

WHS SUMMER READING (Entering Gr 9-11)

The following list was compiled from the recommendations of the Winthrop High School English department, and contains some of the best-known works in our literary canon.

All students entering a CP level ELA course must read ONE book from the lists below, corresponding with their appropriate grade level, over the summer. Students entering an Honors level ELA course must read one novel from the “contemporary” list AND one novel from the “classic” list, so they are responsible for completing TWO novels in total.

***We encourage all students to use the town library as a resource, since they do have a copy of this list as well. All of these texts can be found in any bookstore or online, if you would prefer to buy your own copy to annotate.*

BOOK LISTS

**As mentioned above, students entering an HONORS course will read one book from the contemporary list, and one book from the classic list. All students entering a CP course will read one book from either list.*

Entering Grade 9

Contemporary

The Secret Life of Bees by Sue Monk Kid

Ender's Game by Orson Scott Card

Friday Night Lights by H. G. Bissinger

Dear Martin by Nic Stone

I Am Not Your Perfect Mexican Daughter by Erika L. Sanchez

Classic

A Tree Grows in Brooklyn by Betty Smith

Code Name Verity by Elizabeth Wein

Little Women by Louisa M. Alcott

The Old Man and the Sea by Earnest Hemingway

Entering Grade 10

Contemporary

Feed by M.T. Anderson

The Lovely Bones by Alice Sebold

Martian by Andrew Weir

Salt to the Sea by Ruth Sepetys

The Perks of Being a Wallflower by Stephen Chbosky

Classic

The Help by Kathryn Stockett

Fahrenheit 451 by Ray Bradbury

The Color Purple by Alice Walker

The Diary of a Young Girl by Anne Frank

How the Garcia Girls lost their Accents by Julia Alvarez

Entering Grade 11

Contemporary

The Amazing Adventures of Kavalier & Clay by Michael Chabon

All Souls by Michael Patrick MacDonald

A Thousand Splendid Suns by Khaled Hosseini

Circe by Madeline Miller

Children of Blood and Bone by Tomi Adeyemi

Classic

Cat's Cradle by Kurt Vonnegut

Pride and Prejudice by Jane Austen

Heart of Darkness by Joseph Conrad

The Bell Jar by Sylvia Plath

Frankenstein by Mary Shelley

JOURNAL ASSIGNMENT (Entering Grades 9-11)

In addition to reading the required texts, students are responsible for completing a **typed, one-page (single spaced)** journal based on each reading. Therefore, CP students will write one journal entry, and honors will write two. Your journal entry should be set up as follows:

Paragraph 1- A detailed summary of the plot of the book. Which book did you read? Who is the author? Who are the main characters? What is the main conflict? What happens in the book? Is the conflict resolved?

Paragraph 2- An analysis of the literary work. What is the setting and how does it impact the plot? What do you think is the main message or theme of the book? Does the main character change or develop? If so, how and why? Are there any major symbols? What do they represent?

Paragraph 3- A reflection and connection to your own life. Did you enjoy reading this book? Why or why not? Could you relate to any of the characters? If so, how? Do you think it taught you an important lesson? If so, what lesson did you learn and how can you use this in your own life?

Journals should be typed and students should be prepared to pass their work into Google Classroom during the first day of school.

Students are expected to complete these assignments independently and use work that is entirely their own. Any student caught using the work of another source (ie. websites, blogs, etc.) or other individual (ie. sibling, friend, student) will receive a zero for the assignment, per the rules of the WHS Student Handbook.

The Journals will be graded using the rubric below:

	Exceeding (5 points)	Meeting (4 Points)	(Approaching 3 points)	Beginning (2 or below)
Completion	Student has all parts of the journal assignment completed. Work is thorough.	Student has most parts of the journal assignment completed. Work is somewhat thorough.	Student has some parts of the journal assignment completed. Work is lacking content in some areas.	Student is missing most parts of the journal assignment completed. Work is lacking content in most areas.

Summary	Student accurately recounts the plot of the book in their own words. Summary is detailed and thorough.	Student recounts the plot of the book in their own words. Summary is somewhat detailed and thorough.	Student is missing some pieces of the plot in their summary. Student lacks details.	Student is missing major portions of the plot in their summary. Student lacks most major details.
Analysis	Student includes all major literary elements of the book. Student creates a detailed analysis for each element used.	Student include most major literary elements of the book. Student creates a detailed analysis for each element used.	Student includes some major literary elements of the book. Student lacks a detailed analysis for most elements..	Student is missing most major literary elements of the book. Student lacks a detailed analysis for each element used.
Reflection	Student includes a detailed reflection on the book. Student effectively relates the book to their own life and includes a detailed opinion of the reading.	Student includes a reflection on the book. Student somewhat relates the book to their own life and includes their opinion of the reading.	Student includes parts of a reflection on the book. Student somewhat relates the book to their own life.	Student does not include an effective reflection on the book. Student does not fully relate the book to their own life.
Craft	Student uses proper spelling, grammar and punctuation throughout the entirety of their journal.	Student uses proper spelling, grammar and punctuation throughout most of their journal.	Student has major spelling, grammar and punctuation throughout some of their journal.	Student has major spelling, grammar and punctuation throughout most of their journal.

TOTAL POINTS 25

*Journals will be due on Google Classroom on the first day of school. Teachers will discuss this more in class.

WHS SUMMER READING (Entering Gr 12, CP or Honors)

Students entering twelfth grade will have a different summer reading assignment.

1. **All students in both CP and Honors 12th grade classes will listen to Season 1 of *Serial*, a podcast from This American Life.** You can find this season on any podcast streaming apps, or online at <https://serialpodcast.org/season-one>. Students will listen to all 12 episodes starting with S1 Ep1, “The Alibi”, and ending with S1 Ep 12, “What We Know”.
2. **Honors students will also read *In Cold Blood* by Truman Capote.** This can be found as an ebook online, purchased through Amazon, Kindle, etc., or borrowed from the Winthrop Public Library.
3. **ALL CP and Honors students should write a 1-page informal response to at least 10 of the 12 episodes of *Serial*.** That means students are submitting **TEN** journal entries **on the first day of school**- one for each episode. You need to reference which episode the journal entry is responding to, and submissions need to be in MLA format (Times New Roman, 12 point font, double spaced- No HEADER). The journal responses should include your reactions, your responses, your concerns regarding the specific topic of the episode you are discussing, and personal opinion or thoughts on the crime and justice system as a whole. These should be typed and **will be passed in for part of your summer reading grade**. These notes will prepare you for a Socratic Seminar the first week of school.
 - a. *Honors students should also take informal notes on the book (these will not be passed in).*
4. **Students will then participate in a Socratic Seminar the first week of school, and this will be the final part of your summer reading work.** The Socratic Seminar will discuss the validity and faults of the American Justice system, your opinions on the texts and crimes, and your thoughts regarding the moral and ethical dilemmas presented. **Have fun!**