

Southfield Public Schools
University Middle and High School Academies
2023-2024 UM&HSA
Summer Reading Selections & Assignments

Reading outside of school is a practice that is encouraged throughout the United States. In Southfield Public Schools, at each grade level, students are encouraged to complete specific summer reading assignments. Students should read carefully while practicing annotation skills and note-taking throughout their texts, utilizing the resources provided. On the first day of school, teachers will expect students to have fully read the assigned selection and bring in the respective assignment provided on the following pages..

Course	Reading Selections
6th	<i>A Long Walk to Water</i> by Linda Sue Parks
7th	<i>Clean Getaway</i> by Nic Stone
8th	<i>Look Both Ways</i> by Jason Reynolds
9th	<i>The Pact: Three Young Men Make a Promise and Fulfill a Dream</i> by Sampson Davis, George Jenkins, Rameck Hunt
10th	<i>Fahrenheit 451</i> by Ray Bradbury
11th	<i>Fences</i> by August Wilson
11th Advanced Placement (AP) Language and Composition	<i>Tuesdays with Morrie</i> by Mitch Albom
12th	<i>Wide Sargasso Sea</i> by Jean Rhys
12th Advanced Placement (AP) Literature and Composition	<i>Black Cake</i> by Charmaine Wilkerson

Course	Assignment (all of these assignments require you to fully read your assigned text)
6th - 8th	See directions on pages 3 - 4
9th	Choose one of the following themes to complete the attached graphic organizer: 1. Identity 2. Success 3. Overcoming Obstacles 4. Community / Environment 5. Peer Influence
10th	Complete the attached graphic organizer and reading response journal
11th	Complete the attached assignment / graphic organizer.
AP Language and Composition	Complete the attached assignment / graphic organizer.
12th	Complete attached graphic organizer
AP Literature and Composition	Complete attached graphic organizer

University Middle School (6-8)

SUMMER READING AND WRITING

1. Read the “***Making Text Connections***” writing prompts below a few times before you begin reading your grade-level required book.
2. Begin reading your assigned book in a careful, thoughtful manner. If there are words and/or ideas you don’t understand, ask a parent or friend for help in understanding it.
3. **Complete all 8 prompts** from “*Making Text Connections*.” Be sure to revise and edit your work before turning in.
4. When you write, use your very best writing skills and write neatly (or ***type***). You need to make your ideas clear to the reader (teacher). Proper spelling, punctuation, and grammar DO matter.

IMPORTANT NOTE: All Summer Reading and Writing Assignments are due upon the student’s first day of school. Though many students read together and discuss books with their friends and family, the responses they write must be completely original and unique. No two students should have the same responses, and NOTHING should be copied or paraphrased from literary sites like SparkNotes, Cliff’s Notes, or other online sources. Students who turn in work that is not their own will receive a failing grade on the assignment and a referral.

MAKING TEXT CONNECTIONS

UMSA

6th, 7th and 8th grades

Use these text connection titles and descriptions to show how you want to engage and think about the text you are reading. In addition to writing your responses, you may attach anything that will help show what you are thinking and how you are making connections. Examples are pictures, graphics, drawings, etc. ***You must complete all 8 Text Connections.**

1. **AUTHOR'S CRAFT** – Sometimes authors use special words, paint pictures in my mind with words, make me wish I could write like they do, use funny language, or write really good dialogue. For this text connection, I can give **3 examples** of things the author does to make me like the story.

2. **CRITIQUE** – Sometimes when I am reading, I think to myself, “This is really great!” Other times I think, “If I were the author, I would do this differently.” I can write about **2 things** the author does well and **2 things** he/she could do better.

3. **COMPARE/CONTRAST** – I can tell how two things are alike or different. **Compare 2 ways** a character, thing or event are alike. **Contrast 2 ways** they are different. You can create a Venn diagram or chart to show these comparisons/contrasts.

4. **INTER-TEXT** – Sometimes what I read about or see in another text, (such as a book or a movie), I can tell how this story reminds me of it and why. You can write **1 paragraph** describing how another book or movie reminds you of this one.

5. **VOCABULARY** – Sometimes there are words in a story that I don't understand. **List and define 10 words** you would like to learn more about.

6. **WONDERFUL WORDS** – I can find some really wonderful words-words that are new, crazy, descriptive or confusing in this book. **Find 4 wonderful words and illustrate each one.** You should draw/sketch/color each word.

7. **POINT OF VIEW** – Sometimes as I read about a character, I think that the author did not consider some ideas I think are important to understanding the character. I can write from the character's point of view to help explain these ideas. **Write 1 paragraph describing a character or event using 1st person point of view.** (1st person point of view uses I, me or we).

8. **SUMMARY/RETELLING** - Sometimes it might be important to retell or summarize a story. Summarize the book in 1-2 paragraphs, focusing on the main ideas

9th Grade Graphic Organizer

Name: _____

Main Idea Graphic Organizer

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graph TD; Topic([Topic]) --> MainIdea([Main Idea]); MainIdea --> SD1([Supporting Detail]); MainIdea --> SD2([Supporting Detail]); MainIdea --> SD3([Supporting Detail]);
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The diagram is a graphic organizer titled "Main Idea Graphic Organizer". It consists of a large rectangular frame. At the top, the title is centered and underlined. Below the title, there is a horizontal oval labeled "Topic". A large rectangular box is positioned directly below the "Topic" oval. An arrow points from the bottom center of this box to a second horizontal oval labeled "Main Idea". Below the "Main Idea" oval is another large rectangular box. From the bottom center of this box, a horizontal line extends across the width of the box, with three arrows pointing down to three separate vertical rectangular boxes. Each of these three boxes has a horizontal oval at its top, each labeled "Supporting Detail".

