

Suffolk Public Schools
English 9-12
Suggested Summer Reading Assignments 2017

Suffolk Public Schools wishes to promote a summer reading program to encourage critical reading of both fiction and non-fiction literature. The following suggested reading assignment is designed to promote a serious academic attitude that demonstrates a high degree of self-discipline and self-motivation. **Parents and students should review selections for content prior to choosing a book.** While students are reading, they are encouraged to use active reading strategies, take notes, or keep a journal to help them understand the book.

Students who complete the reading assignment will complete a prompt, based on the genre of reading selection chosen, to give them an opportunity to explore and develop their personal responses to literature. The prompt will count as an extra credit CLASSWORK GRADE for the first nine weeks. Please locate your course below to determine your summer reading selection options. Happy reading!

English 9

Non-Fiction

The 7 Habits of Highly Effective Teens by Sean Covey

The Pact, Three Young Men Make a Promise and Fullfill a Dream by Drs. Sampson Davis, George Jenkins, and Rameck Hunt

I am Malala by Malala Yousafzai

Fiction

Through the Looking Glass by Lewis Carroll

Escape to Freedom by Ossie Davis

The Pearl by John Steinbeck

English 10

Non-Fiction

Farewell to Manzanar by Jeanne Houston and James D. Houston

The Power of Myth by Joseph Campbell and Bill Moyers

Claudette Clovin: Twice Toward Justice by Phillip Hoose

Fiction

The House on Mango Street by Sandra Cisneros

The Old Man and the Sea by Ernest Hemingway

Cry, the Beloved Country by Alan Paton

English 11

Non-Fiction

The Omnivore's Dilemma: The Secrets Behind What You Eat by Michael Pollan

Unbroken (The Young Adult Adaptation): An Olympian's Journey from Airman to Castaway to Captive by Laura Hildebrand

Into the Wild by Jon Krakauer

Fiction

Autobiography of Miss Jane Pittman by Ernest Gaines

My Antonia by Willa Cather

Fahrenheit 451 by Ray Bradbury

English 12

Non-Fiction

The Greatest Generation by Tom Brokaw

Freakonomics by Steven Levitt and Stephen J. Dubner

The Outliers: The Story of Success by Malcolm Gladwell

Fiction

A Tale of Two Cities by Charles Dickens

Pride and Prejudice by Jane Austen

Murder on the Orient Express by Agatha Christie

Compose a short multi-paragraph written response to ONE of the questions below as it relates to the book you read. The written response should be 500-800 words. Responses should be typed in Times New Roman, 12 point font.

Response question(s) for a work of FICTION read over the summer:

1. How does the main character change from the beginning of the story to the end? What words or actions showed this change? What do you think causes the change?
2. How does the plot develop and what plot techniques are used to move the story forward? Provide examples from the text to support your opinion.
3. What is the theme of the text, and how does the author develop the theme through the plot and character development? Provide examples from the text to support your opinion.

Response question(s) for a work of NON-FICTION read over the summer:

1. Was something learned from reading this book? If so, explain what you learned and how you might apply this lesson (these lessons) to your own life? If not, why did the book fail as a teaching tool?
2. Was there a specific passage that left an impression, good or bad? Share the passage and describe its effect on you.
3. If the story was an autobiography or biography, how did the subject change? How did the events in the book influence his or her life?

Suggested Summer Reading Assignment Rubric

Name _____ Date _____ Block _____

Book Title _____

	5	4	3	2
<i>Ideas and Content</i>	Presents a unifying theme or main idea without going off topic; Provides ample information ; stays focused on topic	Presents a unifying theme or main idea with minor digressions; stays mostly focused on topic	Attempts to present a unifying theme or main idea; stays somewhat focused on topic	Attempts to present a main idea or the main idea is difficult to identify; response loses focus or does not establish a focus.
<i>Evidence and Elaboration</i>	Provides thorough and convincing support/evidence for the main idea and supporting ideas that includes the effective use of sources, facts, and details; Clearly and effectively elaborates ideas, uses precise language.	Provides adequate support/evidence for the main idea and supporting ideas that includes the use of sources, facts, and details; Adequately elaborates ideas, uses a mix of precise and more general language.	Provides uneven, superficial support/evidence for the main idea and supporting ideas that includes uneven or limited use of sources, facts, and details; Elaborates ideas unevenly, uses simplistic language.	Provides minimal support/evidence for the main idea and supporting ideas that includes little to no use of sources, facts, and details; Vague, lacks clarity, or is confusing.
<i>Purpose and Organization</i>	Clear and effective organizational structure, creates a sense of unity and completeness; Response is fully supported and consistently and purposefully focused.	Evidence of organizational structure and a sense of completeness; May be minor flaws and some ideas may be loosely connected; Response is adequately supported and generally focused.	Inconsistent organizational structure, and flaws are evident; Response is somewhat supported and may have a minor drift in focus.	Little or no organizational structure; Response may be related to the topic but may provide little to no focus.
<i>Conventions</i>	Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	Limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling.	Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	Little to no use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling

Plagiarism “is the un-credited use (both intentional and unintentional) of somebody else's words or ideas” (Owl of Purdue available at <https://owl.english.purdue.edu/owl/resource/589/02/>).

Examples of plagiarism include, but are not limited to, the following:

1. Failure to document with quotation marks any material copied directly from other sources.
2. Use of others’ work as one’s own, particularly in the creative arts.
3. Use of others’ ideas as one’s own for poems, musical compositions, or art work.

Plagiarism = No Credit

	Assignment(s) Due Dates	
Course	Blocks 1, 2, 3, 4, 5 and 6	Block 7
English 9 through 12	Fifth day the class meets	Seventh day the class meets