Shauna Singh Baldwin

[https://docs.google.com/document/d/1\\_FwO\\_bfBvswzrYTviYvmUs5ELWGk0aMF\\_wLvDS\\_AtKk/edit?usp=sharing](https://docs.google.com/document/d/1_FwO_bfBvswzrYTviYvmUs5ELWGk0aMF_wLvDS_AtKk/edit?usp=sharing)

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### **HONORS ASSIGNMENT (Complete BOTH Written Assignments, A & B. In September in school, you will complete Assignment C):**

- 1) View the TED Talk video by Chimimanda Ngozi Adichie (link included above) and take notes as you view. Complete the written assignment below..

Written Assignment A: Summarize what Adichie has to say is the “danger of a single story”. What does she mean by “a single story”? What is the danger in it? How can that affect someone on a deeper level? This should be one paragraph in length (not to extend beyond a page in length!).

- 2) Read one of the two short stories included at the links above. Complete the written assignment below

Written Assignment B: What does the story suggest about the importance of recognizing identity? How did the protagonist(s) struggle with the concept of identity before coming to an



understanding? What is that understanding and how do the events of the story help them with it? This should be one paragraph in length (not to extend beyond a page in length!).

### **English 9 Honors, continued**

- 3) Read your chosen novel that treats the theme of Identity (see requirements above for the book). Be sure to annotate with post-its or, if you have purchased your own copy, you may choose to annotate in the margins or on post-its. Also, an annotations guide has been included with this packet to assist you. Pay attention to the themes of Identity as you read and annotate. How is it shown? How does it affect the different characters? Is it a source of pride or problems?

Written Assignment C: Once you return to school, you will be completing an in-class writing assignment using evidence from all three texts (the TEDTalk, the short story, and the novel). Be sure to bring in your annotations for the novel as well as your notes on the readings to help you!

*NOTE: Your written work will be submitted to Turnitin.com to check for plagiarism and to ascertain that the work submitted is your original work. Please be sure to complete your written work using your SCHOOL GOOGLE ACCOUNT ONLY! You will be responsible for the results from Turnitin.com and for the Doc History.*

ADDITIONAL DETAILS: Assignments should be typed in Times New Roman 12 font, double-spaced, with 1 inch margins. Include your name, course, and due date in the upper left hand corner. Both assignments A & B should be completed on the same Google Doc. Label each part clearly.

**Scoring & Due Dates:** The total summer packet will be worth 100 points

\*20 pts for each, Assignment A and B

\*60 pts. for Assignment C (which will be completed in school)

**The assignment is due in school on Friday, September 12th. You will be completing an assignment that day in class as well.**

No assignments will be accepted late. On the first day, you will be given instructions for submitting the assignment to TURNITIN.COM, a website that checks for plagiarism. Please be aware that all students will be held to the school's code of conduct, particularly expectations and consequences regarding Academic Dishonesty.

**SEE NEXT PAGE FOR GUIDE TO ANNOTATING**

**CONTACT** If you have any questions, you may email your questions to the addresses listed here for your English 9 Honors teachers: [Lizbeth.victorero@sayrevillek12.net](mailto:Lizbeth.victorero@sayrevillek12.net); [Melissa.onuska@sayrevillek12.net](mailto:Melissa.onuska@sayrevillek12.net)

***HAPPY READING!***

Mrs. Victorero-Mongone and Mrs. Onuska

## English 9 Honors, continued

### English 9H Summer Reading

### Annotations Guidelines

In-text annotations are meant to help you interact with the text with the purpose of reaching deeper levels of understanding. They can be simply notes and reactions to the events, but the most effective are annotations that have you questioning, connecting, and analyzing. Use the following chart as a basic guide to use when you are reading and annotating the novel. You will be using the annotations to complete an in-class activity in September.

