

**Grades 9 & 10**

## Suffield High School Summer Reads! 9<sup>th</sup> and 10<sup>th</sup> grade — Honors and Academic



Immerse yourself in a book this summer! This is a great time to catch up on reading, and talk to your parents/guardians about your books.

Read as much as you can, but be sure to complete **at least two books** in preparation for next year.

Check out the link to The Governor's Summer Reading Challenge, GoodReads, EpicReads, TeenReads, and the International Literacy Association for some good recommendations.

[http://portal.ct.gov/-/media/SDE/CTRead/Grade\\_9-Grade\\_12.pdf?la=en](http://portal.ct.gov/-/media/SDE/CTRead/Grade_9-Grade_12.pdf?la=en)

<https://www.goodreads.com/list/tag/teen>

<http://www.epicreads.com/>

<http://www.teenreads.com/>

<https://www.literacyworldwide.org/docs/default-source/reading-lists/young-adults-choices/young-adults-choices-reading-list-2018.pdf>

1. Read, READ, **READ!**
2. Record the books you read on the Google Form. [Summer Reading Record](#)
3. You will be asked to complete a summary and a review of the book in the first week of school. This will be worth 40 points in PowerSchool.



**Note to parents/guardians:** The texts on these lists are suggestions only. Make a family reading group and model good reading for your child. Read along with your children and discuss your child's reading choices.



Grade 11

## Suffield High School Summer Reads! 11th grade — Academic



Immerse yourself in a book this summer! This is a great time to catch up on reading, and talk to your parents/guardians about your books.

Read as much as you can, but be sure to complete **at least two books** in preparation for next year.

Check out the link to The Governor's Summer Reading Challenge, GoodReads, EpicReads, TeenReads, and the International Literacy Association for some good recommendations.

[http://portal.ct.gov/-/media/SDE/CTRead/Grade\\_9-Grade\\_12.pdf?la=en](http://portal.ct.gov/-/media/SDE/CTRead/Grade_9-Grade_12.pdf?la=en)

<https://www.goodreads.com/list/tag/teen>

<http://www.epicreads.com/>

<http://www.teenreads.com/>

<https://www.literacyworldwide.org/docs/default-source/reading-lists/young-adults-choices/young-adults-choices-reading-list-2018.pdf>

1. Read, READ, **READ!**
2. Record the books you read on the Google Form. [Summer Reading Record](#)
3. You will be asked to complete a summary and a review of the book in the first week of school. This will be worth 40 points in PowerSchool.



**Note to parents/guardians:** The texts on these lists are suggestions only. Make a family reading group and model good reading for your child. Read along with your children and discuss your child's reading choices.





## Suffield High School Summer Reads! English III H: The American Experience

Immerse yourself in a classic this summer! This is a great time to catch up on reading, talk to your parents about your book and think about what it means to be American.

You will be asked to read **two novels** in preparation for next year: **one literary novel from an American author from the list below**, and **another of your choice**.

Check out the link to The Governor's Summer Reading Challenge, GoodReads, EpicReads, TeenReads, and the International Literacy Association for some good recommendations.

[http://portal.ct.gov/-/media/SDE/CTRead/Grade\\_9-Grade\\_12.pdf?la=en](http://portal.ct.gov/-/media/SDE/CTRead/Grade_9-Grade_12.pdf?la=en)

<https://www.goodreads.com/list/tag/teen>

<http://www.epicreads.com/>

<http://www.teenreads.com/>

<https://www.literacyworldwide.org/docs/default-source/reading-lists/young-adults-choices/young-adults-choices-reading-list-2018.pdf>

