



THE LAWRENCE ACADEMY SUMMER READING PROGRAM

2019-2020

International Students in the ESL program: If you are an international student enrolling in English as a Second Language classes for the coming year, you are to follow the instructions outlined in the ESL summer reading program.

9th grade Journeys:

Read *The Arrival*, by Shaun Tan. Arthur A. Levine Books. ISBN 978-0439895293

The Arrival, by Shaun Tan, is a graphic novel that has no words in it. One of the biggest skills you will need to be successful this year is being able to make inferences, and this book will help you develop your inference skills, as well as your close reading skills.

Part 1

The graphic novel is broken down into six sections, but each section builds upon the previous one to tell a continuous singular narrative. As a writing assignment, compose a 150-300-word reflection for each section that answers one or all of the questions below:

- 1) What is literally happening in this section of the graphic novel? / What is the plot?
- 2) What is the main character of the graphic novel doing and/or experiencing?
- 3) What theme(s) are you noticing throughout the story? (i.e. - love, loss, loneliness, sadness, etc.) What from the graphic novel is leading you to this theme?
- 4) What emotion(s) do you think the main character is feeling in each particular section? (Think about the above two questions to help inform your thinking, as well as the main character's facial expression, body language, and interactions with his environment and other characters.)

Part 2

As you move through the graphic novel, take notes about what in the story stands out to you. When you are finished reading, please write a 350- to 500-word reflection on the main character's development throughout the graphic novel or about a theme you have noticed.

Use these questions to guide you:

- 1) How does the main character develop in the graphic novel?
- 2) Is there a theme in the book that continues to arise in every section? If so, what is it?
- 3) What was your experience making inferences based solely off of pictures?
- 4) What did you notice about yourself as you worked through this graphic novel?

You should have seven entries completed by the start of the school year, six for Part 1 and one for Part 2. In addition, you should come to class prepared with the notes that you took throughout your reading. Both the entries and notes should be ready for submission on the first day of classes. Below are some suggestions for note-taking strategies.

- Using post-it's to take notes about what the characters are doing, experiencing and feeling
- Writing on a separate piece of paper
- Keeping a word document with notes

Using a graphic organizer

As you move through the novel, take notes about parts of the text that stand out to you. When you are finished reading, please write a 350- to 500-word reflection on the experience you had and the process you underwent reading the novel. We are interested to know about you as a reader.

Use these questions to guide you:

- 1) What challenged you about reading this book?
- 2) What type of notes* did you take?
- 3) What did you notice about yourself as a reader?

*Note-taking Strategies:

- marking in your book and taking notes at the ends of chapters and in the margins
- using post-it's instead of writing in your book
- writing on a separate piece of paper with comments, page numbers and quotes included
- using a graphic organizer or chart with comments, page numbers and quotes

10th grade Individual and Society:

Read: *The Alchemist* by Paul Coelho. ISBN: 978-006-231500-7

As you read, take notes* so that you can respond to the following prompt in writing:

Consider a decision a character made in the book that reveals something about who s/he is or helps you understand her/his role in the story. Use two quotes from the text to explain what you think about this character and the choice s/he made.

Your response should be 400-600 words, 12pt font, double-spaced, printed with your name at the top, stapled in the top left-hand corner, and ready to hand in at your first Individual and Society class meeting.

*Note-taking: If you are familiar with the Signposts, please mark them as you see them in your text. If you are not familiar with the Signposts, other note-taking strategies include

- marking in your book and taking notes in the margins and at the ends of chapters
- using post-it's to find pages and note important observations and questions in your book
- writing on a separate piece of paper with comments, page numbers and quotes included
- using a graphic organizer or chart with comments, page numbers, and quotes

11th grade English Composition:

Eleventh graders are required to read at least one book from the list of guided choices below and to take notes* in preparation for a symposium and for writing a literary letter. Any edition of your chosen book is acceptable, including an e-book or Kindle. You must bring your book with you to class on the first day of school.

Read a classic:

The Great Gatsby by F. Scott Fitzgerald
The Hobbit by J.R.R. Tolkien

Journey to another reality:

The Astonishing Color of After by Emily X.R. Pan
Every Day by David Levathin

Try a hot new title:

The Hate U Give by Angie Thomas
Dear Martin by Nic Stone

Imagine how it used to be with historical fiction:

The Nightingale by Kristin Hannah
The Book Thief by Marcus Zusak

Truth is stranger than fiction, so try some memoir:

Note to Self by Connor Franta
Glass Castle by Jeanette Walls

As you read your chosen book, take notes* on lens 1 and 2 windows and mirrors:

- A mirror: personal connections to a character, a relationship, a problem or a situation in the story that remind you of your own experience (lens 1 and 2).
- A window: revealing moments in the book when you gain significant insight into characters: something he/she thinks, does, or says, or something another character says or thinks about him/her (lens 2).

