

# Vasquez High School

## Summer Reading 2017

English 12 [kowens@aadusd.ca.us](mailto:kowens@aadusd.ca.us)

English 11 [randerson@aadusd.k12.ca.us](mailto:randerson@aadusd.k12.ca.us)

English 9 [hlundquist@aadusd.k12.ca.us](mailto:hlundquist@aadusd.k12.ca.us)

### Does Summer Reading Matter?

The answer is, “Yes it does.” Research has shown that the “summer effect - the long summer vacation breaks the rhythm of instruction leads to forgetting, and requires a significant amount of review when student return to school in the fall.” To help alleviate this slide in retention and understanding, summer reading was introduced. In an effort to promote summer reading at VHS, we have compiled a list of books that are of high interest for each age group.

### How Do I Complete Summer Reading?

Summer reading is voluntary. To receive credit for reading the book(s) students will complete the projects and turn them into his/her English teacher the first school week of the fall semester. There are two options with the rubrics attached: (1) a video presentation (2) dialogue for a chapter plus a storyboard. Honors and Advanced Placement students must also complete and turn in annotations for the books. **Teachers will not accept late summer reading annotations under any circumstances. All annotations and projects must be turned in on the first day of school.**

### What kind of credit will I receive?

It is suggested that the student read three books. If a student reads one book and completes the annotations, he/she will receive 1% grade increase at the end of the fall semester. If a student reads two books and completes the annotations for both books, he/she will receive 3% grade increase at the end of the fall semester. If a student reads three books and completes the annotations for all three books, he/she will receive 5% grade increase at the end of the fall semester.

### How to Read this List?

Choose the list that corresponds with the grade the student will be entering in the fall. If the student reads lower than grade level, the student should speak with the teacher to get a list of books that would be appropriate for the lower reading level. **The AP/Honor track student book list is different and it is at the end of all the lists.** If you are interested in understanding the lexile score, more information can be found at [www.lexile.com](http://www.lexile.com). **Parents:** Please preview books before your student chooses one to complete the assignments.

**Incoming Freshmen:**

<b>Title</b>	<b>Author</b>	<b>Lexile</b>
<i>The Selection (series books)</i>	Kiera Cass	680
<i>Delirium (series books)</i>	Lauren Oliver	920
<i>Shatter Me (series books)</i>	Tahereh Mafi	650
<i>Tears of a Tiger</i>	Sharon M. Draper	700
<i>Gym Candy</i>	Carl Deuker	710
<i>The Skin I'm In</i>	Sharon G. Flake	670
<i>Feed</i>	M.T. Anderson	770
<i>Ask the Passengers</i>	A.S. King	630
<i>Ball Don't Lie</i>	Matt de la Pena	710
<i>Eleanor and Park</i>	Rainbow Powell	580
<i>Full Tilt</i>	Neal Shusterman	700
<i>Iceman</i>	Chris Lynch	880
<i>I Love I Hate My Sister</i>	Amelie Sarn	560
<i>Miracle's Boys</i>	Jacqueline Woodson	660
<i>Stupid Fast</i>	Geoff Herbach	670
<i>Shadow and Bone</i>	Leigh Bardugo	800
<i>Sleeping Freshmen Never Lie</i>	David Lubar	560
<i>Soul Surfer</i>	Bethany Hamilton	960
<i>Model: A Memoir</i>	Cheryl Diamond	780
<i>Extremely Loud and Incredibly Close</i>	Jonathan Safran Foer	940
<i>I am Malala: The Girl Who Stood Up For Education and Was Shot by the Taliban</i>	Malala Yousafazi	830
<i>Pacman</i>	Manny Pacquiao	
<i>Unbroken (YA Version)</i>	Laura Hillenbrand	850

**10th Graders:**

<b>Title</b>	<b>Author</b>	<b>Lexile</b>
<i>Kissed by an Angel (series books)</i>	Elizabeth Chandler	770
<i>Enclave (series books)</i>	Ann Aguirre	650
<i>Article 5 (series books)</i>	Kristen Simmons	660
<i>Entwined</i>	Heather Dixon	740
<i>Every Day</i>	David Levithan	650