### Literary Novels

<i>The Adventures of Huckleberry Finn</i>	Mark Twain
<i>The Awakening</i>	Kate Chopin
<i>The Bell Jar</i>	Sylvia Plath
<i>Fahrenheit 451</i>	Ray Bradbury
<i>Ethan Frome</i>	Edith Wharton
<i>The Old Man and the Sea</i>	Ernest Hemingway
<i>The Color Purple</i>	Alice Walker
<i>The Secret Life of Bees</i>	Sue Monk Kidd
<i>Hiroshima</i>	John Hershey
<i>The Grapes of Wrath</i>	John Steinbeck
<i>Slaughterhouse-Five</i>	Kurt Vonnegut
<i>The Sun Also Rises</i>	Ernest Hemingway
<i>Invisible Man</i>	Ralph Ellison
<i>Little Women</i>	Louisa May Alcott
<i>A Tree Grows in Brooklyn</i>	Betty Smith
<i>How the Other Half Lives</i>	Jacob Riis
<i>The Scarlet Letter</i>	Nathaniel Hawthorne

### Product:

When you return in August, you will be writing an essay to demonstrate your understanding of the American classic. You will also have to do a book talk on your choice novel. These assessments will count as formative grades for Q1.

***Interact and engage with the text . . .***

***Highlighting is not enough!***



While reading, take notes on the text, either directly in the margin or with sticky notes. Note in particular:

- **big ideas or emerging themes**
- **arguments** (*Yes! [Good] books are arguments!*)
- **words that you do not understand** (*look them up!*)
- **interesting word choice** (*diction*)
- **repeated words/ideas** (*are you getting the message that words are important . . .?)*
- **examples of voice/tone** (*irony . . .*)
- **moments of character change**
- **questions** (*you should have many!*)

**A special note on SparkNotes:**

Please understand that **SparkNotes do not replace reading the text!**

Reading literature is a skill; it requires diligence and hard work.

*Understanding complex sentence structure requires practice.*

*Learning new vocabulary requires patience.*

Your persistence, however, will pay off in dividends for the rest of your life — in terms of your SAT/ACT scores, in terms of your other courses, in terms of your college career and in terms of life (we promise!).

**11<sup>th</sup> grade**  
**AP Language and Composition**  
**Summer Reading 2018**

Welcome to AP Language and Composition! In preparation, you are required to read the following two books:

- *Just Mercy* by Bryan Stevenson
- *The Adventures of Huckleberry Finn* by Mark Twain

The expectation is that you will put the time and effort into this assignment. Your responses should be both thoughtful and thorough. This assignment should be done independently. Additionally, all work must be **handwritten** in the gold journal provided and use **grammatically correct** sentences. You must use blue or black ink. You are expected to handwrite three essays for the AP exam, so this will be good practice. Typed responses WILL NOT be accepted.

**Essential Question:** How do both *The Adventures of Huckleberry Finn* and *Just Mercy* teach us the lesson of honesty, justice, and mercy?

**Consider:**

- What is honesty?
- What is justice?
- What is mercy?

**Tasks to be submitted in gold reading response journal:**

- Six *Just Mercy* journal responses
- One *Just Mercy* argument statement
- Six adversity responses for *The Adventures of Huckleberry Finn*
  - Three for Huck
  - Three for Jim
- One *The Adventures of Huckleberry Finn* argument statement
- One CEEC formatted essay using *Just Mercy* and *The Adventures of Huckleberry Finn*

As you read, I strongly encourage you to mark and annotate the texts. What arguments are the authors trying to convey? What evidence/details do they use to build and develop their messages?

Read the following pages to understand the expectations for each task above.

**Just Mercy Activities:**

You should begin by reading *Just Mercy* first. For each set of chapters below, hand write at least one full-page reflection in the journal provided. Be sure to clearly label the chapter numbers for each entry. You should have at least one entry for each of the following chapters for a total of six responses.

- Introduction, 1, 2
- 3,4,5
- 6,7,8
- 9,10,11
- 12, 13, 14
- 15, 16, Epilogue

Possible entries could be:

- What did you notice? Why? What is the significance?
- What surprises you? Why?
- What changed, challenged, or confirmed what you already knew? How so? Why?

**Once you have completed your *Just Mercy* responses, write one sentence in which you explain what argument Stevenson is making.**

**The Adventures of Huckleberry Finn Activities:**

When reading *The Adventures of Huckleberry Finn* consider how Stevenson's ideas in *Just Mercy* can be applied to the characters and themes in the novel. Keep in mind how the two texts interact and help shape an understanding of advantage, disadvantage, and power struggle.

