SUMMER READING 2026-2027

McNicholas High School

EXPLORING VOICES

The English Department has chosen to explore diverse voices for Summer Reading 2026. Every student enrolled in McNicholas High School is required to read the work(s) in his/her grade level by the first day of school of the 2026-2027 academic year.

Every student will read their assigned book(s) and take notes during reading using one of the note-taking strategies at the bottom of this document. *All notes MUST be handwritten.* ***Digital notes will not be accepted****. This is a requirement for all students.* Reading and notetaking is expected to be completed by Monday, August 24.

(Please note that some grade levels have an additional reading requirement depending on the level of their English class).

WHERE WILL YOU GET YOUR BOOK?

Most titles (eBooks and audiobooks) are available through the McNicholas Library using Sora. Instructions on how to use Sora can be found here.

Students may also purchase books through **451 Books** by clicking here *(The McNicholas Library receives a percentage of each book sold to use toward purchasing new books throughout the year)* or through local booksellers like Joseph Beth in Rookwood. They can also be borrowed from the Hamilton or Clermont County Public Libraries.

There are a limited number of copies available in the McNicholas library. Please see Mrs. Almer if you would like to check out one of the library copies for the summer.

Still have questions? Contact English Department Chair Angie Noble at anoble@mcnhs.org

SUMMER READING FOR ALL 9TH GRADE STUDENTS:

Love in English by Maria E. Andreu



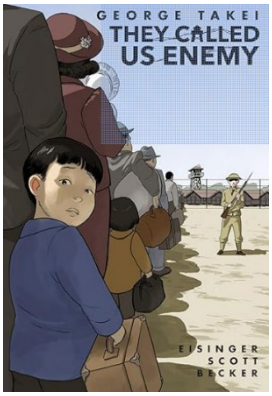
From Amazon: A fresh, joyful YA novel that is layered with themes of immigration, cultural identity, and finding your voice in any language.

Sixteen-year-old Ana is a poet and a lover of language. Except that since she moved to New Jersey from Argentina, she can barely find the words to express how she feels.

At first Ana just wants to return home. Then she meets Harrison, the very cute, very American boy in her math class, and discovers the universal language of racing hearts. But when she begins to spend time with Neo, the Greek Cypriot boy from ESL, Ana wonders how figuring out what her heart wants can be even more confusing than the grammar they're both trying to master. After all, the rules of English may be confounding, but there are no rules when it comes to love.

With playful and poetic breakouts exploring the idiosyncrasies of the English language, Love in English is witty and effervescent, while telling a beautifully observed story about what it means to become "American."

SUMMER READING FOR 10TH GRADE STUDENTS:



They Call Us Enemy by George Takei

From Amazon: *New York Times Bestseller!* Discover this award-winning masterpiece before the release of George Takei's deeply personal follow-up, *It Rhymes With Takei* (June 2025).

What does it mean to be American? Who gets to decide? When the world is against you, what can one person do? To answer these questions, George Takei joins co-writers Justin Eisinger & Steven Scott and artist Harmony Becker for the journey of a lifetime.

In 1942, at the order of President Franklin D. Roosevelt, every person of Japanese descent on the west coast was rounded up and shipped to one of ten "relocation centers," hundreds or thousands of miles from home, where they would be held for years under armed guard. *They Called Us Enemy* is Takei's firsthand account of those years behind barbed wire, the joys and terrors of growing up under legalized racism, his mother's hard choices, his father's faith in democracy, and the way those experiences planted the seeds for his astonishing future.

SUMMER READING FOR 11TH GRADE STUDENTS:

CPI & CPII will choose one of the following to read:

***All American Boys* by Jason Reynolds**

***I am Malala* by Malala Yousefzi**

***Left to Tell* by Immaculée Ilibagiza**

***Noughts & Crosses* by Malorie Blackman**

***The Tattooist of Auschwitz* by Heather Morris**

SUMMER READING FOR AP LITERATURE & COMPOSITION STUDENTS:

Mrs. Dill

Incoming AP Literature students are required to read over the summer in preparation for the course and subsequent AP exam. One portion of the AP exam, the Free Response essay, demands that students experience a wide range of challenging literary works on which they can draw when writing that essay. The goal of this summer's reading, however, is not only to prepare you for the exam, but also to initiate you into the conversation about ideas through books by both contemporary and classic authors.

AP Literature is college; it is not preparation for college. Students are expected to do the work without taking shortcuts. Completing summer reading is the first step toward success on the AP exam.
If you have any questions, please contact Mrs. Dill at jdill@mcnhs.org.