<i>Ender's Game</i>	Orson Scott Card	780
<i>If I Stay</i>	Gayle Forman	830
<i>Lord of the Rings (trilogy)</i>	JR Tolkien	920-1100
<i>The Bean Trees</i>	Barbara Kingsolver	900
<i>The Maze Runner</i>	James Dashner	770
<i>DJ Rising</i>	Love Maia	870
<i>Esperanza Rising</i>	Pam Munoz Ryan	750
<i>Girl in Translation</i>	Jean Kwak	840
<i>Before We Were Free</i>	Julia Alvarez	890
<i>Always Running: La Vida Loca</i>	Luis J. Rodriguez	830
<i>The Assist</i>	Neil Swidey	1080
<i>Empire State of Mind</i>	Zack O'Malley Greenburg	
<i>We Should Hang Out Sometime</i>	Josh Sunquist	

### 11th Graders:

<b>Title</b>	<b>Author</b>	<b>Lexile</b>
<i>The Looking Glass Wars (series books)</i>	Frank Beddor	1010
<i>Legend</i>	Marie Lu	710
<i>The First Part Last</i>	Angela Johnson	790
<i>The Kite Runner</i>	Khaled Hosseini	840
<i>Nineteen Minutes</i>	Jodi Picoult	890
<i>Soldier Boys</i>	Dean Hughes	790
<i>Something Wicked this Way Comes</i>	Ray Bradbury	820
<i>Speak</i>	Laurie Halse Anderson	690
<i>The Book Thief</i>	Markus Zusak	730
<i>Looking for Alaska</i>	John Green	930
<i>Wintergirls</i>	Laurie Halse Anderson	730
<i>The Speed of Dark</i>	ELizabeth Moon	
<i>Miss Peregrine's Home for Peculiar Children</i>	Ransom Riggs	890
<i>Barrio Boy: Theology</i>	Ernesto Galarza	1140
<i>Autobiography of a Face</i>	Ludy Grealy	1200
<i>American Sniper</i>	Chris Kyle	
<i>I Beat the Odds</i>	Michael Oher	1130

<i>Warriors Don't Cry</i>	Melba Patillo Beals	1000
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### 12th Graders:

<b>Title</b>	<b>Author</b>	<b>Lexile</b>
<i>The Art of Racing in the Rain</i>	Garth Stein	850
<i>The Lovely Bones</i>	Alice Sebold	890
<i>The Poisonwood Bible</i>	Barbara Kingsolver	960
<i>The Secret Life of Bees</i>	Sue Monk Kidd	840
<i>Whale Talk</i>	Chris Crutcher	1000
<i>Sold</i>	Patricia McCormick	820
<i>Three Cups of Tea</i>	Greg Mortenson	910
<i>We Band of Brothers</i>	Peter Brune	1390
<i>Into Thin Air</i>	Jon Krakauer	1320
<i>Into the Wild</i>	Jon Krakauer	1270
<i>Angela's Ashes: A Memoir</i>	Frank McCourt	1110
<i>Discovering Wes Moore</i>	Wes Moore	
<i>Escape from Camp 14</i>	Blaine Harden	1130

### AP/Honor Track

Although summer reading is optional, it is highly recommended that students who are on the AP/Honors track read and complete the annotations for the books listed. These books are supplementary to what is being taught in the upcoming school year and are also books that are referenced on the AP literature/language exams.

<b>9th grade</b>	<ul style="list-style-type: none"> <li>● <i>1984</i> by George Orwell</li> <li>● <i>Feed</i> by M.T. Anderson</li> <li>● One book from the grade level list</li> </ul>
<b>10th grade</b>	<ul style="list-style-type: none"> <li>● <i>Lord of the Flies</i> by William Golding</li> <li>● <i>A Lesson Before Dying</i> by Ernest Gaines</li> <li>● One book from the grade level list</li> </ul>
<b>11th grade</b>	<ul style="list-style-type: none"> <li>● <i>The Jungle</i> by Upton Sinclair</li> <li>● <i>Billy Budd</i> by Herman Melville</li> <li>● <i>Ethan Frome</i> by Edith Wharton</li> </ul>
<b>12th grade</b>	<ul style="list-style-type: none"> <li>● <i>Pride and Prejudice</i> by Jane Austen</li> <li>● <i>Crime and Punishment</i> by Fyodor Dostoevsky</li> <li>● <i>Seize the Day</i> by Saul Bellow</li> </ul>

## Annotations:

AP and Honors students will need the following for EACH novel you read. Annotations can be done in a single subject spiral notebook (handwritten, a spiral is needed for each novel ready) or typed and submitted to [www.turnitin.com](http://www.turnitin.com). Plagiarism of any kind will result in no credit for the assignment.