According to *Merriam-Webster* adversity is "a state or instance of serious or continued difficulty or misfortune." As you read *The Adventures of Huckleberry Finn*, notice and keep track of the the adversities Huck and Jim face, and the ways in which each deals with the adversities.

Each journal entry should identify the chapter or page numbers where the adversity occurs. Next, clearly identify the character you are discussing--Huck or Jim. Then, identify and thoroughly explain the adversity the character faces. Finally, provide a detailed explanation of how the character deals with or faces the adversity. What does Huck/Jim do in the face of adversity? You will have more than one entry for each character. You must have a minimum of three adversities listed for both Huck and Jim. (You will have a total of 6.)

**Once you have completed your responses to *The Adventures of Huckleberry Finn*, write one sentence in which you explain the argument Twain is making.**



**Just Mercy and The Adventure of Huckleberry Finn Activity:**

Once you finish both books, write an essay in which you respond to the following prompt:

**Through Bryan Stevenson’s *Just Mercy* and Mark Twain’s *The Adventures of Huckleberry Finn* how are we taught the lesson of honesty, justice, and mercy?**

Write a **thorough response** to the prompt above. The response should include an introduction, at least two body paragraphs, and a conclusion. You must provide evidence to support your claims. Parenthetical citations must should be used. Your response will be assessed using the rubric provided.

All responses are expected to be written using grammatically correct sentence structure. If you use the chart for *The Adventures of Huckleberry Finn*, the character column is the only one that does not require complete sentences. Your journal is due on the first day of school. If you have any questions, please email me at [creiser@suffield.org](mailto:creiser@suffield.org).

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Please tear off and return the bottom portion.

**2018 Summer Reading Acknowledgement**

The purpose of summer reading is to keep students engaged with reading. It also allows us to begin the year discussing common texts. Success in this class hinges on students being well read. One of the goals of this class is to assist students in becoming independent readers and life-long learners.

Please review the assignment, sign below, and return to Mrs. Reiser in room 705 by Friday, June 1, 2018. By signing, I acknowledge that I understand the expectation that my child is to read the two assigned books and complete the assignments attached. Please understand that the AP exam requires students to hand write their essay responses. Consequently, the responses to the books must be handwritten. No typed responses will be accepted. All responses are due in the beginning of the first day of class. The assignments will be assessed and graded using the rubrics provided.

Student Name Printed: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent Name Printed: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Grade 12

## Suffield High School Summer Reads! 12th Grade—Academic



Immerse yourself in a book this summer! This is a great time to catch up on reading, and talk to your parents/guardians about your books.

Read as much as you can, but be sure to complete **at least two books** in preparation for next year.

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[http://portal.ct.gov/-/media/SDE/CTRead/Grade\\_9-Grade\\_12.pdf?la=en](http://portal.ct.gov/-/media/SDE/CTRead/Grade_9-Grade_12.pdf?la=en)

<https://www.goodreads.com/list/tag/teen>

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<https://www.literacyworldwide.org/docs/default-source/reading-lists/young-adults-choices/young-adults-choices-reading-list-2018.pdf>

1. Read, READ, **READ!**
2. Record the books you read on the Google Form. [Summer Reading Record](#)
3. You will be asked to complete a summary and a review of the book in the first week of school. This will be worth 40 points in PowerSchool.



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## SHS Summer Reading English 12—Honors



Immerse yourself in a classic this summer! This is a great time to catch up on reading, and talk to your parents about a great and controversial classic book.

You will be asked to read **two novels** in preparation for next year: **1984** by *George Orwell*, and **one other of your choice**.

Check out the link to The Governor's Summer Reading Challenge, GoodReads, EpicReads, TeenReads, and the International Literacy Association for some good recommendations.