Type of Annotation	Description	Samples
Questions (and Answers)	What uncertainties or questions does this passage raise? Is there anything confusing or that you are having difficulty understanding? Note the question. Most importantly, though, remember to go back and try to ANSWER it when it is clarified.	<i>Why would the protagonist choose to do that if he just said he was completely against it? Why does she get so upset by what he is saying if she already knew about it? <b>Answer:</b> she was more upset that HE KNEW, not just that it happened!</i>
Connections	Connections can take place within the text as well as beyond it. You can connect characters (do you see parallels? foils? interesting or important relationships?), events (cause and effect, or continuation), language (phrases or statements that come up repeatedly), etc. You can also connect beyond the text by noticing direct or indirect references to other texts, history, religion, etc.	<i>Here, Sarah is acting a lot like Jake. She has always been shy but now she is trying to be more outgoing. The author here is describing this scene like a battle in the Civil War, brother against brother. Perhaps it is because they are so close yet hate each other, like the North and South. The author described Kyle with these same words last chapter. I think he is creating parallels here.</i>
Predictions	What do you think will occur to this character or how will this situation/event unfold? How will it affect others? Did you realize there was foreshadowing earlier in the text? As with questions, try to go back and respond to these later and see if you were correct. Also, remember to explain WHY you think events will unfold in a certain way.	<i>If she keeps treating her friends this way, she is going to find herself with no one left on her side. Clearly the author is showing by the way they are answering back that they are getting fed up. The author mentions the note in his pocket a few times. I think this might be foreshadowing that something will happen to it or that it will become very important to the events.</i>
Reactions	Reaction-based annotations are simply that: your reaction. You may note you were surprised or angry or excited about a certain event or character. Try not to fall into this category too frequently as it is more about you than the text. If you do have a few reactions, that's fine; just make sure that they do not monopolize your annotations and that they include an explanation as to why the text made you react in such a way.	<i>I never expected Tim to say that! Up until now, he has been very reserved with his opinions, but now he is being more vocal. Perhaps he finally took his counselor's advice to heart.</i>

Above all, remember that you are attempting to understand AND analyze the text, meaning that you are trying to develop a deeper understanding with these annotations. Do not use them simply as notes to mark where certain things occur (though if this is helpful to you, you are free to do so beyond the analysis-based annotations). Try to remember that your focus is to figure out “why” and “how”: why and how did that happen? Why and how did s/he do that? Why and how did the author describe something in a particular way?

## ***Summer Reading 2025***



***“A universe of stories...”***

A “Summer Reading 2025” class has been set up on Google Classroom. The join code is **qg7od2f**. On this page you can download the assignment, make suggestions on texts, or ask any questions.

### **Assignment #1: This I Believe: Essay Analysis (50 Points)**

*This I Believe* is an organization that publishes essays written by people who describe the core value of their daily lives. Authors vary from teenagers and “ordinary” citizens to athletes and other well-known figures in society. Each author, in his or her own way, attempts to express a belief that helps guide him or her.

Visit <http://thisibelieve.org/> and explore some of the essays that have been published. Notice in the top left section you can search by theme, author, and featured essay. For some of the essays, there is even an audio option available. Under the “explore” section, select a theme that interests you (there are categories such as change, courage, and sports). Under the SAME theme, find two essays that interest you and use both to complete this assignment.

- Part One (10 points): Print the selected essays and do a “close reading”. Markup and annotate the essay to show how you engage with the literature – how you read closely. As you read and annotate, pay specific attention to diction, syntax, tone, and literary techniques used in both essays
- Part Two (40 points): Write a two paragraph response, using proper MLA format, analyzing the ways both authors express their feelings about the selected theme. In your response, you should focus on how the author’s style (diction, syntax, literary techniques, etc.) helps to express the author’s feeling about the subject. Be sure to support your ideas with **specific examples** from the text (one paragraph per essay)

This portion of the summer reading assignment will be collected on **Friday, September 12th**. You will be asked to submit your response on [Turnitin.com](https://www.turnitin.com) as well.

**Late assignments will not be accepted.**

## English 10 Honors, continued

### Assignment #2: Close Reading of a Memoir (25 Points)

In his text *Inventing the Truth: The Art and Craft of Memoir*, author William Zinsser describes a memoir as, “focusing on a time in the writer’s life that was unusually vivid, such as childhood or adolescence, or that was framed by war or travel or public service or some other special circumstance” (15). In other words, a particular time period or experience is described, as opposed to an autobiography, which usually covers a person’s entire life.

