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Wichita East

Pre-IB English 2
Summer Reading 2026

Your summer reading book will be used to ground our study of literature in the first weeks of school, and **we will start with it on the first day**. *While you read this book, you should do the following*:

- Track one of the book's themes in the form of a D/E Journal,
- Choose one passage to write an analysis over,
- *More on both of these assignments below.*

Read thoughtfully and reread when you need to. As you read, make sure you take a few moments to look up any terms, names, ideas you aren't familiar with. You're reading both to jumpstart your literary criticism skills after the summer and to think about the novel as a carefully constructed artwork with something to say to its readers.

Pay particularly close attention to these ideas; you might consider either keeping some notes or annotating the book, or both:

- SETTING: What is the setting of book? We can summarize this as time and place the novel is set, but we want you to go beyond the obvious. What is the actual geography like and the scenery? What is the general manner of the people of this time and place? What are the various social constructions of this setting, the history of the place, the season(s) of the year, the overall social and emotional conditions, etc.
- POINT OF VIEW / NARRATION: Is the point of view 1st person, 3rd person limited, 3rd person omniscient? A mix? Why might the author have chosen the POV that they did and how does the very nature of the POV help provide meaning? If it is 1st person or 3rd limited is the POV from the main character or a minor character? You can look at narration a little differently. Is the story told chronologically? Are there flashbacks? Two or more timelines? Are there cliffhangers? Narration relates to the overall manner in which a story is told.
- CONFLICT / SHIFTS / RESOLUTION: All literature anchors on conflict and resolution. Along the way there will be various shifts—in tone, understanding, plot, etc. Often times we can uncover a book's themes by evaluating the various conflicts and how they are (or perhaps are not) resolved. EXAMPLE: if Harry Potter had destroyed all the horcruxes and Voldemort alone, the series would be akin to a lone superhero who alone can save the

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world. Instead, Rowling chose to have numerous people destroy horcruxes, which therefore helps to illuminate one of the themes: strength through love and friendship.

- FIGURATIVE LANGUAGE: Figurative language in its most basic form is a catch-all term for language that his not literal—though love can be compared to a rose, it is clearly not literally a rose. The most common types of figurative language are the following: metaphors, similes, personification, and hyperbole. To what extent does the author utilize figurative language? What overall tone and mood does their figurative language create?
- CHARACTERS / CHARACTERIZATION: A well-crafted novel will lead us to forget that the characters are not actually real people but created by the right words on the page. Pay close attention to how an author creates their characters and what that says about them. Especially pay attention when a character is introduced for the first time. Additionally, how do the characters interact with one another? Are there foil characters or characters that complement one another in some fashion. NOTE: Characterization is established by what the narrator says about a character, what a character says and does and what other characters say about them.

Content Warning: Please research your book and discuss your options with your parents or guardians. There may be material in these books that are difficult to process.

Summer Reading Assignment Details

Assignment 1: While you read, you will keep a double-entry journal where you will copy and respond (analytically) to passages that help support a theme of your choice. You should do this over six different quotes, preferably from throughout the entire book, not just a chapter or two. Reference the example below for more details.

Assignment 2: Choose ONE passage, approximately one-two pages in length and do the following:

- Take notes over important aspects of the passage: characterization, use of figurative language, language that helps develop theme, etc.
- Type (MLA Format) a well-written paragraph explaining the following about the passage you chose:
  - The passage's primary meaning and significance—that is, an interpretation, not just a retelling or paraphrase of what happens. What does the passage imply that it doesn't directly say that requires your interpretation?
  - Quoted text that includes language that conveys the meaning and significance of the passage.
  - Explanation of how authorial choices (literary elements) in the passage contribute to your interpretation.
  - By "well-written paragraph" above, we are suggesting that your ideas should be integrated and coherent as a prose paragraph, following standard English conventions.

Assignment 3 (after you return): There will be an objective test over the book in the first week of school. If you've read it with reasonable care and have done some reflection on it, you will be fine.

- There will be additional writing assignments and activities upon your return to school

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that depend upon you reading the book and completing the assignment above—so failure to do it will hurt you doubly when you return.

