



Coral Reef Senior High Summer Reading 2021

Assignment for Grade:

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10 th	<u>page 3</u>
10 th IB	<u>pages 3-5</u>
11 th	<u>page 6</u>
11 th AP Language	<u>pages 6-8</u>
11 th IB AP Literature	<u>page 9</u>
12 th	<u>page 10</u>
12 th AP Literature	<u>pages 10-11</u>
12 th IB	<u>pages 10, 12-13</u>

SUMMER READING ASSIGNMENTS 2021

Please read carefully so that you complete the assignment for your appropriate grade level and correct placement. If you are uncertain as to which course you are enrolled in, please contact Student Services.

9th Grade

Please note that for books not listing a specific assignment, you will have classwork, vocabulary, projects, and/or exams to complete upon your return.

Do not begin your school year with poor grades because you chose not to read. Some assignments will span over nine weeks. Teachers will check assignments as early as **day two**, unless otherwise specified. It is recommended that you annotate as you read.

GRADE/CLASS	NOVEL(S)	AUTHOR
9 th Regular	<i>Lord of the Flies</i>	William Golding
Regular and Honors: No assignment due until you return to school in August. It is recommended that you annotate as you read.		
9 th Honors and Gifted Honors (including IB)	<i>Fahrenheit 451</i>	Ray Bradbury
Regular and Honors: No assignment due until you return to school in August. It is recommended that you annotate as you read.		

SUMMER READING ASSIGNMENTS 2021

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10th Grade

Please note that for books not listing a specific assignment, you will have classwork, vocabulary, projects, and/or exams to complete upon your return.

Do not begin your school year with poor grades because you chose not to read. Some assignments will span over a nine-week period. Teachers will check assignments as early as **day two**, unless otherwise specified.

Grade/Class	Novel or Book	Author
10th Grade Regular, Honors, and Gifted Honors	<i>The Art of Racing in the Rain</i> * *This title is available at your favorite bookstore, the public library, or on pdf.	Garth Stein
Regular, Honors, and Gifted: No assignment due until you return to school in Aug. It is recommended that you annotate as you read.		
10th Grade Pre-IB AP Language (You are currently an IB student.)	<i>Thank You for Arguing, Fourth Edition</i>	Jay Heinrichs

**With thanks to Paul Laurence Dunbar High School

AP Language Summer Assignment for ALL students taking AP Language and Composition, regardless of grade level:

Annotating Summer Reading Book

Read and annotate the book assigned for summer reading before school starts. This **assignment will be due the second day our English class meets**. When students return to school in the fall, we will begin an in-depth discussion and analysis of the required reading, aided by insights from the recommended text.

However, to prepare students for the text-based tasks they will perform during the first weeks of school, students are required to annotate (take notes in) the text while they read this summer.

If a student is unable to purchase a copy of the text and is, instead, using a library copy he or she may complete the following requirements with removable post it notes.

Requirements:

- Be sure to spread your annotations out evenly across the book.
- Divide the pages in your book by 50 (the minimum expected number of annotations); the result is how many pages between annotations (example: 200 page book/50 annotations = one annotation every 4 pages).
- Make sure you use **ALL** of the following types of annotations. Don't overuse the same type of annotation.
- Annotations **MUST** encompass the book-as-a- whole (except for the appendix).

Types of Annotations:

1. Write comments in the margin, especially to ask questions, make connections to your own life, explain the effects of syntax, tone, diction, point of view, figurative language and other techniques on the text.
2. Star passages that are very important: events, decisions, or cause and effect relationships.
3. Underline sentences that made you think or appealed to you.
4. Circle/highlight words that are unfamiliar.
5. Bracket areas that you were confused about or did not fully understand.
6. At the end of each chapter or section write a bulleted list of key ideas.

Rubric:

	Novice (D)	Apprentice (C)	Proficient (B)	Distinguished (A)
Quality of Annotations	Quality of Annotations are random and show little understanding of the novel.	Annotations are mostly at the surface level. The commentary shows some deeper thought but not throughout the text.	Annotations demonstrate some analysis and interpretation – thinking somewhat beyond the surface level of the text. Attempts at making connections.	Annotations demonstrate analysis and interpretation – thinking beyond the surface level of the text. Thoughtful connections made to other texts, or other events throughout the novel.
Thoroughness of Annotations	Less than 30 annotations. Some parts of the book annotated.	At least 30 annotations. Some parts of the book annotated.	At least 40 annotations At least 50 annotations. More than half of the book annotated.	At least 50 annotations. The book is annotated completely, from start to finish.
Variety of Annotations	Annotations only ask brief questions or only have one-word comments.	Annotations contain a mixture of brief questions, comments, and observations.	Annotations contain a mixture of reasonable questions, observations, comments and reflections.	Annotations contain a thorough mixture of significant questions, observations, comments, and reflections.

*AP Language continued on next page.

