

# Wayne Public Schools

## High School Summer Reading Program

The intent of the Summer Reading Program is to allow students to continue to enrich their reading and writing skills over the summer in preparation for the next school year. Students, in consultation with their parents and families, have the opportunity to search and **select a book based on their personal interest and academic pursuits**. The summer reading suggestions offer a range of reading choices based on grade-level ability, topics of interest, and genre to help in the decision making process. In addition, the selections suggested may also have study guides, audio books, and other supplemental materials available to assist the student in comprehension and meaning-making activities. The list provided is not restrictive, but rather a starting place. **Students, in consultation with their parents, can select from the list OR a book of their choosing**. Additionally, the assessments provided for students allow them to check their own understanding and make meaning of their reading through creative and written projects.

### Resources for Finding Books

Suggestions can be found by utilizing the links in the district provided booklist or other summer reading lists found on the Internet. Below are a few helpful sites to help you and your child find a book:

- Check the high school media center pages for resources for locating books that may be of interest. Our media specialists have curated a variety of collections, ebooks, audiobooks, and connections with the Wayne Public Library
  - [Wayne Hills Media Center](#)
  - [Wayne Valley Media Center](#)
- [ALA Recommended Reading Lists](#) - several lists of acclaimed works for students
- [ALA Notable Children's Books 2021](#) - for high school look under "Older" and "for All Ages".
- [What Should I Read Next?](#) - for avid readers. Will easily help you locate a book of similar interest.

### Suggested Reading Choices

**Students can select at least one book from the suggested grade level reading list OR they may choose ANY self-selected book of similar quality or merit.** Below is a brief explanation of the "Level" column on the reading list to help better select a book at an appropriate reading level/challenge. Note: AP/Honors track students have specific readings provided by their teacher).

**Young Adult Choices:** These choices include books, both fiction and non-fiction, that appeal to a broad interests of teens. These books often confront issues of coming of age, fitting in, friendships, romance, school, and self-esteem. These books are both entertaining and educational in that they deal with many issues teens face in their daily lives.

**General Choices:** These books appeal to the general reader who wants a broader range of topics and interests. These books vary in genre, subject matter, and theme and offer a more challenging, though still

personally appealing reading choice. Students will find more autobiographical, biographic, non-fiction and popular fiction choices on this list that appeal to interests in sports, history, adventure, and literature.

**Enriched Choices:** These selections are books for students interested in a personal and academic challenge. Many of these selections appear on college reading lists, Advanced Placement reading lists, and SAT preparatory lists. Students will find this list filled with works of modern and classic literature, biographies and autobiographies, and studies in history, business, science, and math. Students in Enriched courses should select from this level.

### **Summer Reading Assessment Menu**

A list of assignments has been provided below to help students in their reading comprehension and language arts skills. Students should select **ONE** assignment. This project will be due upon students' return to school in September. (\*Note: AP/Honors track students have specific assignments).

A general assessment rubric is also provided to allow students a structure for how their assignments will be graded.

## **Dual Response Journal**

**Suggested for: All Levels/All Grades 9-12**

The purpose of the dual-response journal is to record your interactions with the text as you progress through the book. It is a way of recording your responses, positive or negative, and to track your reading through the story. Don't simply summarize what happens in the story, but rather respond, reflect, and track your thoughts.

- Select 10 passages or quotes from your summer reading book to respond to, either in a notebook or in a computer document.
- Divide the page in half. Title the column on the left: "Passages from the Text." Title the column on the right: "Responses to the Text."
- Copy each passage word for word into the left column. Jot down the page number that indicates where the passage is located in the text.
- Respond to the quote in the right column. Try using the prompts provided below.
- Show that you have read the entire book by responding to passages from the **entire** novel.

### **Entry Prompt Samples**

- *"The imagery reveals . . ."*
- *"The setting gives the effect of . . ."*
- *"The author seems to feel . . ."*
- *"The tone of this part is . . ."*
- *"The character(s) feel(s) . . ."*
- *"This is ironic because . . ."*
- *"The detail seems effective/out of place/important because . . ."*
- *"An interesting word/phrase/sentence/thought is . . ."*
- *Something I notice/appreciate/don't appreciate/wonder about is...*
- *"This reminds me of . . ."*

**Tracking Your Thoughts**  
**Suggested for: All Levels/All Grades 9-12**

The purpose of this reflective journal type of assignment is to allow you to track and revisit your thoughts as you progress through your book. You can make a copy of this document and complete the prompts below during and after your reading.