1. **Characters:** Keep a list of all major characters (protagonist & antagonist): Each quote must have the page number in (parenthesis) after it.
  - A. Select at least 5 quotes for each character listed
    - Examples of appropriate quote categories include:
      1. Descriptive quotes to show appearance
      2. Quotes to illustrate how the character behaves
      3. Quotes to illustrate how other characters see this character
2. **Themes:** Trace 2-3 themes throughout the novel. Tracing means it continues throughout the book from the beginning.

## The theme may be introduced and developed...

- Through the major character's dialogue/commentary/insights/and/or actions throughout the book.
  - Through the author's narration throughout the book (imagery, figurative language, plot, etc.)
  - Through the minor character's dialogue, commentary, and/or actions
  - Through other scenes or incidents with a variety of characters' dialogue, action, or commentary
  - Through the setting, time and place of the novel
3. **Literary Elements:** 5 quoted passages and page numbers for each of the following:
    - i. simile
    - ii. metaphor
    - iii. Personification
    - iv. imagery
  4. **Plot:** Create a plot line - give an explanation of each of the following areas
    - i. Exposition
    - ii. Rising action
    - iii. Climax
    - iv. Falling action
    - v. Resolution/Denouement
  5. **Conflict** - what types of conflict are present? Who is involved? Give an explanation of the conflicts within the novel. Character names and the specific type of conflicts should be written about.
    - i. Character vs. Character (external conflict)
    - ii. Character vs. Nature (external conflict)
    - iii. Character vs. Society (external conflict)
    - iv. Character vs. Himself (internal conflict)
  6. **Analysis:**
    - i. Write a review of the book - did you like it? Why or why not?
    - ii. Support your review with at least 4 specific references to the text, include quotes.
    - iii. Bonus: Evaluate the author's choices in the structure and the telling of the story.

**Note: When completing a nonfiction book, use the same guidelines as above using the person(s) as the main character(s).**

## Summer Reading Activity Options:

### 1. Video Presentation

**Common Core Standards:** L.9-10.3 - Language, L.9-10.5 - Language, L.9-10.6.A - Language, RL.9-10.1 - Reading: Literature, RL.9-10.2 - Reading: Literature, RL.9-10.3 - Reading: Literature, RL.9-10.10.A - Reading: Literature, SL.9-10.4 - Speaking and Listening, SL.9-10.5 - Speaking and Listening, W.9-10.4.B - Writing, W.9-10.5 - Writing, W.9-10.6.B - Writing, W.9-10.9.A - Writing

**Purpose:** You are creating this video as a way of demonstrating your understanding of the book you have read. In order to receive full credit, pretend you are explaining this novel to someone that has not read it. It is your job to make sure they clearly understand the who, what, where, when and why of the story. But please, do so in a creative way.

#### Requirements:

- Demonstrate an understanding of the plot.
- Identify the key figures and explain how they develop, change, or stay the same.
- Demonstrate an understanding of when and why the author wrote the novel.
- Point out any **patterns of diction and syntax** and how they affect the work.
- Mention any **rhetorical strategies and figurative language** the author uses.
- Identify and explain the author's use of **symbolism**.
- Use **specific examples** from the text.
- BE CREATIVE!

**Turnitin.com:** By the end of the first day of school, you must submit your 'script' to turnitin.com in order to receive credit. This would be whatever information you presented in your video. Please see your teacher for the Class ID and Password.

**Need Help:** To get your ideas flowing, please check out the following on YouTube: [To Kill a Mockingbird, Part I - Crash Course Literature 210](#). Your end product should be something similar to this but it's not necessary to be as elaborate. You can use your cell phone and have someone record you if need be. Remember, you will be graded more so on the content of your video not so much the production!