Examples of Good Annotations

Note: You are not expected to write this many annotations per page. These examples are just meant to show you a variety of things you might record in your annotations. See the rubric for number of annotations that are expected.

OF MICE AND MEN 39

thing," Slim repeated. "Say, you sure him. Maybe he ain't bright, but I never ker. He damn near killed his partner There ain't nobody can keep up with why I never seen such a strong guy." proudly. "Jus' tell Lennie what to if it don't take no figuring. He can't to do himself, but he sure can take

lang of horseshoe on iron stake out- beer of voices.

ck slightly so the light was not on his face. "Funny how you an' him string along together."

It was Slim's calm invitation to confidence.

"What's funny about it?" George demanded defen-

sively.

"Oh, I dunno. Hardly none of the guys ever travel

together. I hardly never seen two guys travel together.

You know how the hands are, they just come in and

get their bunk and work a month, and then they quit

and go out alone. Never seem to give a damn about

nobody. It jus' seems kinda funny a cuckoo like him

and a smart little guy like you travelin' together."

"He ain't no cuckoo," said George. "He's dumb as

hell, but he ain't crazy. An' I ain't so bright neither, or I

wouldn't be buckin' barley for my fifty and found. If I

was bright, if I was even a little bit smart, I'd have my

own little place, an' I'd be bringin' in my own crops,

'stead of doin' all the work and not getting what comes

up outta the ground." George fell silent. He wanted to

talk. Slim neither encouraged nor discouraged him. He

just sat back quiet and receptive.

"It ain't so funny, him an' me goin' aroun' together,"

why "defensively?"

more light and sound imagery

Kind of like the two guys in the movie Due Date

foreshadowing?

Reminds me of my brother who wants to be his own boss.

NOT Earn Credit for this assignment)

ALTHOUGH THERE WAS evening brightness showing through the windows of the bunkhouse, inside it was dusk. Through the open door came the thuds and occasional clangs of a horseshoe game, and now and then the sound of voices raised in approval or derision.

Slim and George came into the darkening bunkhouse together. Slim reached up over the card table and turned on the tin-shaded electric light. Instantly the table was brilliant with light, and the cone of the shade threw its brightness straight downward, leaving the corners of the bunkhouse still in dusk. Slim sat down on a box and George took his place opposite.

"It wasn't nothing," said Slim. "I would of had to drowned most of 'em anyways. No need to thank me about that."

George said, "It wasn't much to you, maybe, but it was a hell of a lot to him. Jesus Christ, I don't know how we're gonna get him to sleep in here. He'll want to sleep right out in the barn with 'em. We'll have trouble keepin' him from getting right in the box with them pups."

Huh?

fun!

why?

why?

Slim is dumb.

IDC

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SUMMER READING ASSIGNMENTS 2021

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11th Grade

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Grade/Class	Novel or Book	Author
11th Grade Regular and Honors	<i>Before We Were Yours</i>	Lisa Wingate
Reg. and Honors: No assignment due until you return to school in Aug. It is recommended that you annotate as you read.		
11th Grade A.P. Language	<i>Thank You for Arguing, Fourth Edition</i>	Jay Heinrichs
Assignment and examples on pages 6-8.		
11th Grade IB A.P. Literature and Composition	<i>How to Read Literature Like a Professor</i>	Thomas C. Foster
Assignment requirements on page 9.		
*With thanks to Paul Laurence Dunbar High School		
<p>AP Language Summer Assignment for ALL students taking AP Language and Composition, regardless of grade level:</p> <p style="text-align: center;">Annotating Summer Reading Book</p> <p>Read and annotate the book assigned for summer reading before school starts. This assignment will be due the second day our English class meets. When students return to school in the fall, we will begin an in-depth discussion and analysis of the required reading, aided by insights from the recommended text.</p> <p>However, to prepare students for the text based tasks they will perform during the first weeks of school, students are required to annotate (take notes in) the text while they read this summer.</p> <p>If a student is unable to purchase a copy of the text and is, instead, using a library copy he or she may complete the following requirements with removable post it notes.</p>		

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IDC



Grade 11 IB/AP English Literature

Please read Thomas C. Foster's *How to Read Literature Like a Professor*.

Complete the following assignment:

Choose 6 of the chapters that you read and for each one:

- 1- Write the title and the chapter number.
- 2- Write a brief paragraph summary of his point in that chapter.
- 3- Discuss/analyze a children's book, short story, movie, or novel in which the point he is making in that chapter is displayed.

