

## Pre-AP English 1 - Summer Reading Assignment

(entering 9<sup>th</sup> graders)

For your summer reading, it is suggested (not mandated) that you have your own copy of the book so you can highlight, take notes, and reflect as you read. If you are unable to purchase a book, be sure to visit your local library, Sora, or find it online. The inability to get a copy of the book does not negate this assignment.

### Summer Reading

There are three parts to your summer reading:

**Part One:** You must read one of the listed articles below. As you read, annotate the article for the Four

As: ● What **assumptions** does the author have about reading?

- What do you **agree** with in the text?
- What do you want to **argue** with the author about?
- What do you want to **aspire** to (or **act** upon) because of the message in the text?

\*\* Reflect on the article in journal format to explain why I, your teacher, would want you to read it and what you think I want you to know, believe, or think about the act of reading.

Nonfiction/Article (select 1 below)
Charlton, Emma. "5 Reasons Why Reading Books is Good for You," <i>World Economic Forum</i> . (2019) Christensen, Jen. "Why Reading is Good for Your Health," <i>CNN</i> . (2017) Desmarais, Christina. "Why Reading Books Should be your Priority, According to Science," <i>Inc.</i> (2018) Gaiman, Neil. "Why our Future Depends on Libraries, Reading and Daydreaming," <i>The Guardian</i> . (2013) Paul, Annie Murphy. "Reading Literature Makes us Smarter and Nicer," <i>Time</i> . (2013)

**Part Two - While Reading:** Select a novel from the table below. It is ok to drop a book, but you must find an alternative in order to complete this assignment. **Preview several titles before making your final selection for appropriateness for both your reading level and your preferences. Remember - YOU are making the final choice!** NOTE: Novels targeting "adult" audiences are typically written for general audiences and are typically written on a 6th-9th grade reading level. That does not mean they have *adult content*. If you need help, ask your parent or guardian for help, or feel free to reach out to your Director of Advanced Academics (paula.miller@wacoisd.org) to help you select a title.

Annotate the text by either marking the text or using sticky notes. Annotate to show your thinking about:

- Questions you have about the text:
  - What does the author mean here?
  - What does this reveal about society today?
- Recurring themes or symbols
- Your favorite quotes or passages
- Unfamiliar words
- Connections to other texts
- Connections to your understanding of the time period

Annotations should be frequent and consistent throughout the text. I am not interested in a summary of the

events or information that can simply be found on the Internet. Develop your own ideas about the story.



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keep a dialectical journal (see p. 2) where you identify and explain meaningful passages or parts of the story, impactful quotes, or how the author uses literary devices to strengthen the story. Specifically track the plot, character development, conflict(s), and irony.

<b>Fiction/Novel</b> (select 1 below)		
→ <i>Like a Love Story</i> , Abdi Nazemian → <i>The Paper Girl of Paris</i> , Jordyn Taylor → <i>Buried Beneath the Baobab Tree</i> , Adaobi Tricia Nwaubani → <i>When We Caught Fire</i> , Anna Godbersen → <i>They Went Left</i> , Monica Hesse → <i>What the Night Sings</i> , Vesper Stamper → <i>We Are Not Free</i> , Traci Chee → <i>The Language of Fire</i> , Stephanie Hemphill → <i>Jackaby</i> , William Ritter → <i>The Boy in the Striped Pajamas</i> , John Boyne	→ <i>The Book Thief</i> , Markus Zusak → <i>The Pox Party</i> , M. T. Anderson → <i>Salt to the Sea</i> , Ruta Sepetys → <i>Between Shades of Gray</i> , Ruta Sepetys → <i>Pirates!</i> , Celia Rees → <i>Rose Under Fire</i> , Elizabeth Wein → <i>Bloody Jack</i> , L.A. Meyer → <i>Witch Child</i> , Celia Rees → <i>The Paris Library</i> , Janet Skeslien Charles	→ <i>Romanov</i> , Nadine Brandes → <i>My Calamity Jane</i> , Cynthia Hand, Brodi Ashton, & Jodi Meadows → <i>Lovely War</i> , Julie Berry → <i>Hamilton and Peggy!</i> , L.M. Elliott → <i>Code Name Verity</i> , Elizabeth Wein → <i>Butterfly Yellow</i> , Thanhà Lài → <i>Fever 1793</i> , Laurie Halse Anderson → <i>Front Lines</i> , Michael Grant → <i>A Northern Light</i> , Jennifer Donnelly → <i>Revolution</i> , Jennifer Donnelly

**Part Three - After Reading:** Each of the novels above is based on either a real person, event, or a real place in a recognizable time. You must:

1. Research/Identify the historical context that the novel is based on. Use the 5 Ws:
    - a. Who, What, When, Where, Why
  2. Research the author and his/her purpose for writing the novel.
  3. Judge to what extent the novel accurately represents the time period that it is based on.
- o all questions in a timed writing during class.



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### Dialectical Journal Note-Taking Template

Column 1: Direct quote from the text

Column 2: page number, paragraph number

Column 3: explain why you selected this quote or part of the story. Why is this important? What do you *not* understand or what did it make you think about?

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