1) Select a title from one of the following memoirs:

*Left to Tell* by Immaculee Ilibagiza

*Sounds of the River* by Da Chen

*The Color of Water: A Black Man’s Tribute to His White Mother* by James McBride

<https://elibrarynj.overdrive.com/elibrarynj-78-171/content/media/788626>

*Tuesdays with Morrie* by Mitch Albom

<https://elibrarynj.overdrive.com/elibrarynj-78-171/content/media/148230>

*A Walk in the Woods: Rediscovering America on the Appalachian Trail* by Bill Bryson

<https://elibrarynj.overdrive.com/elibrarynj-78-171/content/media/274553>

*The Glass Castle* by Jeannette Walls

<https://elibrarynj.overdrive.com/elibrarynj-78-171/content/media/286580>

*Permanent Record* by Edward Snowden

\*\*If you would like to read another memoir that is not on the list, it MUST be approved by Ms. Scarpari or Ms. Smith. Please email with any questions.

2) Read one of the selected memoirs from the list above (or another APPROVED memoir of your choice). As you read your memoir, you will complete the following [reading log](#). You will have to “make a copy” if you would like to type into the Google Doc. You may also print the Google Doc or this [PDF version](#) and write on the printout.

As you read, pay attention to significant moments within the author’s life, as you will later use these moments to describe how they helped to shape the author. Below are some common issues that the author might describe, but do not feel limited to these:

- Accepting change
- Growing up
- Experiencing love
- Discrimination
- Identity
- Dealing with loss
- Family/friendships
- Hardships
- Life lessons

On **Friday, September 12th**, you will bring your reading log to class to help you write an in-class essay based on a theme within your text. You may also bring your memoir to class. The specific topic and guidelines will be provided in September.

## English 10 Honors, continued

### Grading Guidelines for Annotations:

- **25-23 Points:** Annotations reflect a deeper understanding of the text, contain a variety of the type of annotations used (see handout), and reflect analysis of the text from the beginning to the end
- **22-20 Points:** Annotations reflect an understanding of the text, but could be a little more in depth, contain a few different types of annotation, and mostly analyze the text from beginning to end
- **19-18 Points:** Annotations lack understanding of the text, contain only one or two types of annotations, and doesn't focus on the text as a whole
- **17 or lower:** Annotations have not been fully completed or do not demonstrate understanding of the text

Your annotations should include a VARIETY of any of the following:

- Visual Commentary (drawings, doodles, etc)
- Written reactions, reflections, musings, commentary
- Connections to text (through self, another text, world)  
ex: This reminds me of...
- Significance (to story, characters)
- I wonder/Maybe Because
- Questions (clarifying and probing)
- Social Questions (race, class, gender inequalities)
- Naming literary or rhetorical techniques
- Unknown words
- Patterns
- Predictions

# ENGLISH 11 HONORS

Mr. William Wrightson

Students entering grade 11 English Honors in September 2025 are expected to complete the following assignment. If you have questions over the summer, you can reach the teacher via e-mail: [WilliamWrightson@sayrevillek12.net](mailto:WilliamWrightson@sayrevillek12.net).

**\*\*\*Due Friday, September 12, 2025\*\*\***

Choose a **FICTION novel** to read this summer.

This is an opportunity to grow as a reader and we ask that you embrace it by **choosing a book you have never read before**. Your school librarian and the public librarian are wonderful resources to help you identify a book you may be interested in. The novel you select should be appropriate for your age and reading level. Books that are included in the middle school, 9th, and 10th grade curriculum are not acceptable choices.

## **Task:**

1. **One Pager**: You will create a One Pager, which is a visual representation of the themes, symbols, characters, and key quotations from the novel. The One Pager template can be found on the next page. Sample One Pagers can be found on our Summer Reading Google Classroom, which you can join with the code: **qyv3cohk**. Here is what each section of your One Pager must include:

- **Top Left Box**: represents a key **theme** of the story with a theme statement (the author's message about the theme) and drawing/images representing the theme
- **Top Right Box**: a drawing of a **symbol** from the story with a related quote woven into or around it
- **Middle Box**: story's **title & author**
- **Bottom Left Box**: Drawings/images & words/quotes representing what a **key character** from the story was like at the beginning of the novel
- **Bottom Right Box**: Drawings/images & words/quotes representing how the **same key character** from the story grew and changed by the end of the novel
- **Border**: You may decorate the border however you see fit.

2. **Analysis**: On a separate piece of paper, you will type up a brief written analysis of each section of the One Pager listed below. Each section's analysis should be no more than one well-written paragraph. Analysis should be MLA formatted.

