WHS SUMMER READING (Entering Gr 9-11)

The following list was compiled from the recommendations of the Winthrop High School English department, and contains some of the best-known works in our literary canon.

All students entering a CP level ELA course must read <u>ONE</u> book from the lists below, corresponding with their appropriate grade level, over the summer. Students entering an Honors level ELA course must read one novel from the "contemporary" list AND one novel from the "classic" list, so they are responsible for completing <u>TWO</u> novels in total.

***We encourage all students to use the town library as a resource, since they do have a copy of this list as well. All of these texts can be found in any bookstore or online, if you would prefer to buy your own copy to annotate.*

BOOK LISTS
**As mentioned above, students entering an HONORS course will read one book from the contemporary list, and one book from the classic list. All students entering a CP course will read one book from either list.*

Entering Grade 9
<u>Contemporary</u>
The Secret Life of Bees by Sue Monk Kid
Ender's Game by Orson Scott Card
Friday Night Lights by H. G. Bissinger
Dear Martin by Nic Stone
I Am Not Your Perfect Mexican Daughter by Erika L. Sanchez
Long Way Down by Jason Reynolds
Born a Crime: Stories from a South African Childhood (Young Readers Adaptation) by Trevor Noah
The Hate U Give by Angie Thomas

<u>Classic</u>
A Tree Grows in Brooklyn by Betty Smith
Code Name Verity by Elizabeth Wein
Little Women by Louisa M. Alcott
The Hobbit by J.R.R Tolkien
Dracula by Bram Stoker
The Red Badge of Courage by Stephen Crane
The War of the Worlds by H.G Wells

Entering Grade 10

Contemporary

Martian by Andrew Weir
Hidden Figures by Margot Lee Shetterly
Salt to the Sea by Ruth Sepetys
The Perks of Being a Wallflower by Stephen Chbosky
One of us is Lying Karen M. McManus
The Help by Kathryn Stockett
Firekeeper's Daughter by Angeline Boulley

Classic

Rumblefish by S.E. Hinton
A Tale of Two Cities by Charles Dickens
The Color Purple by Alice Walker
The Diary of a Young Girl by Anne Frank
How the Garcia Girls lost their Accents by Julia Alvarez
Catch 22 by Joseph Heller
In Cold Blood by Truman Capote

Entering Grade 11

Contemporary

The Amazing Adventures of Kavalier & Clay by Michael Chabon
All Souls by Michael Patrick MacDonald
A Thousand Splendid Suns by Khaled Hosseini
Circe by Madeline Miller
The Namesake by Jhumpa Lahiri
All the Light We Cannot See by Anthony Doerr
Educated by Tara Westover

Classic

Pride and Prejudice by Jane Austen
Heart of Darkness by Joseph Conrad
The Bell Jar by Sylvia Plath
Frankenstein by Mary Shelley
Their Eyes were Watching God by Zora Neale Hurston
A Confederacy of Dunces by John Kennedy Toole
Slaughterhouse-Five by Kurt Vonnegut

Entering Grade 12
Contemporary
We Were Liars by E. Lockhart

Classic
Never Let Me Go by Kazuo Ishiguro

JOURNAL ASSIGNMENT (Entering Grades 9-11)
In addition to reading the required texts, students are responsible for completing a **typed**, **one-page (single spaced)** journal based on each reading. Therefore, CP students will write one journal entry, and honors will write two. Your journal entry should be set up as follows:

Paragraph 1- A detailed summary of the plot of the book. Which book did you read? Who is the author? Who are the main characters? What is the main conflict? What happens in the book? Is the conflict resolved?

Paragraph 2- An analysis of the literary work. What is the setting and how does it impact the plot? What do you think is the main message or theme of the book? Does the main character change or develop? If so, how and why? Are there any major symbols? What do they represent?

Paragraph 3- A reflection and connection to your own life. Did you enjoy reading this book? Why or why not? Could you relate to any of the characters? If so, how? Do you think it taught you an important lesson? If so, what lesson did you learn and how can you use this in your own life?

Journals should be typed and students should be prepared to pass their work into Google Classroom during the first day of school.

Students are expected to complete these assignments independently and use work that is entirely their own. Any student caught using the work of another source (ie. websites, blogs, etc.) or other individual (ie. sibling, friend, student) will receive a zero for the assignment, per the rules of the WHS Student Handbook.

The Journals will be graded using the rubric below:

	Exceeding (5 points)	**Meeting (4 Points)**	**(Approaching 3 points)**	**Beginning (2 or below)**
Completion	Student has all	Student has most	Student has	Student is

	parts of the journal assignment completed. Work is thorough.	parts of the journal assignment completed. Work is somewhat thorough.	some parts of the journal assignment completed. Work is lacking content in some areas.	missing most parts of the journal assignment completed. Work is lacking content in most areas.
Summary	Student accurately recounts the plot of the book in their own words. Summary is detailed and thorough.	Student recounts the plot of the book in their own words. Summary is somewhat detailed and thorough.	Student is missing some pieces of the plot in their summary. Student lacks details.	Student is missing major portions of the plot in their summary. Student lacks most major details.
Analysis	Student includes all major literary elements of the book. Student creates a detailed analysis for each element used.	Student include most major literary elements of the book. Student creates a detailed analysis for each element used.	Student includes some major literary elements of the book. Student lacks a detailed analysis for most elements..	Student is missing most major literary elements of the book. Student lacks a detailed analysis for each element used.
Reflection	Student includes a detailed reflection on the book. Student effectively relates the book to their own life and includes a detailed opinion of the reading.	Student includes a reflection on the book. Student somewhat relates the book to their own life and includes their opinion of the reading.	Student includes parts of a reflection on the book. Student somewhat relates the book to their own life.	Student does not include an effective reflection on the book. Student does not fully relate the book to their own life.
Craft	Student uses proper spelling, grammar and punctuation throughout the entirety of their journal.	Student uses proper spelling, grammar and punctuation throughout most of their journal.	Student has major spelling, grammar and punctuation throughout some of their journal.	Student has major spelling, grammar and punctuation throughout most of their journal.

TOTAL POINTS 25

*Journals will be due on Google Classroom on the first day of school. Teachers will discuss this more in their individual classes.

WHS SUMMER READING (Entering Gr 12, CP or Honors)

1. **All students in CP and Honors 12th grade classes will read** *We Were Liars* by E. Lockhart. This can be found as an ebook online, purchased through Amazon, Kindle, etc., or borrowed from a local Public Library.

2. **All Students, in CP classes, will then participate in a Socratic Seminar the first week of school.** The Socratic Seminar will discuss the intricacies of the novel, *We Were Liars*. The English department highly encourages students to annotate and take notes on the novel as they read. Students can use these notes during the socratic seminar, but they will not be collected for credit. The notes are purely to help students feel prepared during the discussion. We will provide a list of topics, on the first day of school, that students will cover during the socratic seminar, so coming to class prepared with notes and specific evidence from the text will help students feel more prepared for the discussion and will ultimately result in a higher grade.

3. **In addition to *We Were Liars*, Honors students will also read** *Never Let Me Go* by Kazuo Ishiguro. This can be found as an ebook online, purchased through Amazon, Kindle, etc., or borrowed from a local Public Library.

4. **All students, in Honors classes, will then complete a timed in-class essay on the second day of school,** where they will show their knowledge on both of their required readings.