This will be due during our second class meeting. You will also be quizzed on your knowledge of the book. Please let me know if you have any questions or concerns:

krieger.charlene@coralreefhigh.org

SUMMER READING ASSIGNMENTS 2021

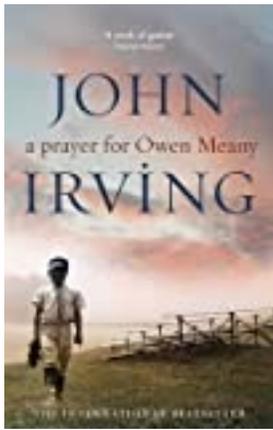
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12th Grade

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12th Regular	<i>Of Mice and Men</i>	John Steinbeck
Reg. and Honors: No assignment due until you return to school in Aug. It is recommended that you annotate as you read.		
12th Honors	<i>Kindred</i>	Octavia Butler
Reg. and Honors: No assignment due until you return to school in Aug. It is recommended that you annotate as you read.		
AP Literature and Composition	<i>A Prayer for Owen Meany</i>	John Irving
Assignments on page 11 .		
12th IB English	<i>Jane Eyre</i>	Charlotte Bronte
Assignment on pages 12-13 .		



Welcome to AP Literature and Composition !

Read, highlight, and annotate your **HARD COPY** of John Irving's *A PRAYER FOR OWEN MEANY*.

This is AP LITERATURE...Summer Reading is not Optional!!

This is a highly entertaining and often surprising 8-chapter novel which follows a quite peculiar little boy as he develops into something special.

Each chapter is a chunk of his life:
The Armadillo, The Finger, the Foul Ball...Enjoy the ride!

Assignments based on this book will commence the **first week of school**. Your success will depend on your **EARLY** reading and later **RE-READING** and on your highlighting, annotating, and later **discussing** the novel **orally and in writing**. Evidence of annotations should encompass **the work as a whole**; do not just highlight in certain chapters or single sections of the novel.

Highlight and Label using the following criteria:

YELLOW: Literary Devices such as metaphor, simile, allusion, hyperbole, imagery

GREEN: Character Development – Highlight passages containing descriptions that Irving uses to develop the characters—descriptions/shifts in a character physically, mentally, or socially.

BLUE: Secrets – Highlight narration or dialogue in which secrets are discussed or discovered.

PINK: Cruelty – Highlight instances of cruelty within the family and community as well as cruelty or intolerance between the family members and other characters.

ORANGE: Family dynamics/Home – Highlight passages which reveal the strengths and the weaknesses of the relationships among family members, and scenes in which the concept of “home” is important.

Do the following for annotating:

- Circle, underline, or use a post-it** for critical moments; explain their significance.
- Circle** confusing words. **Define** (context or dictionary) on notebook paper.
- Make note** of passages that generate a strong positive or negative response.

As you read, **comment or write any questions that arise in a journal** for discussion, essays, analysis. (Include **page numbers to locate your journal passages. Three to five entries per chapter.**)

This work typifies the complexity and length of works we will read during *and OUTSIDE* of class throughout the year which mirrors that of a college Introduction to Literature course.

Be sure you are up for a fun and challenging curriculum!

*Finally, note that you will need a **1.5-inch hardcover binder** (with a clear view front) and **five store bought dividers** on day one. Take advantage of summer sales and be prepared.

JANE EYRE STUDY GUIDE

IB English HL – Literature 2021-2022

We advise doing this work AS you're reading the book – or at least, highlighting and marking the things you'll be putting into your charts. Otherwise you will be making double work for yourself.

Purchase a composition or a single subject spiral to use as your IB Study Guide for the year. Label the first section *Jane Eyre*.

You will make 5 charts. You may print out formats for these charts and paste them into your notebook, but all of the work must be handwritten.

Chart 1: Character Chart

You will chart information for Jane, Rochester, and three characters of your choosing. Put at least one concept in each box. Complete sentences are not necessary. Quotes are encouraged.

Name	Appearance	Thoughts/Feelings	What they Say	What others say about them
Jane				
Rochester				

Chart 2: Chapter Map

Write a ONE SENTENCE summary of what happens in each chapter as you read. (Perhaps write this in your book as you go, and then copy it into chart later. This will help you be able to find things later on. This will be your favorite part of this chart when you need to study.)

Chapter	Summary
1.	
2.	

Chart 3: Style and Voice

Find 40 sentences that you find beautiful, unique, or interesting. (Perhaps highlight or underline while reading, to make this easier.) NUMBER THEM.

Sentence	Chapter	Why you liked it	Devices (if any) used
1.			
2.			

Chart 4: Vocabulary

Find at least 3 words per chapter in the book that are new to you. (This will end up being at least 114 words.) (Perhaps highlight or underline while reading, to make this easier.) NUMBER THEM.

Word	Chapter	Definition that fits the usage you found.
1.		
2.		

Chart 5: Allusions

Find at least 10 allusions to history, literature, art, or The Bible. (Try to vary which kinds they are.) Look up the reference. NUMBER THEM.

Allusion	Chapter	Reference	Significance
1.			
2.			

If you have any questions regarding the Senior IB assignment, please email Ms. Woolley at swoolleylarrea@coralreefhigh.org

Ms. Woolley