- **Top Left Box**: Briefly explain how the author develops the theme over the course of the novel.
- **Top Right Box**: Briefly explain the importance of the symbol in the novel.
- **Bottom Left Box**: Briefly analyze the characterization of the key character at the beginning of the novel. What are they like? What are their goals?
- **Bottom Right Box**: Briefly analyze the characterization of the key character by the end of the novel. How did they grow/change? Did they achieve their goals?


## English 11 Honors, continued

### One Pager Grading Rubric

<b>Visual Appearance</b>	Shows amazing attention to detail. Incredibly creative, aesthetically pleasing, and/or visually appealing.	Shows relatively strong attention to detail. Creative, aesthetically pleasing, and/or visually appealing.	Shows some attention to detail. Somewhat creative, aesthetically pleasing, and/or visually appealing.	Shows little attention to detail. May not be creative, aesthetically pleasing, and/or visually appealing.	N/A
<b>Theme</b>	Shows deep understanding of story's theme by including an accurate theme statement, appropriate related image, and thorough analysis.	Shows relatively strong understanding of story's theme by including a theme statement, appropriate related image, and analysis.	Shows some understanding of story's theme. Theme may correctly identified; theme statement may be accurate; image may or may not be obviously related; analysis may be surface level.	Shows little understanding of story's theme. Theme may not be correctly identified, theme statement may be inaccurate, images may not be related, analysis may be surface level.	Theme not included at all.
<b>Symbol</b>	Shows deep understanding of story's symbolism. Quote accurately relates to symbol. Analysis is accurate & thorough.	Shows relatively strong understanding of story's symbolism. Quote accurately relates to symbol. Analysis is accurate.	Shows some understanding of story's symbolism. Quote may relate to symbol. Analysis may be surface level.	Shows little understanding of story's symbolism. Quote does not relate to symbol. Analysis may be surface level.	Symbol and/or quote not included.
<b>Title &amp; author</b>	Title & author included and formatted correctly.	Title & author included but not formatted correctly.	Title OR author not included.	Title AND author not included.	N/A
<b>Key Character (Beginning)</b>	Analysis shows deep understanding of key character at the beginning of the novel. Images & words accurately relate to character.	Analysis shows relatively strong understanding of key character at the beginning. Images & words accurately relate to character.	Analysis shows some understanding of key character. Images & words may relate to characters.	Analysis shows little understanding of key characters. Images & words do not relate to character.	Key character not included.
<b>Key Character (End)</b>	Analysis shows deep understanding of key character at the end of the novel. Images & words accurately relate to character.	Analysis shows relatively strong understanding of key character at the end . Images & words accurately relate to character.	Analysis shows some understanding of key character's growth . Images & words may relate to characters.	Analysis shows little understanding of key character's growth. Images & words do not relate to character.	Key character not included.
<b>MLA Format</b>	No errors	1-2 errors	3-4 errors	5+ errors	N/A



# English 12 Honors

Mrs. Mary Beth Kolber ([marybeth.kolber@sayrevillek12.net](mailto:marybeth.kolber@sayrevillek12.net))

Ms. Theresa Chuntz ([theresa.chuntz@sayreville.k12.net](mailto:theresa.chuntz@sayreville.k12.net))

Welcome to English 12 Honors! You are embarking on an exciting year. To study language is to study what motivates all of humanity, and throughout this year, we will examine fundamental questions about life, the universe, and our place within it. This summer, you will read one novel, one poem, and one non-fiction article that are connected by a common motivational thread. All parts of this summer reading assignment will be due on **Friday, September 12, 2025**.

## **Assignment A (30 points)**

Choose one full-length novel/text that is appropriate to your grade and reading level that includes an in-depth exploration of personal motivation. What you choose may be a work of either fiction or nonfiction, however, keep in mind that within your work, you must identify a major/significant character who is driven by a strong source of personal motivation to act in either heroic or villainous ways. This character's source of motivation may be either external (coming from society, the environment or even another character) or internal (coming from the character's own personal strength or turmoil). Either typed or by hand, complete two (2) separate close reading entries, evenly distributed over the course of your chosen work, examining the nature of your character's personal motivation according to the attached Guide to Close Readings. **NUMBER EACH STEP and ADHERE TO LENGTH GUIDELINES.** Please **DO NOT** blend your individual responses into an essay in format; rather, keep each question brief and number each separately. Include an MLA format works cited entry identifying your chosen work. **DO NOT INCLUDE SECTIONS OF TEXT FROM YOUR WORK.**