## Video Presentation Rubric

	Standard Not Met	Approaching Standard	Standard Met	Exceeded Standard
<b>RL.9-10.1 - Reading: Literature</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Struggled to explain what the text directly says as well as the meaning behind the text. Did not identify evidence from the text.	Explained what the text directly says as well as the meaning behind the text. Identified evidence, but not necessarily the strongest evidence.	Explained what the text directly says as well as the meaning behind the text. Identified the evidence that most strongly supports this analysis.	Explained what the text directly says as well as the meaning behind the text. Identified the evidence that most strongly supports this analysis AND proposed an argument for why this is evidence is the strongest.
<b>RL.9-10.10.A - Reading: Literature</b> read and comprehend stories	Read the story but had trouble understanding it	Read and described a basic overview of the story	Read and explained the overall meaning of the story	Read and explained the overall meaning of the story as well as the theme, central ideas, or subtle inferences in the story
<b>SL.9-10.4 - Speaking and Listening</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Order of presented ideas was confusing. Organization, development, substance, and style were not always appropriate to purpose.	Ideas were presented in an organized and focused way. Important points were emphasized. Organization, development, substance, and style were appropriate to purpose.	Information, findings, and supporting evidence was presented clearly, concisely, and logically so listeners could follow the line of reasoning. Organization, development, substance, and style were appropriate to purpose, audience, and task.	Information, findings, and supporting evidence, were presented to convey a clear and distinct perspective, and so that listeners could follow the line of reasoning. Organization, development, substance, and style were appropriate to purpose, audience, and a range of formal and informal tasks.
<b>SL.9-10.5 - Speaking and Listening</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Digital media was distracting and did not support the clarity or purpose of the presentation.	Integrated digital media in presentations to enhance understanding clarity.	Strategically integrated digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Created his or her own digital media and strategically integrated it in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## 2. Storyboard WITH Dialogue

### Script Writing Rubric

CATEGORY	5	4	3	2
<b>Characters</b>	The main characters (3-4) are named and clearly described in text as well as pictures. All readers could describe the characters accurately. Character analysis is correct with sufficient evidence from play to back it up.	The main characters (3-4) are named and described. Most readers would have some idea of what the characters looked like. Character analysis is correct.	The main characters are named. The reader knows very little about the characters. There are less than required amount of main characters. Character analysis was incomplete.	It is hard to tell who the main characters are. There is only 1 main character. Character analysis could not be completed due to lack of main characters.
<b>Organization</b>	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
<b>Creativity/Stage directions</b>	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination with regards to stage directions.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination with stage directions, but more could have been used.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination, but has minimal stage directions.	There is little evidence of creativity in the story. The author does not seem to have used much imagination. There are no stage directions.
<b>Setting</b>	Many vivid, descriptive words are used to tell when and where the story took place. Nothing is left to the imagination for any act/scene.	Some vivid, descriptive words are used to tell the audience when and where the story took place. It is not clear where all scenes take place.	The reader can figure out when and where the story took place, but the author didn't supply much detail. Hard to visualize a stage.	The reader has trouble figuring out when and where the story took place. No introduction is given, and if there is, specifics are not.
<b>Dialogue</b>	It is always clear which character is speaking. Proper 'print' and format used. Dialogue is well developed and varied.	It is usually clear which character is speaking and proper 'print' and format is used. Dialogue is well developed, but could be more varied in structure.	It is usually clear which character is speaking, but proper 'print' is not used correctly throughout. Dialogue is choppy and not well developed.	Hard to follow characters' dialogue and minimal effort is put into conversations.
<b>Problem/Conflict</b>	It is very easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face but it is not clear why it is a problem.	It is not clear what problem the main characters face.
<b>Solution/Resolution</b>	The solution to the character's problem is easy to understand, and is logical. There are no loose ends.	The solution to the character's problem is easy to understand, and is somewhat logical.	The solution to the character's problem is a little hard to understand.	No solution is attempted or it is impossible to understand.
<b>Spelling and Punctuation</b>	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.

TITLE: \_\_\_\_\_

NAME: \_\_\_\_\_

CHAPTER: \_\_\_\_\_  
CHARACTER(S): \_\_\_\_\_

PG#: \_\_\_\_\_

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CHAPTER: \_\_\_\_\_  
CHARACTER(S): \_\_\_\_\_

PG#: \_\_\_\_\_

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CHAPTER: \_\_\_\_\_  
CHARACTER(S): \_\_\_\_\_

PG#: \_\_\_\_\_

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DIALOGUE:

CONFLICT:

ANALYSIS:


DIALOGUE:

CONFLICT:

ANALYSIS:


DIALOGUE:

CONFLICT:

ANALYSIS:
