

## High School English Summer Reading

### The WHYS of Summer Reading:

- 1) There is lots of research that shows that **every student who does not read over the summer will lose reading growth**. Period. (Check out this Time magazine article stating that “reading just four or five books can ward off setbacks in language skills.”  
<http://ideas.time.com/2013/07/01/do-kids-really-have-summer-learning-loss/>)
- 2) Research also shows that people who read gain great benefits, such as lower stress levels, higher degrees of empathy & cultural awareness, and are able to sleep better. Summer reading is just another way to make your summer break THAT much more relaxing.
- 3) Summer reading helps you retain the skills that you’ve gained so far in high school, and help you come back in August prepared to jump right into class and discussions.

### The WHAT of Summer Reading:

Over summer break, we are asking you to read (or listen to!) two texts from our suggested reading list. If you have a different text that you would like to read, by all means! Just email your English teacher the title with a reason why (example reasons: my friend suggested it, we got it at the bookstore, it was already at my house, I really wanted to read it ... ).

If you would like to be an **honors** student next year, you will be required to complete a reading quiz for each of these texts and bring them to the first day of school.

### High School Summer Reading Options:

3 Cups of Tea by Greg Mortenson

A Stolen Life by Jaycee Dugard\*

A Thousand Splendid Suns by Khaled Hosseini\*

American Born Chinese, Gene Luen Yang

Becoming Maria: Love and Chaos in the South Bronx, Sonia Manzano

The Diary of a Part-Time Indian OR Reservation Blues OR Tonto & The Lone Ranger by Sherman Alexie

Devil in the White City\* OR Isaac’s Storm OR In the Garden of the Beasts by Erik Larson

Eleanor & Park, Rainbow Rowell

Faceless, Alyssa Sheinmel

I Am Malala: How One Girl Stood Up for Education and Changed the World, Malala Yousafzai with Patricia McCormick

I Am Princess X, Cherie Priest & Kali Ciesemier

If I Stay, Gayle Foreman  
If I Was Your Girl, Meredith Russo  
Lucky by Alice Sebold\*  
Man's Search for Meaning by Victor Frankl\*  
Miss Peregrine's Peculiar Children series, Ransom Riggs  
Ms. Marvel, G. Willow Wilson & Adrian Alphona  
Naked by David Sedaris\*  
Paper Towns, John Green  
Red Queen series, Victoria Aveyard  
Sarah's Key by Tatiana de Rosnay  
Shadowshaper, Daniel José Older  
Simon vs. The Homo Sapiens Agenda, Becky Albertalli  
The Blind Assassin OR The Cat's Eye OR The Handmaid's Tale by Margaret Atwood  
The Colors of Madeleine series, Jaclyn Moriarty  
The Curious Incident of the Dog in the Night-Time by Mark Haddon\*  
The Help by Kathryn Stockett\*  
The Hunger Games trilogy, Suzanne Collins  
The Innocent Man by John Grisham\*  
They called themselves the K.K.K. : the birth of an American terrorist group by Susan Campbell Bartoletti\*  
The Porcupine of Truth, Bill Konigsberg  
The Secret Language of Sisters, Luanne Rice  
Unfriended, Rachel Vail  
Untwine, Edwidge Danticat  
We Wish to Inform You That Tomorrow We Will Be Killed With Our Families by Philip Gourevitch  
Zeitoun by Dave Eggers

**HONORS Quizzes** - If you elect to take HONORS ELA in High School, you are required to complete two honors quizzes for your reading this summer!

**Directions:** Use complete sentences and your best academic language to answer the following questions about your chosen summer reading book. If provided, the sentence lengths noted for each question are a minimum requirement. Remember, this assignment will be submitted to your teacher in the fall and count as your first grades of the semester when you return to school. As always, all of the answers on this quiz must be authentically and uniquely yours. Share your answers with your English teacher via Google Docs or in an email. You can search for the lexile of a book by going to [www.lexile.com](http://www.lexile.com).

**FICTION & DRAMA Quiz:**

**Background (you must answer this question):**

*What is the title, author, and lexile of your book?*

**Question 1 (50%):**

*What major conflict does the protagonist of your novel face and what lesson is learned by overcoming (or failing to overcome) this particular conflict? How is this conflict important to the overall theme of your novel? Please include at least two quotations from the novel related to the conflict and resolution of the conflict. (5-10 sentences including answers, embedded quotations, and commentary).*

**Question 2 (50%):**

*Select one quotation from the book that you feel is the most significant to the meaning. Write a short paragraph explaining what the quote means, why you chose it, and how it helps the reader determine the theme. (5-10 sentences including answers, one embedded quotation and commentary).*

**NONFICTION Quiz:**

**Background (you must answer this question):**

*What is the title, author, and lexile of your book?*

**Question 1 (50%):**

*What was the author's purpose in writing this book? Do NOT tell me "to inform", "persuade", "entertain," etc. Instead, tell me what the subject of the novel is, what the author is trying to say about that subject, why he/she feels this way towards the subject, and how he/she wants the reader/audience to react to the information. (5-10 sentences, quotations optional).*

**Question 2 (50%):**

*Choose a single quote you feel is relevant to the meaning of the book. This quote should relate to the main idea and show the author's attitude towards the topic he/she writes about. Explain how this quote reveals the main idea (you'll have to explicitly tell me what the main idea is) and how it reveals the author's attitude towards his/her subject. (5-10 sentences, including one embedded quotation and commentary).*

## **Model Quiz Response:**

Katie Washburn

English I

Nonfiction, Deadline 2

Unbroken by Laura Hillenbrand (950-1050; exact Lexile unknown)

1. In Unbroken, Laura Hillenbrand tells the story of Louis Zamperini, a trouble-making adolescent who wins Olympic medals in track and field, joins the Air Force during World War II, and is shot down over the Pacific Ocean, and captured by the Japanese. Zamperini experiences extreme conflicts, with nature as he is stranded at sea for months without food or water, with inhumane living conditions in the prisoner of war camp. However, he experiences the most debilitating conflict at the hands of his evil captor, Mutsuhiro Watanabe, nicknamed “the Bird.” While a captive of the Japanese, Zamperini is tortured daily by Watanabe. He could “do nothing but stand there, staggering, as the Bird struck him. He couldn’t understand the corporals’ fixation on him, and was desperate for someone to save him” (Hillenbrand 245). Hillenbrand describes in great detail how Zamperini survives the beatings and mental brutality of Watanabe, and manages to survive long enough to be freed from the prisoner of war camp and reunited with his family. She seems to admire Zamperini’s ability to overcome these destructive emotions. She descriptively imparts the message that to forfeit revenge reveals that man can endure the worst horrors imaginable, as long as he maintains his faith in the future.

2. After suffering for years from recurrent nightmares about his experiences in camp, especially with “the Bird,” Louis Zamperini finally overcomes the horror and “when he thought of his history, what resonated with him now was not all that he had suffered but the divine love that he believed had intervene to save him. He was not the worthless, broken, forsaken man that the Bird had striven to make of him. In a single, silent moment, his rage, his fear, his humiliation and helplessness, had fallen away” (Hillenbrand 176). Louis Zamperini’s ability to survive despite extreme adversity indicates an ability of man to transcend physical suffering. Hillenbrand’s sharply negative diction embodies the horrible journey of emotions Zamperini has endured to emerge an even stronger individual. Through her positive portrayal of Zamperini, Hillenbrand seeks to inspire her readers to put their own sufferings in perspective and focus on the possibility of a brighter future.