## **Assignment B (10 points)**

Independently seek out and select one poem that speaks to the same source of human motivation you identified in your summer reading novel/text. Your chosen poem must include the presence of your identified motivation, however the speaker/voice/character(s) within your poem need not manage to successfully act upon your identified motivation in order for the poem to lend itself to this assignment. Either typed or by hand, complete a separate analysis of your poem according to the attached Guide to Poetry Analysis. **NUMBER EACH STEP and ADHERE TO LENGTH GUIDELINES.** Please **DO NOT** blend your individual responses into an essay in format; rather, keep each question brief and number each separately. Include an MLA format works cited entry identifying your chosen poem. **DO NOT INCLUDE THE ORIGINAL TEXT OF YOUR POEM.**

## **Assignment C (10 points)**

Independently seek out and select one nonfiction article, blog, podcast or journalistic video segment that speak to the same source of human motivation you identified in your summer reading novel/text. Your chosen nonfiction piece must include mention of your identified motivation, however the participants/journalists/editors within your piece may or may not have managed to successfully complete the objective of the identified motivation yet (in real life, these things take time) in order for the piece to lend itself to this assignment. Either typed or by hand, complete an in-depth review of your nonfiction piece according to the attached Nonfiction Assessment. **NUMBER EACH STEP and ADHERE TO LENGTH GUIDELINES.** Please **DO NOT** blend your individual responses into an essay in format; rather, keep each question brief and number each separately. Include an MLA format works cited entry identifying your chosen nonfiction article. **DO NOT INCLUDE THE ORIGINAL TEXT OF YOUR NONFICTION ARTICLE.**

## English 12 Honors, continued

### Assignment A, Guide to Close Readings

**Step 1:** Look at the technical stuff. Take notes (suggestions follow) on things that the author has chosen to include. If possible, make notes in the margin of the text. (*Choose at least 3*)

- Diction (the difference between “observe,” “notice,” “glance,” “spot,” etc.)
- Point of view (first person, second person, third person, subjective, objective, omniscient, past tense, present tense, future tense)
- Tone (the author’s attitude towards the subject or topic, revealed through the manner of writing – could be sarcastic, optimistic, panicked, despairing, etc.)
- Figures of speech / literary devices (simile, metaphor, alliteration, assonance, consonance, pun, apostrophe, hyperbole, aphorism, innuendo, irony, paradox, personification, synecdoche, imagery, symbolism, etc.)
- Speaker / voice (dig deeper than gender!) / target reader / audience
- Theme (both the topic and the author’s opinion about it)
- Conflict (internal or external, where it begins, changes, resolves – for better or for worse)
- Form (how presentation impacts or illuminates the content)
- Title & textual mention / patterns / repetition of anything

**Step 2:** Summarize, briefly, what happens in what it is that you’re reading. (*2-4 sentences*)

**Step 3:** Relate the passage to something bigger (the rest of the poem if it is a stanza, the rest of the novel if it is a chapter, the other texts we’ve read in this unit, anything else you’ve read that shares similar characteristics, a universal value or societal trend, etc.). (*2-4 sentences*)

**Step 4:** Come up with three questions or comments related to the text. (*3 sentences*)

### Assignment B, Guide to Poetry Analysis

**1).** Look at the poem’s title for clues. What might this poem be about? (*1-2 sentences*)

**2).** Read this poem straight through, without stopping to analyze it. Identify and explain the possible significance of an image or an emotional reaction. (*1-2 sentences*)

**3).** Look for patterns: repetition, combinations of sounds, colors, scents, themes, ideas, placement of words in a line, etc. Identify and give two examples of any two. (*2 sentences*)

**4).** Identify the speaker (dig deeper than gender! You cannot perceive the nature of a person just by his/her sex). Don’t assume it is the poet or even the same gender as the poet. Test voices in the poem to see if the text supports different speakers. (*2 sentences*)

**5).** Read the poem again. Identify 3 lines that are important to the overall understanding of the poem. Referencing the lines by number, explain why they are significant. (If necessary, you may continue on the back of this paper.) (*3-5 sentences*)

