

G.W. Hewlett High School

English Department
Summer Reading 2026

For Students Entering Grade 10

10R: Select and read at least one book from the list below and complete the accompanying assignment.

10H: Select and read at least one book from the list below and complete the accompanying assignment. In addition, please complete the **Supplemental Summer Assignment for English 10H.**

AP Seminar: Please complete the AP Seminar Summer Assignment **only**, which is required for entrance to the course.

ALL ASSIGNMENTS ARE DUE ON THE FIRST DAY OF CLASS

<i>An Invisible Thread</i> by Laura Schroff	<i>Drive: The Surprising Truth About What Motivates Us</i> by Daniel Pink
<i>Breathe, Eyes, Memory</i> by Edwidge Danticat	<i>The Book Woman of Troublesome Creek</i> by Kim Michele Richardson
<i>The Namesake</i> by Jhumpa Lahiri	<i>Ground Zero</i> by Alan Gratz
<i>Into Thin Air</i> by John Krakauer	<i>Thunderhead (from the Scythe series)</i> by Neal Schusterman
<i>Like Water for Chocolate</i> by Laura Esquivel	<i>The Toll (from the Scythe series)</i> by Neal Schusterman
<i>Malcolm X</i> by Manning Marable	<i>One of Us is Next</i> by Karen McManus
<i>Marcelo in the Real World</i> by Francisco X. Stork	<i>Two Can Keep a Secret</i> by Karen McManus
<i>Shift</i> by Jennifer Bradbury	<i>Dear Justyce</i> by Nic Stone (sequel to <i>Dear Martin</i>)
<i>The Alchemist</i> by Paulo Coelho	

****Please avoid reading any of these assigned texts in the ninth grade curriculum:** *Ellen Foster*; *Ethan Frome*; *Girl with the Pearl Earring*; *I Know Why the Caged Bird Sings*; *Inherit the Wind*; *Julius Caesar*; *The Tempest*; *Life of Pi*; *Much Ado About Nothing*; *Snowflower and the Secret Fan*; *Snow in August*; *A Tale of Two Cities*; *Sleeping on the Wing*.

Parents, please note: Works of literature may contain mature language or content. However, these works have been recommended based on their literary merit and relevant themes. These selections have been included in summer reading assignments in well-regarded school districts across Long Island. Parents may wish to assist their children in making an appropriate selection. Students may confer with their current teacher in making a selection.

Assignment: ***ALL ASSIGNMENTS ARE DUE ON THE FIRST DAY OF CLASS***

As you read your book, take notes based on the prompts on the next page. Be sure that you follow the correct prompts for your type of book (fiction or nonfiction). On the first day of school in September, you will be expected to hand in your notes; your teacher will check these notes as a homework assignment. *Make sure all notes are your own*, not shared, copied, nor taken from anyone/anywhere else. Include a proper heading with your name, your teacher's name, the class, date, title and author of your book. After teacher-directed discussions, there will be a writing assignment/project given in class.

Reader Response Prompts for Fiction

1. Give an overall summary of the book: setting, plot, characters, conflicts, etc.
2. Describe and explain why you would/would not like to have lived in the time or place of the story. Cite textual evidence in reasoning.
3. Pick a scene in which you disagreed with how a character handled a situation/person and rewrite it in the way you think it should have happened. Justify your rewrite with valid reasoning.
4. Who tells the story? Is this the best person to tell it? Why/why not? Cite textual evidence in reasoning.
5. How does the main character's actions affect other people in the story? Explain one action that affected someone else and elaborate.
6. How does the author provide information or details to make the story seem realistic? Cite evidence from the text.
7. Do you have any unanswered questions, or did you reach an epiphany or realization about the story or a particular scene? Cite at least one of each and explain.
8. Copy an interesting/confusing/important/enjoyable passage and explain why you chose it.

