

**2019 Summer Reading
Marathon Middle & High School
English Department Head: Jessie Schubert**

Please contact Mr. Schubert at jessie.schubert@keysschools.com this summer with any questions.

Directions for Accessing FREE MCSD Digital Resources

All Monroe County Schools students have access to free electronic books during the summer through myon.com and Destiny Quest.

There are free books available in the front office of MHS.

To access myon.com, students log in to my.keysschools.com and use the single sign-on.

To access Destiny Quest, go to student resources at www.keysschools.com. Select Destiny. Once you select Marathon Middle High School you will enter your first initial last name for the log-in (jschubert).

The password is 44lunchnumber0. You can call the front office if you forget your lunch number.

Incoming Grade 6

6th graders are encouraged to read many books this summer! You can earn bonus if you keep a book journal. For each book you read, make an entry in the journal. Include the title of the book, the author of the book, and 2-3 sentences explaining what you liked or did not like about the book.

Incoming Grade 7

Please note that while summer reading is strongly encouraged for incoming students, it is not required. Reading self-selected books has been shown by research to help prevent “summer brain drain,” and it’s the best known way for students to become more fluent readers who actively “grow” their own vocabulary. Students may earn as much or as little bonus credit as they like by completing MyOn.com assessments for books of their choice or, upon their return in August, by demonstrating comprehension of self-selected books read over the summer.

OPTION 1: Please note that your results on the MyOn placement test should roughly equal those on your most recent STAR reading test.

1) Use myon.com!

A) Take the placement test. Then read at least two books from the “Recommended Books” list and complete the after reading test questions for each before returning to school.

B) IF the student already completed the placement test, simply go to the “Recommended Books”. Then, complete the after reading test questions for each before returning to school in August.

*There is a mobile app that does not use data from MyOn:

<https://about.myon.com/digital-library/mobile-apps>.

OPTION 2: Self-select books and be prepared to demonstrate that you understand/comprehend them upon return from vacation. Keep a list of all books read!

Incoming Grade 8
Start Off the School Year with Extra Credit/
Avoid Summer Learning Loss!

- The goal of summer reading is to encourage students to read self-selected titles of interest throughout the summer.
- Research has shown that reading during the summer decreases summer learning loss.
- While summer reading is strongly encouraged for incoming 8th grade students at Marathon High School, it is not required.
- Incoming 8th grade students are encouraged to read as many books as they would like this summer.
- For each book completed complete a book review – turn book reviews in to your Language Arts teacher on the first day of school.
- If you have any questions or would like book suggestions, please contact Dr. Belotti at christina.belotti@keysschools.com by June 5th.

8th Grade – Summer Reading Book Recommendations

Scholastic

Recommendations have been made based on books currently available at www.scholastic.com – use teacher code NVNCK to access Dr. Belotti's recommendations for incoming 8th graders – please place orders by May 10, 2019 in order to receive your books before summer break. Additional book recommendations can be found below.

Classics

The Outsiders – S.E. Hinton
To Kill a Mockingbird – Harper Lee
The House on Mango Street – Sandra Cisneros
1984 – George Orwell
Lord of the Flies – William Golding

Series

The Hunger Games – Suzanne Collins
Divergent – Veronica Roth
The Hitchhiker's Guide to the Galaxy – Douglas Adams
Ghost – Jason Reynolds
Shiver – Maggie Stiefvater
Scythe – Neal Shusterman
Alex Rider – Anthony Horowitz
Swindle – Gordon Korman
The Penderwicks – Jeanne Birdsall
The Crossover – Kwane Alexander
Red Queen – Victoria Aueyard, Amanda Dolan, et. al.



Mystery

The Van Gogh Deception – Deron Hicks
Turtles All the Way Down – John Green

Fantasy

A Crack in the Sea – H.M. Bouwman
Surrender the Key – DJ Machale
Timekeeper – Tara Sim

Graphic Novels

Smile – Raina Telgemeier
All Summer Long – Hope Larson
Amulet (series) – Kazu Kibuishi
Drama – Rain Telgemeier
Hey, Kiddo – Jarrett Krosoczka
Illegal – Eoin Colfer, Andrew Dokin, et. al.