## **English 12 Honors, continued**

### **Assignment C, Nonfiction Assessment**

- 1). Factual summary: Write a brief, complete summary of the piece. *(3-5 sentences)*
- 2). Vocabulary: Choose a word with which a typical reader may encounter difficulty. What context clues would serve to help resolve any lack of understanding? *(1-2 sentences)*
- 3). Interpretation: What main idea is the writer hoping to convey to the reader? *(1-2 sentences)*
- 4). Criticism: Select an opinion conveyed in the piece that you either find easy to accept or difficult to believe. Do you agree with the writer? Disagree? Why? *(2-3 sentences)*
- 5). Personal Response: Why did this piece attract your attention to begin with? Does it align with your existing personal beliefs or values, or does it influence you to consider either slightly or drastically different personal beliefs or values? Explain. *(5-7 sentences)*

# **Advanced Placement English Courses**

*Due to their advanced rigor, AP English courses call for more structured summer reading assignments. Students enrolled in AP may also participate in the raffle by submitting Bingo boards for the required AP titles (see English/CP information on pages 4-6).*

**Have you heard about AP Summer  
Bootcamp for English this July?  
Dates and times for each course are  
listed on the following pages.**

**Please email or see Mr. Quinby or  
Mrs. Victorero-Mongone if you have any questions about this  
FREE program to help you prepare for AP English!**

# AP English Language and Composition - Grade 11

Mr. Quinby

Email: [Carter.Quinby@Sayrevillek12.net](mailto:Carter.Quinby@Sayrevillek12.net)

Google Classroom Code: eq4sqeel

**Assignment #1:** Read *The Stranger* by Albert Camus. The novel uses the narrator Meursault's detached perspective to question societal norms and explore the human condition. As you read, consider what you believe Camus is trying to say about the pursuit of meaning, the role that relationships play in our lives and the importance of the physical world. When you return to school, there will be an essay assignment that we will complete in class. Be prepared to consider some of the themes that Camus explores and to reference specific details from your reading. I recommend taking some notes as you go to keep yourself engaged. Note that this will be written on paper and you will not have access to the book or your notes while writing the essay.

**Assignment #2:** Read the collection of essays from *Everything's an Argument*. There are five. I have shared these with you as a pdf and I would like you to annotate each essay as you read. Do this just as you would on a Google Doc. Highlight the area you're interested in with the cursor and then click on the plus sign over in margin. This will open a little box where you can comment on the area that you've highlighted. Be thinking about the choices that the author has made. What do you notice? Which sections are particularly striking or powerful? Are there words that stand out? You may wish to also pose questions as you go? We will be studying many of the techniques writers use to construct convincing arguments throughout the year. Come to class ready to discuss these essays. **Submitted on Google Classroom.**

**Assignment #3:** Select a book on your own. Out there somewhere is the perfect read for you right now. There is so little time for figuring out which authors we are drawn to and the books that we pick up on our own are often the most important ones. Ask people for recommendations. Read amazon reviews. Respond to the reading log I have posted on Google Classroom as you go. **Submitted on Google Classroom.**

**AP LANG BOOTCAMP DATES: July 22, 24, and 29**  
**8:00 - 10:00 AM**

# AP English Literature and Composition - Grade 12

Mrs. Victorero-Mongone

Email: [Lizbeth.Victorero@Sayrevillek12.net](mailto:Lizbeth.Victorero@Sayrevillek12.net)

[Google Classroom: mdcrwoty](#)

## Passage Analysis Assignment: Drawing Conclusions

Directions: This assignment is to be completed TYPED in MLA FORMAT (with heading, citations, etc.). Scoring checklist is included below.

### Readings:

*How to Read Literature Like a Professor* by Thomas C. Foster

<https://elibrarynj.overdrive.com/elibrarynj-78-171/content/media/1532022>

*Jane Eyre* by Charlotte Bronte

<https://www.hoopladigital.com/title/11898141>

**NOTE:** You should read the Foster text, *How to Read Literature Like a Professor*, FIRST! You will need it for the Bronte novel reading. Also, you do not need to annotate the Foster text. Just take notes to help you as you apply it to the Bronte novel. Read everything here on this assignment sheet before getting started!