[http://portal.ct.gov/-/media/SDE/CTRead/Grade\\_9-Grade\\_12.pdf?la=en](http://portal.ct.gov/-/media/SDE/CTRead/Grade_9-Grade_12.pdf?la=en)

<https://www.goodreads.com/list/tag/teen>

<http://www.epicreads.com/>

<http://www.teenreads.com/>

<https://www.literacyworldwide.org/docs/default-source/reading-lists/young-adults-choices/young-adults-choices-reading-list-2018.pdf>

### Product:

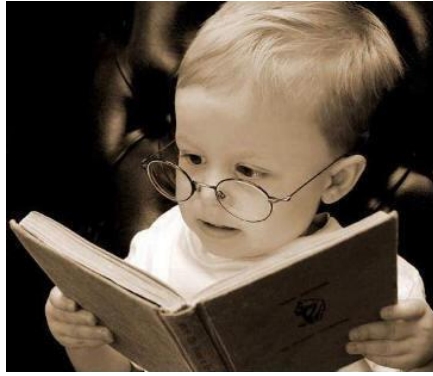
When you return in August, you will be writing an essay to demonstrate your understanding of George Orwell's *1984*. You will also have to do a book talk on your choice novel. These assessments will count as formative grades for Q1.

While reading, take notes on the text, either directly in the margin or with sticky notes. Note in particular:

- **big ideas or emerging themes**
- **arguments** (*Yes! [Good] books are arguments!*)
- **words that you do not understand** (*look them up!*)
- **interesting word choice** (*diction*)
- **repeated words/ideas** (*are you getting the message that words are important . . .?)*
- **examples of voice/tone** (*irony . . .*)
- **moments of character change**
- **questions** (*you should have many!*)

***Interact and engage with the text . . .***

***Highlighting is not enough!***



**A special note on SparkNotes:**

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## UConn ECE 1011 - Summer Reading



You will read two novels this summer. While you are reading, consider what the texts are saying about the world in which the novels are set, the world as it is now, and the implications these may have on your life. In addition to reading, you are required to respond to text specific questions and peer observations on the following Google classroom website:

- Google classroom: UConn
- Code: **fhsark**
- Please sign in ASAP

Finally, you will be writing an essay based on both novels. All the pertinent details are below.

### Novels

You will be responsible for reading the following novels:

- *1984* by George Orwell
- *Walden* by Henry David Thoreau

### Posts

Over the summer you will craft your own blog posts to questions located on the UConn-ECE Summer Reading class page and respond to peer responses. You will be responsible for the following:

- Answer at least one question per text. Posts need to be original, well-crafted, specific, supported with evidence, and free of major errors.
  - Posts for both novels are due by **August 10\***.
- Respond to two peer responses per book (four responses total; two per book). Within your response, consider the commentary the writer is making and your response to it.
  - Peer responses are due by **August 29\***.

### Essay

Using the two assigned novels, **write a three-five page** analytical essay in which you examine any of the following topics:

- Examine the social standards and expectations of the communities within each novel. How did they form, how are they perpetuated, and what are their lingering effects on the society or communities?
- What themes are similar between the novels and how do the authors use their characters to build or enhance the themes?
  - Consider:
    - The impact of Isolation (both forced and voluntary)
    - Love and friendship
    - The quest for individuality or personal freedom
    - Oppressive governments or societies
- How do the authors effectively use symbols, allusions, irony, and/or other literary devices to enhance their plots and convey their reasons for writing?
- Topic of your choice - you must seek out approval before you begin.

**Due: August 31 (to your specific Google class page and to Turnitin.com ).**

\*points will be deducted for work posted after this date. No posts will be accepted once school has commenced.

**Please return.**

**2018 Summer Reading Acknowledgement**

The purpose of summer reading is to keep students engaged with reading. It also allows us to begin the year discussing common texts. Success in this class hinges on students being well read. One of the goals of this class is to assist students in becoming independent readers and life-long learners.

Please review the assignment, sign below, and return to Ms. Hill in room 701 by Friday, June 1, 2018. By signing, I acknowledge that I understand the expectation that my child is to read the two assigned books and complete the required assignments. Please understand that the work is required and we will be the first grades entered. If the required work is incomplete or missing, the student will be placed in the English IV Honors class.

Student Name Printed: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent Name Printed: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

## AP Literature - Summer Reading

You will read three novels this summer. While you read, consider the stylistic choices made by each of the authors and their reason for writing the stories. In addition to reading, you are required to respond to text specific questions and peer observations on the following Google classroom website:

- Google classroom: AP Literature
- **Code - r8gkot**
- Please sign in ASAP

### Reading

Read **ALL THREE** of the following:

- *The Catcher in the Rye*, J.D. Salinger
- *A Portrait of an Artist as a Young Man*, James Joyce
- *Jane Eyre*, Charlotte Brontë

### Part I

#### **Reading and Annotation:**

As you do your summer reading, you should be doing a careful textual analysis and annotation, which requires marking up the text (underlining, highlighting, and making margin notes). The more you annotate and engage the text, the better off you will be in understanding the text. As annotation is required, it is strongly suggested that you purchase the books to complete the annotations directly into the books.

- To prepare yourself, annotate by way of close reading. Pay special attention to all standard literary elements such as: narration, plot, characterization, setting, tone, diction, syntax, figurative language and theme(s). Utilize the following websites for help with ideas related to close reading:
  - <http://owl.english.purdue.edu/owl/resource/751/01/>
  - <http://www.personal.psu.edu/users/s/a/sam50/closeread.htm>
  - <http://theliterarylink.com/closerreading.html>

*While we know you are all busy, try to create a reading calendar (read a novel every three weeks). This will keep you on track so you can enjoy the last few weeks of summer rather than stressing about having to read so many novels.*

#### **Analytical Paragraphs:**

The questions below require you to apply understanding of the book, [How to Read Like a Professor](#) (read chapters 1 and 12) to select themes and elements in the novels. Complete the following writing assignments for all three pieces of literature for the chapters listed below. Each analytical paragraph should be at least 300 words in length (one typed page, double spaced).

- Chapter 1 “Every Trip is a Quest (Except when it’s Not)”  
Apply five aspects of The Quest to the Narrator’s journey. You can view any single element of his movements or view the entirety of the quest.
- Chapter 12: “Is That a Symbol?”  
Using the process Foster describes, investigate the symbolism in the books. Keep your analysis focused on two or three symbols and how they are used throughout the work.

#### **Rubric:**



## Grading Rubric – journal, annotations, novel analysis:

- “A” 90-100% - This grade will be awarded to students who follow the directions as outlined above with great care. The writing will reflect organization, structure, and depth of thought and analysis. Students receiving this grade will also turn in work that is neat and organized in its presentation and that is free of excessive and distracting errors in its technical merit.
- “B” 80-89% - This grade will be awarded to students who follow the directions as given above, but may include students who have difficulty producing writing that reflects the organization, structure, and depth of thought found in the “A” grading range. Responses at this level may have slight, but not distracting problems in the area of technical merit.
- “C” 70-79% - This grade will be awarded to students who have minor issues in following the directions as outlined above, but who still manage to give attention to and respond to all required reflection prompts. These students may show more significant issues in organization, structure, or analytical depth than those receiving the “B” grade, or may have frequent and repeated problems with the technical merit of their assignment.
- “D” 60-69% - This grade will be given to students who fail to complete all required responses or who do not produce focused or coherent responses to the required prompts. Students receiving this grade may also have major and distracting errors in organization, structure, depth of thought, command of language, or technical merit.
- “F” 59% or below – This grade will be given to students who submit responses that are mostly incomplete, completely unfocused or incoherent in relation to the required prompts, or that display little to no skill in organization, depth of analysis, command of language, or technical merit.

## Part II

### Writing

**Due: August 28**

For each of you to better understand how to write effectively for the college level, it is important that you do just that – write!

Review the following prompts and choose the **two** that are most interesting. Then, write a **2-page essay** (Typed, 12pt font, double spaced, and MLA format) and cite quotes to support your thesis. You need to do this for two prompts and you cannot use the same novel twice.