10th Grade Graphic Organizer

Fahrenheit 451 SOAPStone Graphic Organizer

Title of Piece: Author:		
SOAPStone Components:		Response (Include Text Support-Quotes)
<u>S</u>ubject	The general topic: <ul style="list-style-type: none"> Consider the title What is the text mainly about? Summarize key events/details here... 	
<u>O</u>ccasion	Context: <ul style="list-style-type: none"> The time and place of the piece What is the historical context? What's the genre? (speech, poem, sermon...) 	
<u>A</u>udience	WHO is it for? <ul style="list-style-type: none"> Who is hearing or reading or seeing the text? Is it one person, a small group, or a large group? What qualities, beliefs, or values might the audience members have in common? 	
<u>P</u>urpose	So WHAT? <ul style="list-style-type: none"> WHY is the author presenting these ideas? What does he or she want the audience to do, feel, say or choose? 	
<u>S</u>peaker	WHO is speaking? <ul style="list-style-type: none"> Whose voice tells the story? What do we know about the writer's life and views that shape this text? 	

<u>Tone</u>	Emotional Mood or Effect: <ul style="list-style-type: none"> • What emotions describe the attitude of the speaker? • Which words or details let you know? • Which persuasive techniques or appeals are used to enhance the tone or mood? Examples: angry, threatening, light-hearted, cheerful...	
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A reading response journal is a notebook in which you write about your chosen book. In it you communicate thoughts and feelings about the novel that you are reading. The journal is a window for the teacher to look through to see what you are thinking and what you know about the selection.

What are the expectations? You should:

- Create a google document and title it Summer Reading
- Number and date each entry, write the title of the book and the author on each page.
- Write, on average, a third-page per entry(12 point font, Times New Roman, single-spaced) although the length may vary.
- Produce a total of 2 pages
- You must share this document on the first day of school with your English teacher.

What do students write about in a reading response journal? Pick any of the following:

- Document main events
- Describe a character's motives or feelings regarding major events
- Make predictions about what will occur next
- Write from the main character's perspective
- Describe the theme or the tone of the novel and explain what you like or dislike
- Describe a personal reaction to the story
- Explain reading strategies that you used
- Describe the main character or any character's personality and how the character influenced the story
- Comment on how a character has changed
- Relate the novel to your personal life
- Explain why you liked or disliked the novel
- Finally, feel free to write anything about the novel that you feel strongly about

*These journals will be used to help create an essay that will be assigned, written, and due the first week of school.

11th Grade Composition and Literature Summer Reading

Fences by August Wilson -Rhetorical Analysis Work

Directions: After reading and annotating the **entire novel**, consider 2-3 chapters of the book for this assignment. Use your annotations of the book for this assignment.

Create a chart similar to the example below. First, identify 3-4 rhetorical strategies the author uses in order to effectively convey his message/tell his story. Next, find at least 2-3 examples for each of the strategies you have identified. Therefore, you should have between 9-12 or more entries on your chart. Include: 1) page number 2) quote/example 3) name/identify the strategy 4) explain the effectiveness of the strategy/why it worked well.

SOME rhetorical strategies are:

Tone
Diction
Humor
Analogy
Rhetorical Questioning
Quote
Data/Statistic
Metaphor
Simile
Imagery
Personal Anecdote
Personification
Hyperbole
Oxymoron
Sarcasm
The list goes on and on.....

Here is an example of how your work might be organized:

Page Number	Quote/Example	Name of Strategy	Explanation

11th Grade AP English Language and Composition Summer Reading

Tuesdays with Morrie by Mitch Albom - Argument Analysis Work

Directions: After reading and annotating the **entire text**, consider several chapters of the book for this assignment. Create and complete a chart such as the following to organize your work. You must also create 2 additional BIG ISSUE QUESTIONS of your own. The primary purpose of chart is to help you make sense out of what you read, enhance your analytical and interpretive skills, interact more meaningfully with the text, and prepare for our first essay.

Big Issue Questions	Passage(s) from Tuesdays with Morrie related to the question	Page Number	Analysis
Why should we read this book? What argument is the author making?			
How subjectively is the author treating this subject?			
Are there biases emerging?			
How can growing older be an enriching experience?			
Do the issues in the book affect your life? How so—directly, on a daily basis, or more generally?			
What two things does Morrie regret?			

12th Grade and 12th AP Graphic Organizer

MAJOR WORKS DATA SHEET

<p>Title: _____</p> <p>Author: _____</p> <p>Date of Publication: _____</p> <p>Genre: _____</p>	<p><i>Provide biographical information about the author that you feel had an impact on the story:</i></p>
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[illegible]

Overall Plot/Theme	
Directions: Identify three (3) parts of the novel that had an impact on your reading and understanding the overall meaning.	
Describe each part:	How did it affect your understanding of the story? How did it contribute to the story's overall meaning and/or theme?
Part 1:	
Part 2:	
Part 3:	