

The CHS English Department
2017 Summer Reading Program

English 9 and English 9H

In **ninth grade English**, students should select one novel to read from the choices listed below.

Ruta Sepety's *Between the Shades of Gray*
Edwidge Danticat's *Untwine*
Len Vlahos's *The Scar Boys*
Matthew Quick's *Boy 21*

Seeking a reading challenge?

Ben Yancey's *5th Wave*

In **English 10**, students must select one of the memoirs listed below to read. For **English 10H**, students must choose from one of the choices listed below to read.

English 10

Art Spiegelman's *Maus: A Survivor's Tale*
or
Mariatu Kamara and Susan McClelland's *The Bite of the Mango*

English 10H

Erin Morgenstern's *The Night Circus*
or
Stephen King's *11/22/63*
or
Neil Gaiman's *Neverwhere*

In **English 11**, students should select one text to read from the listed choices below. For **English 11H**, students must choose two books. In **English 11H**, **all students will read *The Grass Dancer*, plus a secondary mandatory text from the books listed below.**

English 11

Lorene Cary's *Black Ice*
Alice Hoffman's *The River King*
Sherman Alexie's *The Absolutely True Diary of a Part-time Indian*
Jon Krakauer's *Into the Wild*
LeAlan Jones's *Our America: Life and Death on the South Side of Chicago*
Christopher McDougall's *Born to Run*

English 11H

Mandatory Reading
Susan Power's *The Grass Dancer*
Plus, choose one of the following:
Erik Larson's *The Devil in the White City*
or
Michael Chabon's *The Amazing Adventures of Kavalier and Clay*
or
Bryan Stevenson's *Just Mercy*

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English 11 AP Language and Composition

English 11 AP students must compose an essay based on their summer readings. See AP Teacher for prompts.

Mandatory Reading

Truman Capote's *In Cold Blood*

Plus, choose one of the following:

Alexandra Robbins' *The Overachievers: The Secret Life of Driven Kids*
Michael Pollan's *The Omnivore's Dilemma*
Annie Dillard's *Pilgrim at Tinker Creek*

In English 12, students should select one text to read from the choices listed below. For **English 12H**, students will choose one of the fiction options to read.

English 12

Wes Moore's *The Other Wes Moore*
Ja Quavis Coleman's *The Day the Streets Stood Still*
Jesmyn Ward's *Salvage the Bones*

English 12H

Anthony Doerr's *All the Light We Cannot See*
David Guterson's *Snow Falling on Cedars*

English 12 AP Literature and Composition

Mandatory Reading

Euripides's *Bacchae*

NOTE: 12 AP Lit & Comp students must complete a reading journal for Euripides's *Bacchae* in place of the assignment outlined on the back of this announcement. Find journal guidelines at <https://cheltenham.instructure.com/courses/2022/pages/reading-journal-guidelines>.

All assignments should be submitted to turnitin.com by Friday, September 8th.

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ESL Summer Reading Offerings

Grade 9	Grade 10	Grade 11	Grade 12
<i>Between Shades of Gray: 490L</i>	<i>Nowhere: 760L</i>	<i>Part-time Indian: 600L</i>	<i>Dope Sick: 720L</i>
<i>5th Wave: 690L</i>	<i>11/22/63: 810L</i>	<i>Our America: 750L</i>	

L: A Lexile measure serves to evaluate the difficulty of a text or a student's reading ability level.

To All Students Enrolled in CHS English and ESL Courses:

Your teacher will evaluate you through a test, essay, project, or journal to be collected during the first week of school (Friday, September 8th). See reverse for further information.

Please note the following:

- ⇒ Students may either check with local libraries for copies of summer reading selections or purchase paperback copies on-line or from local bookstores.
- ⇒ In September students will work with the required books in their English classes.
- ⇒ Summer reading responses will be part of the students' first marking period grades.
- ⇒ This information also appears on the CHS English department web site.
- ⇒ The analytical writing rubric is available at <http://www.cheltenham.org/CheltenhamHigh.cfm?subpage=35317>.

Thank you, and enjoy your summer.

The Cheltenham High School English Department

The CHS English Department

2017 Summer Reading Program

Summer Reading: Purpose for Reading Guidelines

Please be prepared to discuss the following elements listed below. **Your teacher will evaluate you through a test, essay, project, or journal to be collected during the first week of school (Friday, September 8, 2017).** To better prepare yourself for an evaluation, take notes directly in your book (if you own it) or use post-it notes. Use the following ideas to help you as you read:

1. **Character**
 - Be able to identify each new character.
 - Describe how and why each character has changed throughout the text. Be able to trace each character's change throughout the entire text.
 - Analyze what motivates a character's action or inaction.
2. **Plot**
 - How has the plot advanced in each chapter and how have these advancements affected the characters?
 - How have the character's internal motivations advanced the plot?
3. **Theme**
 - Identify **themes** and be able to follow how each develops throughout the text.
4. **Language**
 - Observe use of **literary terms**. Be able to comment on their function in the text.
 - Take note of any striking **images**. Be able to comment on their purpose.
 - Take note of the **tone** of the text. How does it support the content? What specific words contribute to the tone? What impact does the tone have on the mood?
 - Take note of the text's **sentence structure** and be able to explain its relationship to tone or content.
 - Note strange or unusual **word choices**.
5. **Symbols**
 - Identify **symbols** and be able to follow how each develops throughout the text.
6. **Author's Purpose**
 - Determine the author's intent. Remember, an author may focus on asking a question rather than giving an answer. Be able to support your claims with textual examples.
7. **Setting**
 - Explain why the author chooses the setting he or she does.
 - Explain how the setting develops the plot, theme, or characterization.
8. **Genre**
 - Identify the genre and literary mode (utopian/dystopian literature, magical realism, historical fiction, etc.) of your text.
 - Find textual support to prove the literature's specific literary mode.