Historical Fiction

The Secret Life of Bees – Sue Monk Kidd
Sunrise Over Fallujah – Walter Dean Myers
The Brooklyn Nine – Alan Gatz
A Night Divided – Jennifer Nielsen
Prisoner B-3087 & Grenade – Alan Gatz
The Boy in the Striped Pajamas – John Boyne
Night – Elie Wiesel

Realistic Fiction

I'll Give You the Sun – Jandy Nelson
Zane and the Hurricane – Rodman Philbrick
Restart – Gordon Korman
Short – Holly Goldberg Sloan
Monster & Slam – Walter Dean Myers
The Hate U Give – Angie Thomas
A Long Way Down – Jason Reynolds
Middle School the Worst Years of My Life – James Patterson
Toby Wheeler: Eighth Grade Benchwarmer – Thatcher Heldring
Speak – Laurie Halse Anderson
American Steet – Ibi Zoboi
Tears of a Tiger & Blended– Sharon Draper
Stolen Girl – Marsha Forchuk Skrypuch
Girl, Stolen – April Henry
To All the Boys I've Loved Before – Jenny Han
Dear Martin – Nic Stone
Heat – Mike Lupica
Poetry
The Poet X – Elizabeth Acevedo
Inside Out & Back Again – Thanhha Lai

Some of the recommended titles may include mature themes or language, parents are advised to read reviews on the individual books to determine suitability for their child.

Book Review Template

readwritethink
by the
National
Council
of
Teachers
of
English
NCTE

Introduce the book.

Tell about the book, but don't give away the ending!

Tell about your favorite part of the book or make a connection.

Give a recommendation (e.g., If you like..., you will love this book or I recommend this book to anyone who likes...).

INCOMING MIDDLE SCHOOL ESOL -

Ms. Pareja
EXTRA CREDIT

Start the school year off with EXTRA CREDIT.

Please note that while summer reading is strongly encouraged for incoming students, it is not required.

The goal of summer reading is to encourage students to enjoy reading and enhance their vocabulary. Research is shown that reading over the summer prevents learning loss.

Incoming Language Arts through ESOL students are encouraged to read as many books as they like. For each book read, the student must complete a book review and turn it in to Ms. Pareja the first week of school.

If you have, any questions please email melissa.pareja@keysschools.com

Book Review Template



Introduce the book.

Tell about the book, but don't give away the ending!

Tell about your favorite part of the book or make a connection.

Give a recommendation (e.g., If you like..., you will love this book or I recommend this book to anyone who likes...).

Incoming Grades 9-12(Non-AP Only)

Start the year off with BONUS!

Steps for Success:

1. Read books on myon.com. Take the placement test and start reading the recommended books. Complete the quiz when you finish each book. Please select books that are at least 100 pages.
2. Read books on Destiny Quest. Complete a book review when you are finished reading.
3. Read books of your choice and complete a book review for each book you read.

Book Review Template



Introduce the book.

Tell about the book, but don't give away the ending!

Tell about your favorite part of the book or make a connection.

Give a recommendation (e.g., If you like..., you will love this book or I recommend this book to anyone who likes...).

www.ReadWriteThink.org

At the beginning of the year, let your teacher know that you completed the assignment to receive your extra credit.

Incoming AP Language & Composition

Summer reading may be required, but it need not be a chore. There is something here for everyone. Take a few moments to look up the titles online; Amazon.com provides brief descriptions of each work. Choose books that appeal to you. Bolded books can be check out. Assignment is due the first day of class.

Memoir: Choose a memoir from the list below.

Angelou, Maya. *I Know Why the Caged Bird Sings*

Bragg, Rick. *All Over But the Shoutin'*

Dillard, Annie. *An American Childhood or Pilgrim at Tinker Creek*

Dinesen, Isak. *Out of Africa*

Eire, Carlos. *Waiting for Snow in Havana: Confessions of a Cuban Boy*

Gates, Henry Louis. *Colored People*

Hurston, Zora Neale. *Dust Tracks on a Road*

Karr, Mary. *The Liars' Club*

Kingston, Maxine Hong. *Woman Warrior*

McBride, James. *The Color of Water: A Black Man's Tribute to His White Mother*

McCourt, Frank. *Angela's Ashes*

Nafisi, Azar. *Reading Lolita in Tehran*

Rodriguez, Richard. *Hunger for Memory*

Santiago, Esmeralda. *When I Was Puerto Rican*

Walls, Jeannette. *The Glass Castle*

Woolf, Virginia. *A Room of One's Own*

X, Malcolm and Alex Haley. *The Autobiography of Malcolm X*

Complete a dialectic journal in which you discuss the author's style. What makes it work? What is it about the writing that stands out and makes the work distinctive? Examine such elements as diction, sentence development, use of literary devices, and other aspects of the writer's style. Provide at least 3-5 quotations/entries from each chapter throughout the entire book. If you are not sure how to do a dialectical journal, email me.

Dialectical journals are reaction records you keep while reading. They are not complicated, and will help you keep track of important points in the text as you read. You may use a binder, composition book, spiral notebook or type the entries for your Dialectical Journal. Set up a binder as indicated in steps one through seven below. DO NOT summarize the excerpt.

Journal entries must be typed or neatly written. A grade will be taken for the entries and while grammar, usage and mechanics will not be the main focus of the entries, if persistent errors occur, points will be deducted. Following directions will also be taken into consideration, as well as using correct MLA format for the journal entries.

Sample journal entry: *Animal Farm* by George Orwell

PASSAGE FROM THE NOVEL	MY RESPONSE	LITERARY ELEMENT
1. "The pigs did not actually work, but directed and supervised the others. With their superior knowledge it was natural that they should assume the leadership ..." (35)	Hmmm...sounds like the pigs are getting ready to put one over on the other animals. How can they be so stupid? This reminds me of the stupid crowds of commoners in <u>Julius Caesar</u> . Are uneducated people really fit to govern themselves?	character
2. "He (Napoleon) had seemed to oppose the windmill, simply as a maneuver to get rid of Snowball, who was a dangerous character...The animals were not certain, what the word meant, but...the three dogs who happened to be with him growled so threateningly, that they accepted his explanation..." (62)	Sounds like Napoleon revises the truth. Who really is the dangerous character—Napoleon or Snowball? And those dogs...they seem to represent the secret police of Russia and will probably help Napoleon maintain control over the animals.	allegory character

Possible response beginnings--

1. I think this setting is important because.... (setting)
2. I like the way the author... (style)
3. I predict that... (prediction)
4. This story teaches....(theme)
5. The story is ending/not ending the way I wanted ...(possible situational irony)
6. This situation John finds himself in the story alludes to the Cain and Abel story in the Bible when... (allusion)
7. Elizabeth is an appropriate name for this character since Elizabeth's name symbolizes ... (symbolism, character)

Rhetorical Choices to consider

Plot	Symbolism
Character	Theme
Allegory	Setting
Irony (dramatic, verbal, irony of situation)	Allusion
Conflict	Author's Purpose

Contact Mrs. Thacker at rebecca.thacker@keysschools.com with questions.

Incoming Senior AP Literature

Summer Reading Project

Mandatory Reading

- *How to Read Literature Like a Professor* by Thomas C. Foster
- *The Road* by Cormac McCarthy and *The Handmaid's Tale* by Margaret Atwood

Assignment #1 (*How To Read Literature Like a Professor*)

The entire summer project will stem from you having an intimate understanding of the following book. Take care to read and learn from Foster's work. Everyone will read the humorous, insightful how-to manual by Thomas Foster, professor at Michigan. *How To Read Literature Like a Professor* should open the floodgates to understanding literature: some you probably already knew and some you probably didn't know. The book is spread out over 27 chapters, which means they are short and to the point sections and some go hand in hand with one another. I have never had a student tell me they didn't understand what Foster explains in his chapters because he not only gives you the instruction-like steps to understanding, but also intertwines examples from well-known, classic literature you will be familiar with. It is imperative that you read and understand this novel as we will be referring back to it constantly during throughout the year. What this book does is give everyone a solid foundation for the beginning of this class so I don't have to go over all of the "basics" in tedious detail. You will find me frequently asking, "What would Foster say about so-and-so, or this or that?"

In a composition notebook complete the following:

- o Annotate each chapter fully (a good rule of thumb is at least one written page per chapter)
 - Do not include the example works he gives you but incorporate all of the information you did not know going into this new school year. (Example: he gives 18 different criteria for a Christ-figure, so jot them down and explain how they can be used...literally/symbolically/ironically.)

Assignment #2

First read *The Road* by Cormac McCarthy and *The Handmaid's Tale* by Margaret Atwood and it's recommended that each student use sticky notes to keep track of important events while reading since there are over 600 pages. The assignment will be to write a paper merging the ideas of Foster with those concepts the readers finds in McCarthy and Atwood's work. Each paper should address, summarize, and connect 4 chapters from Foster with the two novels, so 2 chapters for each book. It should be clearly addressed which chapter is being used from Foster, summarize his idea, then develop the connection of his idea to the other work. This is a traditional paper with proper heading, title (which is created by you), introduction with provable thesis statement, body, conclusion. While I would love to hear what you thought of the works (and I probably will anyway), please stay objective within your essay and stick to the discussion of ideas and concepts. There should be some cited evidence from each novel: at least one per work per chapter (there are 4). Everyone's work should be original and working in groups does not mean papers may be similar to the point that it appears copied. This paper will be have a maximum limit of 5 pages, double spaced, 12 pt font, Times New Roman, 1" margins, etc.