Summer ELA Assignments – Supplemental Information

6th Grade Summer Reading:
Ungifted by Gordon Korman

Rationale: Selection aligns with Unit 1 of *Study Sync:* Conflicts and Clashes – When do differences become conflicts?
Novel will be used to discuss character development, setting, conflict type and how all of this contributes to plot and theme. Students will use the novel as a basis for using text evidence in defending a written response.

Standards:
ELA.6.R.1.1: Analyze how the interaction between characters contributes to the development of a plot in a literary text.
ELA.6.R.1.2: Analyze the development of stated or implied theme(s) throughout a literary text.
ELA.6.R.1.3: Explain the influence of multiple narrators and/or shifts in point of view in a literary text.
ELA.6.R.3.1: Explain how figurative language contributes to tone and meaning in text(s).
ELA.6.R.3.2: Paraphrase content from grade-level texts.

Grade 7 ELA Summer Reading:
The Giver by Lois Lowry

Rationale: Selection aligns with Unit 6 in *Study Sync***:** Beyond Reality and the essential question**:** What do other worlds teach us about our own? (It is the novel study for the unit.)
Novel will be used to review basic elements of a novel including: protagonist, conflict types, plot development, character development, themes.

Standards:
ELA.7.R.1.1 – analyze impact of setting on character development
ELA.7.R.1.2 – compare 2 or more themes and their development through a lit. text
ELA.7.R.1.3 – explain influence of narrators
ELA.7.R.3.1 – analyze how figurative language contributes to the tone and meaning

Grade 8 ELA Summer Reading:
The House on Mango Street by Sandra Cisneros

Rationale: Selection aligns with Unit 1 of *Study Sync*: Divided We Fall and the essential question – Why do we feel the need to belong?
Novel will be used to review basic elements of a novel including story diagram and literary devices and elements.

Standards:
ELA.8.R.3.1 - Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).
ELA.8.R.3.2 - Paraphrase content from grade-level texts.
ELA.8.R.3.4 - Explain how an author uses rhetorical devices to support or advance an appeal.

Grade 9 ELA English 1 Honors Summer Reading:

Rationale:
Selection aligns with Unit 4 of *My Perspectives*: Journey's of Transformation and the essential questions – How do we learn who we truly are? (It is the novel study for the unit.)
Novel will be used to: review elements of literature, track a hero's journey, track the development of character and theme in a novel, and to write a comparison essay.

Standards:
ELA.9.R.1.1 – explain how key elements enhance or add layers of meaning &/or style in a lit. text
ELA.9.R.1.2 – analyze universal themes & development throughout a work
ELA.9.R.1.4 – analyze influence of narrator perspective on text, how author uses satire &/or irony
ELA.9.R.3.1 – explain how fig lang creates mood in texts
ELA.9.C.1 – writing expository texts to explain and analyze information from multiple sources.

English I Honors Summer Reading Assignment:
Directions:
Students will pick a novel from the list below. Students are encouraged to discuss their choice with parents to make a selection that is a good fit. Students may want to annotate their choice book for the development of plot as they read. **We will begin working with summer reading on Thursday, August 15th.**
Book Choices:

Title	**Author**	**Genre**
Cinder	Marissa Meyer	Fantasy / Sci-Fi
Eragon	Christopher Paolini	Fantasy
I Am Not Your Perfect Mexican Daughter	Erika Sanchez	Realistic
The Life of Pi	Yann Martel	Realistic
Poet X	Elizabeth Acevedo	Realistic
The Secret Life of Bees	Sue Monk Kidd	Historic
Scythe	Neil Schusterman	Sci-Fi / Fantasy

Grade 10 ELA English 2 Honors:
Title: *Into the Wild* by Jon Krakauer

Rationale:
Students read *Into the Wild* because it aligns with the first unit of study (Unit #2 in Saavas *My Perspectives, English 2*. Unit is entitled "The Cost of Survival" and students grapple with the essential question: What qualities help us survive?)
The novel gives students a source for their first argument essay of the school year that responds to the essential question of this unit.

Standards:
ELA.10.C.1.3: Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.
ELA.10.R.2.4: Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.

Grade 11 ELA Summer Reading
In Cold Blood by Truman Capote

Rationale:
Selection aligns with Unit 6 of My Perspectives: The Storyteller's Craft – Spinning Life Into Art and the essential question – How are stories windows into real life?
~ Will be used to: review Pathos, Ethos, and Logos, and other elements of rhetoric; author's language choice and how he paints a specific picture of a real-life killer, and persuasive techniques used writing. The final product of the unit will be a research paper tied to the main topics of the book: the death penalty, victimization as a defense, and Capote's bias.
Standards:
ELA.11.R.1.1 – Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.
ELA.11.R.1.3 – Analyze the author's choices in using juxtaposition to define character perspective.
ELA.11.R.3.4 – Evaluate an author's use of rhetoric in a text
ELA.11.C.1.4 – Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.
ELA.11.C.4.1 – Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.

AP Language and Composition, Grade 11 ELA
Title: *Brave New World* by Aldous Huxley

Rationale:
Students read *Brave New World* to compare and contrast with *1984* in Socratic Seminar of Community Conversation where they analyze the author's choices either rhetorically or structurally.

Standards:
ELA.11.R.1.2: Track and analyze universal themes in literary texts from different times and places.
ELA.11.C.2.1: Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.

Grade 12 ELA AP Literature Summer Reading:
All the Light We Cannot See by Anthony Doerr

Rationale:
Selection aligns with Unit 1 of *My Perspectives*: Forging a Hero and the essential question – How important are Heroes in the World? and Unit 4: Seeing Things New and its essential question - What Happens when the World Order Shifts? (It is the novel study for the unit.)
Novel will be used to: review elements of literature, track a hero's journey, track the development of character and theme in a novel, and write summative essays.
Standards:
12R.1.2 – Analyze two or more themes and development throughout a literary text
12R.1.3- Analyze the development of character development including character perspectives
12R.3.3 – Analyze the influence of classic literature on contemporary world texts
12V.1.3– Apply knowledge of context clues, figurative Language, word relationships…

AP Seminar Summer Reading

Select a NON-FICTION text about a real-world topic or issue. See options below:

- *I Am Malala* by Malala Yousafzai & Christina Lamb
- *Drowned City: Hurricane Katrina and New Orleans* by Don Brown
- *Flesh & Blood So Cheap: The Triangle Fire and Its Legacy* by Albert Morris
- *Eyes Wide Open: Going Beyond Environmental Headlines* by Paul Fleischman
- *The Other Wes Moore: One Name, Two Faces* by Wes Moore
- *Savage Inequalities* by Jonathon Kozol
- *How Soccer Explains the World* by Franklin Foer
- *Food, Inc*.: *Mendel to Monsanto* by Peter Pringle
- *Silent Spring* by Rachel Carson
- *The Fire Next Time* by James Baldwin
- *Factfulness: Ten Reasons We're Wrong About the World--and Why Things Are Better Than You Think* by Hans Rosling, with Ola Rosling and Anna Rosling Rönnlund
- *On Gold Mountain: One Hundred Year Odyssey of my Chinese American Family* by Lisa See
- *Quiet* by Susan Cain
- *The Omnivore's Dilemma* by Michael Pollan
- *In a Different Key: The Story of Autism* by John Donvan and Caren Zucker
- *Being Mortal: Medicine and What Matters in the End* by Atul Gawande

Rationale:

1. Reading on a regular basis helps maintain and improve reading skills such as comprehension, vocabulary, and fluency. Student reading assignments will provide the basis for instructional activities in August 2024.
2. Students will have the first week to select and read a nonfiction text of their choice if unable to do so over the summer.
3. Selection aligns with the AP Seminar Course and Exam Description and QUEST Big Idea 2: Understand and Analyze, one of the five big ideas for the course
4. A. Enduring Understanding 2.1: Authors express their ideas, perspectives, and/or arguments through their works. The first step in evaluating an author's perspective or argument is to comprehend it. Such comprehension requires reading, viewing, listening, and thinking critically.
5. B. Learning Objective 2.1A: Employing appropriate reading strategies and reading critically for a specific purpose.

AP Research Summer Reading

The Checklist Manifesto by Atul Gawande

Rationale:

1. Reading on a regular basis helps maintain and improve reading skills such as comprehension, vocabulary, and fluency. Student reading assignments will provide the basis for instructional activities in August 2023. Questions about summer reading should be directed to Tricia Allen at 941-486-2001.
2. Students will have the first week to read *The Checklist Manifesto* if unable to do so over the summer.
3. Selection aligns with the AP Research Course and Exam Description and QUEST Big Idea 1: Question and Explore, one of the five big ideas for the course
    1. Enduring Understanding 1.3: The investigative process is aided by the effective organization, management, and selection of resources and information. Appropriate technologies and tools enable the scholar to become more efficient, productive, and credible.
    2. Learning Objective 1.3A: Accessing and managing information using effective strategies.