*Note-taking Strategies:

- using the *Signposts* method
- marking in your book and taking notes at the ends of chapters and in the margins
- using post-it's instead of writing in your book
- writing on a separate piece of paper with comments, page numbers and quotes included
- using a graphic organizer or chart with comments, page numbers and quotes

Your reading notes will be checked and graded and counted as one of your first grades of the year.

11th grade Honors English Composition:

Honors eleventh graders are required to read one of the texts listed below and to take notes* in preparation for a written response and a seminar.

Everything I Never Told You by Celeste Ng, Penguin, 978-0143127550
(A Chinese immigrant marries a Caucasian American. Their daughter goes missing.)

LaRose by Louise Erdrich, Harper Perennial, 978-0062277039

(Two Native American families struggle to reconcile following the accidental death of one of their sons.)

The Burning Girl by Claire Messud, Norton, 978-0393356052

(Two teenage girls' close friendship waxes and wanes through high school as they realize social status and class differences.)

Home Fires by Kamila Shamsie, Bloomsbury, 978-1408886793

(A modernization of *Antigone* set in the United Kingdom and focusing on a Muslim family.)

The Hate U Give by Angie Thomas, Walker Books, 978-1406372151

(The story of a 16 year old girl whose best friend is shot down in front of her by a police officer in the inner city.)

As you read the book you have chosen, take note of three things:

- A personal connection might be a character, a relationship, a problem or a situation in the story which reminds you of something from your own experience (lens 1 and 2).
- A revealing moment is a point in the book when you learn something significant about a character: something he/she does or says, or something another character says or thinks about him/her (lens 2).
- A pattern is a repeated image, word, phrase, situation, or idea (lens 3).

Here is a reminder about what the 3 lenses are:

Lens One: reader lens – your personal reactions to the text; what the text reminds you of from your own experience; an idea the text inspires in you; what you liked and didn't like in the text; how the text connects to other books, movies, songs, or local or world events.

Lens two: character lens –the main characters and what you know about them, what you think makes them act the way they do, their inner lives and motivations.

Lens three: writer lens – what the writer is trying to get you to think about and the ways she uses structure, word choice, patterns in imagery and language to show ideas without telling them. Remember never to assume the narrator and the writer are the same person!

*Note-taking Strategy options:

- using the *Signposts* method
- marking in your book and taking notes at the ends of chapters and in the margins
- using post-its instead of writing in your book
- writing on a separate piece of paper with comments, page numbers and quotes included

- using a graphic organizer or chart with comments, page numbers and quotes
- a system that works for you that's not on this list

12th grade Honors Writing: Students in this course must read *On Writing* and *The Elements of Style*.

The Elements of Style, by William Strunk, Jr. and E.B. White, Penguin. 978-0-14-311272-3

On Writing, by Stephen King, Scribner. 978-1-4391-5681-0

As you read *On Writing* and *The Elements of Style*, pay particular attention to what each text tells you about your own writing. Take notes* on details you want to remember, questions you want to clarify, and points you want discuss.

*Note-taking Strategies:

- marking in your book and taking notes at the ends of chapters and in the margins
- using post-its instead of writing in your book
- writing on a separate piece of paper with comments, page numbers and quotes included
- using a graphic organizer or chart with comments, page numbers and quotes

12th grade Honors Literature: Students in this course must read *Life of Pi*.

Life of Pi, by Yann Martel. Mariner. ISBN 9780156027328

As you read *Life of Pi*, pay particular attention to what each text tells you about your own writing. Take notes* on details you want to remember, questions you want to clarify, and points you want discuss.

*Note-taking Strategies:

- marking in your book and taking notes at the ends of chapters and in the margins
- using post-its instead of writing in your book
- writing on a separate piece of paper with comments, page numbers and quotes included

using a graphic organizer or chart with comments, page numbers and quotes

12th grade Senior English Seminar: Seniors should read a novel or memoir of their choice. Below is a list of *suggestions*. Your choices are not limited to these suggestions. You may search on your own for books or ask for help from family, friends, or a teacher. You may not choose to read a book you have read for another English class.

Instructions: As you read the book you choose, keep track of resonant characters, conflicts, and themes that serve as windows or mirrors of your own experience and of the topic of the fall course in which you will be enrolled. Create a list of five particularly resonant notations and reflect on each one of them, using the following questions:

Why did you make this notation?

How does it resonate with your own experience?

How does it resonate with your fall term course topic?

Bring both the book you chose and your list of five notations and reflections with you to the first day of class.

List of Possible Summer Reading Selections

A Long Way Gone by Ishmael Beah

Out of Bounds by Beverly Naidoo

I am Malala by Malala Yousafzai

No Longer at Ease by Chinua Achebe

The Kite Runner by Khaled Hosseini

The Book Thief by Markus Zusak

The Lovely Bones by Alice Sebold

The Murder of Roger Akroyd by Agatha Christie

Becoming Kareem: Growing Up On and Off the Court by Kareem Abdul-Jabbar

The Boys Who Challenged Hitler: Knud Pedersen and the Churchill Club by
Phillip Hoose

The Dragon Pearl by Yoon Ja Lee (Presented by Rick Riordan)

Dread Nation by Justina Ireland

A Monster Calls by Patrick Ness

City of Bones by Cassandra Claire

Labyrinth Lost by Zoraida Cordova

Harry Potter and the Chamber of Secrets by J. K. Rowling

Ming-Dao and the Empathy Exams, Leslie Jamison

Chronicles of Dao, Deng

Between the World and Me, Ta-Nehisi Coates

Repair, C.K. Williams

Better, Atul Gawande,

Anne of Green Gables by Lucy Maud Montgomery

Are You There God? It's Me, Margaret by Judy Blume

Bridge to Terabithia by Katherine Paterson

James and the Giant Peach and Matilda by Roald Dahl

The Once and Future King by T.H. White

The School for Good and Evil, Book One by Soman Chanani

Wonder by R.J. Palacio

Winnie the Pooh by A.A. Milne

Alice's Adventures in Wonderland by Lewis Carol

EXTRA CREDIT

Please read as many more books as you can. The English teachers have made a list of suggestions consisting of a wide range of books (see list below). You may choose books that are not on the list as well, but you will not receive credit for reading a book which is required reading for a course. Your teachers are interested to see what kinds of books you like to read. Be prepared to have a one-on-one conversation with your teacher about what you liked and disliked about the extra credit book(s) and why you would or would not recommend it/them.

If you have any questions, please contact Matt Smith at MPSmith@LAcademy.edu

Can't think of what to read? Here are some of our favorites...

Mrs. Moore

Jane Eyre, Charlotte Bronte

Just Mercy, Bryan Stevenson

The Passage, Justin Cronin

Ms. Lawler

Middlesex, Jeffrey Eugenides

Petty, Warren Zanes

The Art of Fielding, Chad Harbach

Emma, Jane Austen

Citizen, Claudia Rankine

Mr. Igoe

A Confederacy of Dunces, John Kennedy Toole

The World According to Garp, John Irving

Where Men Win Glory, John Krakauer

Mrs. Smith

The Lord of the Rings Trilogy, J.R.R. Tolkein

The House of Spirits, Isabel Allende

The Year of Magical Thinking, Joan Didion

Ms. Carney

The Cider House Rules, John Irving

Silhouette of a Sparrow by Molly Beth Griffin

The Four Agreements by Don Miguel Ruiz

Mr. Barker

Billy Lynn's Long Halftime Walk, by Ben Fountain

The Alchemist, by Paulo Coelho

I've Got Things to Do with My Life, by Mike Towle

Ms. Majeski

The Earth, My Butt, and Other Big Round Things, Carolyn Mackler

Freakboy, Kristin Elizabeth Clark

The Gifts of Imperfection: Let Go of Who You Think You're Supposed to Be and Embrace Who You Are, Brené Brown

Mr. Matt Smith

1Q84, Haruki Murakami

Americanah, Chimamanda Ngozi Adichie

One Flew Over the Cuckoo's Nest, Ken Kesey

Mr. Williams

Einstein's Dream, Einstein, Published by Alan Lightman

Letters to a Young Poet, Rainer Maria Rilke

Children of Blood and Bone, Tomi Adeyemi

Ms. Rafferty

All the Light We Cannot See by Anthony Doerr

To Kill a Mockingbird by Harper Lee

Lucky Child: A Daughter of Cambodia Reunites with the Sister She Left Behind by Loung Ung