



City Honors School
Summer Reading 2019

Entering Grade 5



What our ELA faculty expects you to read this summer

Required Text:

The Watsons Go to Birmingham – 1963

Curtis, Christopher Paul

Choose ONE of the following:

Wild Girl

Giff, Patricia Reilly

Listen Slowly

Lai, Thanhha

The Red Pencil

Pinkney, Andrea Davis

The Lost Garden

Yep, Laurence

Why we expect you to complete this reading

Multicultural literature serves as a vehicle to enable students to gain a better understanding of both their own culture and the cultures of others. Students at CHS view reading as a life skill, not just another book they have to read. Appreciation of literature starts at an early age and encourages dialogue, curiosity, and understanding among peers, creating caring and open-minded individuals. We hope you enjoy the magic of reading.

What you should do before you read these texts

Read the back cover and inside jacket of the required text. Another helpful suggestion is to go to YouTube and search “*The Watsons Go to Birmingham-1963, book trailer.*” Watch one or two of these, as these trailers usually preview the characters and plot of the book, and better prepare you to successfully read it.

For the books that you can choose from, I’d highly suggest watching a few book trailers on YouTube of each one of them to get a better sense of the book that might best interest you. I’d also Google the book titles followed by the word *synopsis*. Click on a link or two, and this should provide you with a brief overview of the book. Ultimately, with the second book, you want to make sure you are choosing the book that seems most appealing to you. Put a little time in to do some research before choosing!

What you should do while you are reading

Keep 1 notebook (spiral or composition) for BOTH books. For the required text, take notes starting from the front. For the text of choice, take notes starting in the back. Here is what I’d *strongly* suggest:

- Brief summaries of each chapter for BOTH books. No more than 2-3 sentences on the main events.
- For BOTH books, focus in on and take notes on the following:
 - What are some THEMES that are developing in your book? What specifically happened in the book that made you identify these themes? These are novels. More than one theme will be evident.
 - How do characters change in these books? What causes them to change? In almost any novel, characters change throughout the story. Focus in on these changes, and make note of WHY the change is happening.

How we will make use of the reading when we return to school

In the first week of September, you will take an assessment on both of the books. For the required text, part of the assessment will be multiple-choice format, and part will involve short written responses focusing in on theme and character development. For the text of choice, the assessment will involve short written responses focusing in on theme and character development. *You WILL be allowed to use your notebook for this assessment, so be sure to keep one and to bring it with you!*

Additional things you need to succeed in English Language Arts for the upcoming school year

_____ 1 composition notebook

_____ pens and/or pencils

Whom to contact for questions

Nick Paterson

716-880-7054

nmpaterson@buffaloschools.org

I strongly encourage you to contact me ASAP with any questions or concerns! Have a great summer, and see you soon!



Entering Grade 6

What our ELA faculty expects you to read this summer

Mandatory:

Jiang, Ji Li *Red Scarf Girl: A Memoir of the Cultural Revolution*

Choose TWO:

Alexander, Kwame	<i>Crossover</i>
Alvarez, Julia	<i>Before We Were Free</i>
Bordessa, Kris	<i>Great Medieval Projects: You Can Build Yourself</i> (module recommendation)
Evslin, Bernard	<i>Heroes, Gods and Monsters of the Greek Myths</i> (module recommendation)
Grandits, John	<i>Technically, It's Not My Fault: Concrete Poems</i> (module recommendation)
Jacques, Brian	<i>Redwall</i>
Joseph, Lynn	<i>Color of My Words</i>
Meyer, L.A.	<i>Bloody Jack: Being and Account of the Curious Adventures of Mary "Jacky"</i>
Paolini, Christopher	<i>Eragon</i> (module recommendation)
Philbrick, Rodman	<i>Freak the Mighty</i> (module recommendation)
Weatherford, Carole	<i>Voice of Freedom: Fannie Lou Hammer: Spirit of the Civil Rights Movement</i>
Williams-Garcia, Rita	<i>One Crazy Summer</i>
Wrede, Patricia C.	<i>Dealing with Dragons: The Enchanted Forest Chronicles, Book One</i> (module recommendation)
Yolen, Jane	<i>Wizard's Hall</i>
Yousafzai, Malala	<i>I Am Malala: How One Girl Stood Up for Education and Changed the World</i>
Zusak, Markus	<i>The Book Thief</i> (module recommendation)

Why we expect you to complete this reading

We expect you to complete the summer reading to prepare yourself for sixth grade and the new ideas, concepts and perspectives you will explore throughout the year. In addition, as part of the International Baccalaureate / Middle Years Program it is my goal to assist learners in becoming open-minded thinkers, who are able to make literary connections across time, texts, cultures and your own lives. By reading a variety of literature, you expose yourself to inquiry about diverse people and places of the world. So curl up, unplug, and set your imagination free!