Requirements -- Each student must do the following:
Please read at least one of these book options. Your choice should be of a book you have not previously read.

In the Time of the Butterflies by Julia Alvarez
Wuthering Heights by Emily Brontë
All the Light We Cannot See by Anthony Doerr
The Memory Keeper's Daughter by Kim Edwards

The Nightingale by Kristin Hannah
Beloved by Toni Morrison
There There by Tommy Orange
The Kitchen God's Wife by Amy Tan
The Picture of Dorian Gray by Oscar Wilde

- Purchase, read, and annotate *How to Read Literature Like a Professor* by Thomas C. Foster.
- Read your choice novel, taking notes or annotating as needed to help you do well on the in-class essay on these books. These notes are for you; I will not collect or evaluate them.
- Write an in-class essay responding to your choice novel, in which you use the ideas from Foster's book as a guide to analyze the literature you read. This essay will be assigned the first week of school.

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SUMMER READING FOR 12TH GRADE STUDENTS:

CPI: ***Punching The Air*** by Ibi Zoboi and Yusef Salaam

CPII & CCP: ***This I Believe: Life Lessons*** by Dan Gediman, Mary Jo Gediman, and John Gregory

SUMMER READING FOR AP LANGUAGE & COMPOSITION:

Mrs. Noble

Overview
Incoming AP Language students are required to read additional materials over the summer in preparation for the course and subsequent AP exam. The AP exam tests rhetorical skills both in multiple choice questions and free response essays. The focus is on reading nonfiction selections to determine the following:

- How do authors construct effective arguments in their writing?
- What tools do they use to do this?
- How can you use those tools to craft effective writing?

The goal of this summer's reading, however, is not only to prepare you for the exam, but also to initiate you into conversation about rhetorical skills employed by writers.

AP Language is college; it is not a preparation for college. Students are expected to do the work without taking shortcuts. Completing summer reading is the first step toward success on the AP exam.
If you have any questions, please contact Mrs. Noble at anoble@mcnhs.org.

Requirements
Each AP Lang student must do the following:

- Keep a list of *at least 10* major news events (local, national, and international) that occur over the summer. This list must be from a credible source (Local news/*The Cincinnati Enquirer, AP News, Reuters, The Hill, Wall Street Journal, Washington Post, The New York Times*) and can be digital; It will be helpful to save the link to the video and/or article from the credible source where you learned more about this event.
- Read at least one of the following memoirs listed below (although reading two is encouraged). Take notes/annotate as needed with this essential question in mind: How is the writer effectively conveying his/her message to the audience?
  These notes are expected, and I will be checking them.

    - *The Other Wes Moore: One Name, Two Fates* by Wes Moore
    - *Educated* by Tara Westover

- *The Glass Castle* by Jeannette Walls
- *A Walk in the Woods* by Bill Bryson
- *Crying in the H Mart* by Michelle Zauner
- *Between the World and Me* by Ta-Nehisi Coates
- *Born A Crime* by Trevor Noah
- *We Were Dreamers by* Simu Liu
- *Solito* by Javier Zamora
- *Unbroken* by Laura Hillenbrand

Note Taking Strategies

Please select ONE of the listed strategies. As a reminder, all notes MUST be handwritten. Digital notes will not be accepted. This is a requirement for all students.

1. **Coding Text:**

   While reading, stop every 20-25 pages to jot down these connections on post-it notes as tabs in the book:

   - BKs (Background Knowledge connections that are triggered by the reading),
   - Questions that you have about the reading
   - Thinking statements (I think, I wonder, I am confused, etc.).

2. **Fact Journals**

   After reading every 20-25 pages, write five facts that you learned from the reading. After the five facts, include key characters from that reading and any details about that character that you deem to be important. At the bottom of the page, write a 4-6 sentence summary to help you remember other information that might not be a part of the five facts. Be sure to label your notes with the chapters and/or pages that you read. *This strategy works well for audiobooks and eBooks.*

3. **Text to Reader Connections**

   Using post-it notes or a notebook (especially for an audiobook or eBook), stop every 20-25 pages to mark in the text when you make these connections:

   - **Text to self**—what you read reminds you of an experience of your own.
   - **Text to world**—when you are able to make a connection between the text and what you know about the world (facts/information).
   - **Text to text**—when you can make a relevant connection to another text (similar plots, content, structure, style, etc.)
   - **Text to media**—when you can make a relevant connection to a movie, TV show, TED talk, podcast, etc.

   Remember to be specific in your notes about the connection being made to self, world, text, and media.