PLEASE do not hesitate to email us with questions. We are happy to help: rcompton@usd259.net or ksosa@usd259.net

About acquiring your books:
Watermark Books & Café will have all next year's books on hand over the summer. Apart from your summer read, you might want to get *Slaughterhouse Five* and *Hamlet* to prevent having to make multiple trips. You can also order from Watermark online at their website: https://www.watermarkbooks.com/summer-reading-ib-sophomore

If household finances make buying the books difficult for you, please call the IB office (316-973-7289) or send Ms. Tanner an email etanner1@usd259.net)

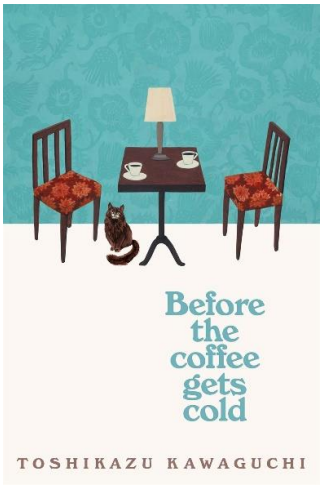
D/E Journal Example:

YOUR NAME: THEME:

DIRECT QUOTE FROM TEXT with PAGE NUMBER	YOUR REFLECTION & COMMENTARY
EXAMPLE In my younger and more vulnerable years my father gave me some advice that I've been turning over in my mind ever since. Whenever you feel like criticizing anyone, he told me, just remember that all the people in this world haven't had the advantages that you've had. *The Great Gatsby*, p. 1	EXAMPLE This particular line helps support numerous themes within the book, but in particular the theme of class and how it functions in our society. Nick has not had the advantages that, say, the Buchanan's have had and yet he still reserves judgement throughout most of the book. The fact that he does in fact "judge them" late in the book by exclaiming to Gatsby that he is worth the whole lot of them put together suggests that no matter how privileged someone's class of people may be, that doesn't necessarily make them good people.

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PIB English 2 – Summer Reading Options:

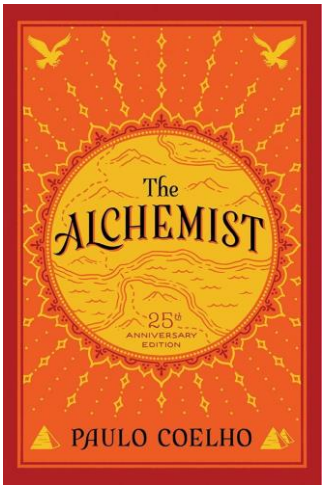


_____ ***Before the Coffee Gets Cold*** by Toshikazu Kawaguchi
In a tiny Tokyo café, customers can travel back in time—but only under strict rules, including returning before their coffee gets cold. As different visitors take this chance, their heartfelt stories unfold, exploring themes of regret, love, and second chances. A quietly magical, thought-provoking novel about what we might change if given the opportunity.

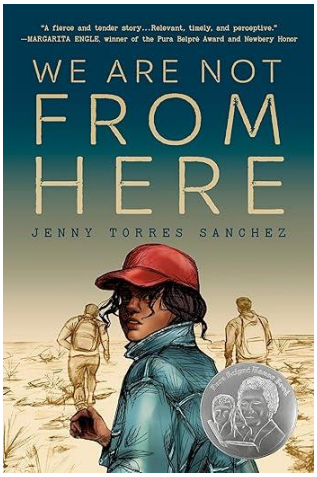


_____ ***Yellowface*** by R.F. Kuang
When struggling writer June Hayward steals the unpublished manuscript of her late, more successful friend—an Asian American literary darling—she publishes it as her own, rebranding herself in the process. But as fame grows, so do the lies, leading to an intense, darkly satirical critique of cultural appropriation, racism in publishing, and the cost of ambition.

_____ ***The Alchemist*** by Paulo Coelho
Santiago, a young shepherd, dreams of a hidden treasure and embarks on a journey across the desert to fulfill his "Personal Legend." Along the way, he encounters a cast of wise and mystical figures who teach him about destiny, perseverance, and the soul of the world. A timeless fable about following one's dreams and the magic of the universe.



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_____ ***We Are Not From Here*** by Jenny Torres Sanchez
A novel following three Guatemalan teenagers—Pulga, Chico, and Pequeña—who flee gang violence in their town. They undertake a perilous journey toward the U.S. border, riding the dangerous "La Bestia" trains to escape, survive, and seek a better life, facing extreme danger, trauma, and, ultimately, hope.

_____ ***Darius the Great Is Not Okay*** by Adib Khorram
A heartfelt novel about Darius Kellner, a fractional Persian-American teen battling clinical depression, bullying, and a strained relationship with his father. The story follows Darius as he travels to Iran for the first time to visit his terminally ill grandfather. There, he forms a deep, life-changing friendship with a boy named Sohrab, learns to embrace his cultural identity, and begins to accept himself.