What you should do before you read these texts

Prepare yourself. Get post it notes, pencils, and paper. Write about what you know about the topic of the book. Make predictions. What do you think the book will be about? Why? What characters do you think might be in the story? What conflicts do you think they will face? Reflect on what you are reading. What do you hope to learn from reading the text?

What you should do while you are reading

Annotate or keep notes on what you read in order to understand the text more thoroughly. Think and write about the following:

- Ways in which the character changes in some way, from the beginning, to the middle, and end of the story.
- Ways in which the relationship between two characters change.
- Ways in which the characters make an important realization.
- What personal connections can you make to the characters, experiences, and / or conflicts in the text?
- What connections can you make to other texts you have read or the world?
- What questions do you have about the text during and after reading?

How we will make use of the reading when we return to school

In September, you will take a comprehension test on the Red Scarf Girl. You will also be expected to apply what you learned through reading these texts, to other texts assigned in class. Annotations, gists, and analyzing characters are all skills we will be focusing on throughout the year.

Additional things you need to succeed in English Language Arts for the upcoming school year

Make reading a priority. Assignments and assessments are directly related to readings completed during class and for homework. It is highly beneficial for students to be prepared for those assignments by completing the readings as they are given.

Whom to contact for questions

Mary Serwon

Webpage: <http://www.buffaloschools.org/webpages/mserwon/>

Email: mserwon@buffaloschools.org



City Honors School
Summer Reading 2019

Entering Grade 7



What our ELA faculty expects you to read this summer

Required Text:

One Crazy Summer

Rita Williams-Garcia

Choose ONE additional title from the list:

The Absolutely True Diary of a Part Time Indian

Sherman Alexie

Ender's Game

Orson Scott Card

And Then There Were None

Agatha Christie

A Wrinkle in Time

Madeline L'Engle

White Fang

Jack London

Chinese Cinderella: The True Story of an Unwanted Daughter

Adeline Yen Mah

When My Name Was Keoko

Linda Sue Park

MAUS I

Art Spiegelman

Stargirl

Jerry Spinelli

Why we expect you to complete this reading

To build a foundation for college and career readiness, students must read widely and deeply from a broad range of high quality, increasingly challenging, literary and informational texts throughout the year. Research has shown that children who do not read during the summer vacation can lose approximately 3-4 months of reading gains made during the previous school year. Reading during the summer months fosters reading growth (*The Reading Teacher Journal*; April, 2013). We want all of our students to make reading a favorite part of their free time... and take a vacation through a good book! New York State Learning Standards suggest that children should be reading a minimum of 25 books each year.

What you should do before you read these texts

Research. While you cannot decide on the first book, you can decide for yourself regarding the second one. Do a little research. There are a variety of books on the list. If you enjoy adventures, biographies, mysteries, realistic or historical fiction, there is something available for everyone. Research to find the book that interests you the most and then read it.

What you should do while you are reading

Pay attention. You should be able to discuss the various elements of the story (exposition, plot summary, setting, characterization, climax, resolution, and theme) but also be able to discuss these elements for each book (the required and your choice). You are allowed to write notes down and bring them into class on these elements.

Another small moment... If in the first three chapters, you cannot comprehend or are not enjoying the book you have selected for the second choice, **choose a different one**. You **cannot** do this for *One Crazy Summer*, but **you can** for your independent selection. **If you have questions, e-mail me.**

How we will make use of the reading when we return to school

When we return to school, we will discuss the books you have read and will use the information contained in each text not only for discussion, but also for use as we connect to the literature used in class for the coming school year.

Additional things you need to succeed in English Language Arts for the upcoming school year

___ 1 and 1/2 inch binder (1" is fine but other subject's papers are not to be kept in the English binder)

___ 1 pack of 5 or 8 tab dividers (8 tab is preferred but 5 is acceptable)

___ 1 package index cards

___ Loose-leaf paper (college ruled)

___ Pens (black/blue ink only)

___ Pencils (#2) (an eraser will be helpful)

___ highlighters

___ a box of tissues

___ a "jump", "stick", or "flash" drive (good size is 4 GB ... Your child's name should be the name in the device. If you need help with this, I will teach you how to change it.)