### Assignment A1 & A2:

Complete the Literature Notes packet (A1) for the Bronte novel. These will be provided to you on the Google Classroom Page for the class (code at the top of this page). The packet will be worth **25 points**. Additionally, be sure to ANNOTATE the novel using post-its (A2). These will be used during activities in class for the first few weeks and will be submitted for scoring (see dates below). Be thorough and focus on quality analysis of the text (do not just react! Question, Analyze, Connect!). The rubric for Annotations will also be posted on the Google Classroom page and they will also be worth **25 pts**. SEE BELOW FOR DUE DATES FOR EACH!

### Assignment B: First, read *How to Read Literature Like a Professor* by Thomas C. Foster.

Though not required, you are encouraged to keep notes to assist you with later application of the text to the novel. Next, begin reading *Jane Eyre*. The novel is divided into three Volumes: Chapters 1-16 (Volume 1), Chapters 17-26 (Volume 2), and Chapters 27-38 (Volume 3). Each volume will require the completion of the following assignment to be submitted in segments, each on different due dates throughout the summer. (SEE END OF DOCUMENT FOR DUE DATES).

1. First, select three chapters from the Foster text to apply to the novel via a critical analysis (choose three chapters for EACH volume, so total nine chapters will be employed). NOTE: Be sure to read the Foster text in its entirety as not all chapters are applicable to the novel. No chapters from Foster nor passages from Bronte are to be used twice.

2. Second, choose the passage from *Jane Eyre* to which you will apply each analytical focus (please limit each selection to no more than one page in length). For example (hypothetically) you may choose to apply the Foster chapter “Every Trip is a Quest” to a page from Chapter 7 in *Jane Eyre*. Then, choose two more chapters from the Foster text and two more accompanying chapters from the novel for that volume. **CLEARLY LABEL EACH ANALYSIS** (Example included at end of document).

3. Third, write your analysis with that focus – (i.e., analyze your selected passage from the novel focusing on the allusion to Christ by discussing the Christ figure presented; analyze the meal that occurs and discuss how it stands as a representation of Foster’s claims re: meals as communion; etc.). Each analysis should be one paragraph in length, not to exceed one typed page each.

**Additional Requirements:**

- a. Each analysis combination should be separate (begin each on a new page).
- b. Be sure to include the chapter titles from the Foster text and the page numbers for your selected Bronte passages at the top of each page.
- c. Turnitin.com submission – Your analyses will be submitted electronically to [www.turnitin.com](http://www.turnitin.com)  
Directions for submitting to Turnitin.com will be listed on the Google Classroom Page this summer by July. This is how all work will be submitted over the course of the summer.

**Scoring:** Each analysis will be worth 10 pts. for a total of 90 pts (9 Foster chapters connected to the text, 3 per Volume).

**Additional Assessment:** On **Tuesday, Sept. 9th**, you will be given a close reading assessment on *Jane Eyre*. You will be provided with selected passages from the text to read and then will be asked to respond to a prompt in a multi-paragraph essay. This essay will be worth 50 points and will be scored based on the AP Scoring Rubric.

**DUE DATES:**

Analyses for chapters in Volume 1 ----- July 31, 2025 (submit to Turnitin)  
Analyses for chapters in Volume 2 ----- August 21, 2025 (submit to Turnitin)\*  
Analyses for chapters in Volume 3 ----- September 9, 2025 (submit to Turnitin)  
Lit Notes & Annotated Text ----- September 9, 2025 (due in class)

\* You will receive back your scored analyses for Volume 1 several days before Volume 2 is due. These will include feedback to assist you in improving the analyses for Volumes 2 & 3. Be sure to use the feedback to help you! Additionally, Volumes 2 & 3 cannot be submitted before Volume 1 is scored and returned. **Finally, I strongly encourage you to attend the AP Bootcamp summer sessions! The first scheduled session for our class on July 1st will specifically focus on the summer reading assignment.**

(See next page for sample heading for submission)

**AP LIT BOOTCAMP DATES: July 1, 8, and 10  
10:15 AM - 12:15 PM**

FORMAT FOR SUBMISSION:

**(Name in corner w/ page number)**

**Volume 1 Analyses**

Foster Chapter 2: "Nice to Eat With You: Acts of Communion"

*Jane Eyre* Volume 1, Ch. 3, page 34

Analysis: (One FULL paragraph in length! 7-10 sentences approx., do not go beyond a page)

NOTE: Next analysis begins on next page, format in same manner.

*Good luck! See you in September! ~Mrs. V*