- Choose a character from one of the summer reading books and write an essay in which you (a) briefly describe the standards of the fictional society in which the character exists and (b) show how the character is affected by and responds to those standards. In your essay do not merely summarize the plot.
- An effective literary work does not merely stop or cease; it concludes. In the view of some critics, a work that does not provide the pleasure of significant "closure" has terminated with an artistic fault. A satisfactory ending is not, however, always conclusive in every sense; significant closure may require the reader to abide with or adjust to ambiguity and uncertainty. In an essay, discuss the ending of one of the summer reading novels. Explain precisely how and why the ending appropriately or inappropriately concludes the work. Do not merely summarize the plot.
- The conflict created when the will of an individual opposes the will of the majority is the recurring theme of many novels, plays, and essays. Select a fictional character from the summer reading who is in opposition to his or her society. In a critical essay, analyze the conflict and discuss the moral and ethical implications for both the individual and the society. Do not summarize the plot or action of the work you choose.

D. In some novels and plays certain parallel or recurring events prove to be significant. In an essay, describe the major similarities and differences in a sequence of parallel or recurring events in a novel or play and discuss the significance of such events. Do not merely summarize the plot.

E. A recurring theme in literature is "the classic war between a passion and responsibility." For instance, a personal cause, a love, a desire for revenge, a determination to redress a wrong, or some other emotion or drive may conflict with moral duty. Choose a character from the summer reading novels who confronts the demands of a private passion that conflicts with his or her responsibilities. In a well-written essay show clearly the nature of the conflict, its effects upon the character, and its significance to the work.

Scoring:

**9–8** These essays offer a well-focused and persuasive analysis of the topic. Using apt and specific textual support, these essays fully explore the topic and demonstrate what it contributes to the meaning of the work as a whole. Although not without flaws, these essays make a strong case for their interpretation and discuss the literary work with significant insight and understanding. Generally, essays scored a 9 reveal more sophisticated analysis and more effective control of language than do those scored an 8.

**7–6** These essays offer a reasonable analysis of the topic. They explore the topic and demonstrate what it contributes to the meaning of the work as a whole. These essays show insight and understanding, but the analysis is less thorough, less perceptive, and/or less specific in supporting detail than that of those in the 9–8 range. Generally, essays scored a 7 present better-developed analysis and more consistent command of the elements of effective composition than do those scored a 6.

**5** These essays respond to the assigned task with a plausible reading, but they tend to be superficial or underdeveloped in analysis. They often rely on plot summary that contains some analysis, implicit or explicit. Although the essays attempt to discuss the topic and how it contributes to the work as a whole, they may demonstrate a rather simplistic understanding of the work. Typically, these responses reveal unsophisticated thinking and/or immature writing. They demonstrate adequate control of language, but they may lack effective organization and may be marred by surface errors.

**4–3** These lower-half essays offer a less than thorough understanding of the task or a less than adequate treatment of it. They reflect an incomplete or oversimplified understanding of the work. They may not address or develop a response to how that relationship contributes to the work as a whole, or they may rely on plot summary alone. Their assertions may be unsupported or even irrelevant. Often wordy, elliptical, or repetitious, these essays may lack control over the elements of college-level composition. Essays scored a 3 may contain significant misreading and demonstrate inept writing.

**2–1** Although these essays make some attempt to respond to the prompt, they compound the weaknesses of those in the 4–3 range. Often, they are unacceptably brief or are incoherent in presenting their ideas. They may be poorly written on several counts and contain distracting errors in grammar and mechanics. The ideas are presented with little clarity, organization, or supporting evidence. Particularly inept, vacuous, and/or incoherent essays must be scored a 1.

**Grade Equivalents:**

AP Score	Average	Letter Grade	AP Score	Average	Letter Grade
9	95-100%	A	4	70%	C-
8	90%	A-	3	65%	D
7	85%	B	2	60%	D-
6	80%	B-	1	55%	F
5	75%	C			

All work needs to be submitted to **Google Classroom** and **Turnitin.com** by the end of day on **Tuesday, August 28**.

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Please tear off and return

**AP Literature  
2018 Summer Reading Acknowledgement**

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