Whom to contact for questions

E-mail Ms. Shea at ashea@buffaloschools.org



City Honors School
Summer Reading 2019

Entering Grade 8



What our ELA faculty expects you to read this summer

Choose one title from each list:

Fiction-

Feed

Watched

The Curious Incident of the Dog in the Night Time

The Secret Life of Bees

M. T. Anderson

Marina Budhos

Mark Haddon

Sue Monk Kidd

Nonfiction-

The Family Romanov: Murder, Rebellion, and the Fall of Imperial Russia

The Soul of an Octopus

Brown Girl Dreaming

Candace Fleming

Sy Montgomery

Jaqueline Woodson

Why we expect you to complete this reading

There are so many ways that reading a lot will help you as a student: it increases your reading speed, expands your vocabulary, and exposes you to time periods and places you aren't able to visit yourself. Reading a lot doesn't just make you a better student, though- it also makes you a better person. Studies have shown that the more fiction you read, the better you are able to understand and empathize with others. Reading allows you to access experiences you may never live through yourself, giving you a partial glimpse of what another's life is like.

What you should do before you read these texts

Acquire a copy you can bring to school with you in September.

What you should do while you are reading

Enjoy! For the fiction title, think about what themes (big ideas about what it's like to be a person) the author is trying to convey. For both, formulate an opinion. What aspects did you like? What didn't you like?

How we will make use of the reading when we return to school

We will use the fiction title to write an essay about a major theme you see in the novel. We will use the nonfiction title to create presentations, in teams, highlighting different aspects of the books.

Additional things you need to succeed in English Language Arts for the upcoming school year

Three ring binder with loose leaf paper and four dividers

One composition notebook (or notebook with a vinyl cover)

1 box of tissues

Any required texts for the school year can be ordered through the school bookstore

Whom to contact for questions

Please email Mr. McDermott with any questions- amcdermott@buffaloschools.org



City Honors School
Summer Reading 2019

Entering Grade 9



What our ELA faculty expects you to read this summer

The Alchemist

Paulo Coelho (any edition)

Why we expect you to complete this reading

Literature exposes us to human experience. At times, literature reminds us that our emotions are shared and understood by all humans; at other times, literature awakens us to unfamiliar worlds, creating empathy for otherness. While you are working on this summer reading list, you should also read other things independently. Our best advice is to read as many novels and plays as you can. Read often; read well. Become curious about literature and texts. Explore genres you have not read, by authors with which you are unfamiliar, about cultures you have yet to understand. Be a voracious scholar of books, articles, podcasts, lectures, art and film. *Pay attention to detail.* Take time to learn about an author's background and the time/place from which she or he was writing. Allow yourself to enjoy the art of literature.

What you should do before you read these texts

Get a composition notebook. This will serve as your journal for the summer (see below) and this year.

What you should do while you are reading

It is expected that you annotate or keep notes on what you read, for both literary elements and authorial choices, even if annotations are not "checked" or "graded." Annotations are essential in discussing and writing about literature. Be thoughtful about your notes; they are preparation to share your findings/insights through a variety of responses.

How we will make use of the reading when we return to school

In September, you will complete an in-class essay on the book you have read. We will also use this text in class discussion and for brief analysis exercises. Your annotated text and/or notes will be useful in completing these assignments.

Additional things you need to succeed in English Language Arts for the upcoming school year

It is highly beneficial for students in the CHS English Department to have strong knowledge of texts that are foundational to Western literature. We recommend that students are knowledgeable of allusions to Greek and Roman mythology as well as the Bible as literature. *Mythology* by Edith Hamilton is a useful text. Familiarizing yourself with stories from both the New and Old Testament in the Bible is also recommended.

Whom to contact for questions

Mr. Frank DiLeo

Webpage: <http://www.buffaloschools.org/webpages/FDiLeo/>

Email: FDiLeo@buffaloschools.org



City Honors School
Summer Reading 2019



Entering Grade 10

What our ELA faculty expects you to read this summer

Read these documents from *50 Essays: A Portable Anthology*, Samuel Cohen (5th edition)*

-“Just Walk on By: Black Men and Public Space” Brent Staples

-“The Declaration of Independence” Thomas Jefferson

-“Me Talk Pretty One Day” David Sedaris

Re-read this additional document (was previously studied in the ELA II module):

-“Letter From Birmingham Jail” Martin Luther King, Jr. (any printed PDF file)

* Please consider purchasing a copy of this text as it will be used throughout our course in grade ten. Prices range from \$12 used to \$25 new. A copy will be provided to you during the school year if you are unable to purchase a copy.