**Thinking about characters:**

- How does the main character change?
- What insights does the character gain?

**Thinking about themes:**

- What big ideas are being developed?
- What conflict arises?
- What do these conflicts tell the reader?

**Thinking about passages and text:**

- What key passage helps you understand the conflict? Why?
- Notice a beautiful sentence or passage. Comment on it.
- Identify a passage or quote that summarizes a theme.

**Thinking about the author:**

- What claims does the author make? What passages support these claims?
- What techniques/moves does the writer make?
- What literary devices are used? (e.g. foreshadowing, personification).
- Where does the author use punctuation and sentence structure effectively?

**Thinking about your own thinking:**

- What is confusing at the beginning of the book?
- Does the confusion remain or does it clear up?
- What passages/sentences/words do you find confusing? Why?

You can apply these thought starters to help answer the above questions:  
Thought starters: • I noticed... • I wonder... • I was reminded of... • I think... • I'm surprised that... • I'd like to know... • I realized... • If I were... • The central issue(s) is (are)... • One consequence of \_\_\_\_\_ could be... • If \_\_\_\_\_, then... • I'm not sure... • Although it seems... "That" statements  
This passage makes me think that... This makes me feel that... The author is suggesting that...

Adapted from [Kelly Gallagher](#)

**Character Analysis Essay**  
**Suggested for: General or Enriched 9-12**

Like all people, characters go through a change over time. These changes are a result of personal or public events. This development has an effect on the text as a whole.

- Write a five paragraph essay that analyzes the transitions
- Follow MLA format (margins, double spaced, font size, etc.)
- Have a clearly written introductory and concluding paragraph
- The body should use at least three points of comparison
- Present specific quotation documentation from the text
- Discuss the effect the development has on the story as a whole

**Literary Comparison Essay**  
**Suggested for: Enriched 11/12**

The literary comparison essay is designed for students to create meaningful connections between literary works they have read. This essay is designed to mirror the types of essays students will be asked to write during their coursework in high school and college. This analysis should be a fully developed essay that compares the summer reading selection to another work of literature the student has read, either in school or independently.

- Select a novel or play that compares/contrasts to your summer reading selection in:
  - Theme
  - Character
  - Conflict
  - Situation/Setting
  
- Construct a 2 page, double-spaced, MLA Formatted essay that creates an analysis of a significant point of comparison between the two works.
- This essay should have an introduction, thesis statement, 3 body paragraphs and a strong conclusion.
- Use textual evidence in the form of details and direct quotations from BOTH literary works.

## Rubric For Grading Assessments

	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
<b>Ideas</b>	Excels in responding to assignment. Interesting; demonstrates logical progression of ideas. Ideas are clearly communicated. Shows careful reading of book.	A decent accomplishment, responding appropriately to assignment. Good ideas, but not fully developed. Shows reading of the book.	Adequate, but less effective, not responding well to the assignment. Presents ideas in general terms. Shows some reading of the book.	Does not respond to the assignment. Reveals only brief skimming of the book.
<b>Organization</b>	Uses a logical structure, appropriate to the assignment. Guides the reader through the chain of reasoning or progression of ideas.	Shows some logic in organization of ideas. Components show some coherence to a central idea.	Somewhat lacking in logical organization. Feels random.	No appreciable organization. Lacks coherence.
<b>Style</b>	Enjoyable. Interesting. Reveals the student's personality. Encourages others to read the book.	May sometimes be too general or boring. Style is generally clear and focused, but may have awkward or ineffective moments.	Too vague. Rather monotonous. No real sense of the person behind the assignment.	Awkward. Boring. No sense of authorship.
<b>Mechanics</b>	Almost entirely free of spelling, punctuation, and grammatical errors.	Some spelling, punctuation, and grammatical errors.	Grammar and mechanics may annoy the reader, but do not significantly obscure meaning.	Grammar and mechanics get in the way of reader comprehension. Didn't even bother to spell-check.
<b>Support</b>	Excellent use of material from the book. Demonstrates reference to concepts and theories of the reading. Connects are made in a seamless transition.	Uses appropriate reference from the book. Inclusion of text, may be lacking somewhat in effectiveness.	Often uses generalizations to support points, and does not consistently draw parallels to the book.	Lacks supporting evidence. No use of book.