Reader Response Prompts for Non-fiction

1. Summarize your book based on the 5W's using textual details: Who? What? When? Where? Why?
 - a. Who is driving the story? Who is it about? Who is affected? Who benefits? Who loses?
 - b. What has happened? What are the consequences?
 - c. When did it happen (time of day, day, month, year)?
 - d. Where is this taking place (building, neighborhood, city, country)?
 - e. Why did this event take place? Why is this important in the big picture? Why should readers care?
2. Copy a short passage (at least 2 paragraphs) that you found to be interesting, startling, or important. Explain what made it interesting for you.
3. Identify & Explain some of the things (a minimum of three) that you have learned from your reading that you are not likely to forget in the near future.
4. Write to inform us about the author. What other articles and/or books has the author written? What surmises can you make about the author based on your reading? What's good/bad about his/her writing? Can he/she be one of your favorite authors, and if so, why/ why not?
5. What ideas might you have for turning this work of nonfiction into a work of fiction? Give a brief summary of what your story might be like. (ie. Will it be set in the past/future? In what location? How can it be dramatized? What can you create /add/ enhance/elaborate on & when? What names or personalities will you change/add?)

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Supplemental Summer Assignment for English 10H
to be completed **in addition** to the 10th grade assignment attached

Complete the assignment below for EACH of the following texts: “[High School Senior](#)” by Sharon Olds; “[Turkeys in the Kitchen](#)” by Dave Barry; and “[Bicycles, Muscles, Cigarettes](#)” by Raymond Carver. **All texts are available on the high school site or can be accessed online.**

1. **Annotate each text** for at least 3 different **literary devices** used to convey meaning. (Examples include: characterization, conflict, imagery, denotation/connotation, metaphor, simile, irony, language use, point-of-view, setting, structure, symbolism, theme, tone, etc.) Briefly identify the device AND what it conveys in the margins as it appears in the text.
2. **On a separate sheet of paper/document**, identify the central idea of each text. A central idea must be a complete sentence. It is usually a warning or a moral to be gained from the text.
3. **On this same separate sheet of paper/document**, support **each** central idea by **quoting at least 2 textual citations**. Then explain how each of the quotations develops the central idea.

***You may print a hard copy of your work with a heading, or you may complete the work on a Google doc or Kami doc to be submitted/uploaded to our Schoology classroom on day one.

**The Reader Response prompts on your book of choice
AND this assignment
are due on the first day of class.**

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10AP Seminar Summer Assignment

Conduct research on plagiarism in one industry of your choice. Plagiarism, depending on the situation, can mean copying, stealing, claiming credit for work one did not create, bootlegging, downloading, fraud, and more. The industry you choose could be fashion, art, literature, film, business, education, automobile, music, politics, etc... Print **five** articles on plagiarism in this one industry and complete the following QUEST annotation activity for **each** article.

The QUEST Framework provides a structure for the course that outlines skills necessary for reading, analyzing, synthesizing and presenting an argument. Choose at least one question from each category below and answer it for each of the 5 articles you read, for a minimum of 20 QUESTions answered total.

Q- Question & Explore

1. How does the context of the problem or issue affect how it is interpreted or presented?
2. How might others see the problem or issue differently?
3. What questions have others failed to ask?
4. What voices or perspectives are missing from the article?
5. What more do I want to know, learn or understand?

U- Understand & Analyze Arguments

1. What is the argument's main idea and what reasoning does the author use to develop it?
2. Why might the author view the issue this way?
3. What biases might the author have that influence his or her perspective?
4. Does this argument acknowledge other perspectives?
5. What are the implications of the arguments?
6. How does this conclusion impact me & my community? Or my research?

E-Evaluate Multiple Perspectives

1. What patterns or trends can be identified among the arguments about this issue?
2. What are the implications and/or consequences of accepting or rejecting a particular argument?
3. From whose perspective is this information being presented, and how does that affect my evaluation?

S-Synthesize Ideas

1. Are there other conclusions I should consider?
2. What am I taking for granted? How do I acknowledge and account for my own biases and assumptions?
3. What are the consequences of plagiarism?

T-Team, Transmit and Transform * (intentionally left out of this assignment)

** You must bring your articles as well as your QUESTs on the first day of class.

Assignment and articles due on the first day of class and will be collected electronically.