Why we expect you to complete this reading

Reading complex texts builds confidence and competence. In AP Language, we will focus on the art of a writer’s craft, so the more experience you have contemplating how and why a work was composed, the more comfortable you will become writing about it and discussing it. With that in mind, read beyond the assigned work. Read all that you can! Take notice of *how* a text is composed and what it calls the reader to contemplate. Become curious about the topics that people write about, and pay attention to the choices authors make when discussing complex ideas. Consider keeping a curiosity journal or a learning log, not for a grade, but to engage with the world around you.

What you should do before you read these texts

This anthology contains 50 incredibly important essays from a broad variety of respected writers taking a close look at societal issues of their time. To understand the context of the book, conduct brief research on the four writers in question – MLK Jr, Staples, Jefferson and Sedaris – to better understand the historical eras in which the work was originally published. While it is expected that you will come to class with the text, *50 Essays: A Portable Anthology*, if you experience difficulty obtaining the text, all three of the essays AND the MLK Jr essay can easily be found in PDF form and printed at home to then annotate.

What you should do while you are reading

It is expected that you will read the four essays *in their entirety* and annotate or keep notes for both the literary elements and authorial / rhetorical choices. By maintaining a two-sided journal, include quotes that contain significant literary devices or authorial choices on one side, with an explanation of their importance on the other side. Consider looking at the rhetorical appeals of logos, ethos and pathos. As you read, also consider the historical context in your annotated notes.

How we will make use of the reading when we return to school

We will begin the year using this text in class discussion and for a variety of analysis. Further, all students will participate in multiple Socratic Seminars and Fishbowl discussions to share your annotations as we work toward building a deeper appreciation of how the writing was constructed. Your annotated text and/or notes will be useful in completing these assignments.

Additional things you need to succeed in English Language Arts for the upcoming school year

Please be sure that your AP Journal (composition notebook) is intact and ready for another year of notes. Prior to entering Grade 10, review and organize your Pre-AP notes.

Whom to contact for questions

Mr. Dallas Belge

Webpage: <http://www.buffaloschools.org/webpages/dbelge>

Email: dbelge@buffaloschools.org



City Honors School
Summer Reading 2019

Entering Grade 12



Required Text

Native Son - Richard Wright ISBN-10: 9780061148507 or ISBN-13: 978-0061148507

The novel *Native Son*, by Richard Wright, is the first of two works used for the discussion portion of the IB Part 2 Oral Assessment, the Individual Oral Commentary (IOC), so please read carefully and annotate with this in mind.

ASSIGNMENT: Motif study

Definition of a **motif**: “In a literary work, a motif can be seen as an image, sound, action, or other figure that has a symbolic significance, and contributes toward the development of a theme” (<https://literarydevices.net/theme/>).

Directions:

Choose ONE of the following motifs to trace throughout *Native Son*:

Motifs: Red Snow Eyesight Sleep Light/Dark Violence Heat/Cold

- Each time the motif appears, note it in your novel (highlight or use a sticky note).
- At the end of your exploration of this work, answer the following prompt: **How does the motif highlight a particular literary aspect (theme, characterization, etc.)?**
 - Your response should be one typed page—double spaced, 12-point font, one-inch margins—and will be due the first week of school.
 - Be sure to **embed** specific textual references from your list.
 - Use MLA-style citations.
 - Your response should follow the standard essay format – introduction, body, conclusion.
 - Be sure to proofread your response carefully.
- Keep in mind there will be additional assessments attached to this work, so take notes in a journal-type notebook.
- Have a good summer!

How we will make use of the reading when we return to school

- We will work with *Native Son* in great detail in September as part of our preparation for the IOC (Individual Oral Commentary).
- The IOC—worth 15% of the two-year IB Language A: Literature grade—is administered at the end of the first semester.

Why we expect you to complete this reading:

Our IB Language A: Literature classes aid students in the development of their ability to engage in close, detailed analysis of literary works, as well as build understanding of the techniques involved in literary criticism.

What you should do before you read these texts:

Take some time to acquaint yourself with salient (relevant) information regarding the **author** and the **contextual** aspects of the work.

Additional things you need to succeed in English Language Arts for the upcoming school year:

A list of the remaining required texts for the school year will be sent home by the end of September.

Whom to contact for questions

Ms. Sabrina Vircillo-Franke

<https://www.vircillo-franke.com>

svircillofranke@buffaloschools.org