



2019 Summer Reading

“Regardless of other activities, the best predictor of summer loss or summer gain is whether or not a child reads during the summer.”
 -- Richard Allington

It is the philosophy of the Cambridge High School Language Arts Department that all students, **regardless of level**, should read for enjoyment over the summer. It is our **HOPE** that parents and students support this effort and help us create a "community of readers."

Here's what we know to be true:

- Reading independently and for pleasure falls off at age 13 and is never regained
- Reading only in school won't get the job done
- Reading achievement typically declines an average of three months between June and September
- Reading as few as six self-selected books helps students hold their ground
- Students who read for enjoyment score higher on reading tests

We are encouraging **ALL STUDENTS**, regardless of level, to read over the summer. A good idea would be to look at the American Library Association's suggestions for young adults and teens at the address libguides.ala.org/recommended-reading/YA-teens.

Students entering AP or Honors classes are required to read and complete the following:

Ninth	<p>Required for Honors: You will need to obtain a copy of <i>How to Read Literature Like a Professor</i> (revised edition 2014) by Thomas C. Foster and read and annotate the introduction and chapters 1, 2, 3, 4, 5, 12 and 26 (see tips below). You must also obtain and read ONE of the following: <i>The Alchemist</i> by Paulo Coelho, <i>Flawed</i> by Cecelia Ahern, or <i>The House of the Scorpions</i> by Nancy Farmer</p> <p>Assignment for Honors: As you read and annotate, make connections to what you read in the required chapters from <i>How to Read Literature</i> to your choice book. Be prepared to write an essay the first two weeks of school. Annotations will be graded. <i>Direct ninth grade questions to smithal@fultonschools.org.</i></p>
Tenth	<p>Required for Honors: You will need to obtain a copy of <i>How to Read Literature Like a Professor</i> (revised edition 2014) by Thomas C. Foster and read and annotate the introduction and chapters 6, 10, 11, 12, 13 and 23 (see tips below). You must also obtain and read <i>Of Mice and Men</i> by John Steinbeck.</p> <p>Assignment for Honors: As you read and annotate, make connections to what you read in the required chapters from <i>How to Read Literature</i> to your choice book. Be prepared to write an essay the first two weeks of school. Annotations will be graded. <i>Direct tenth grade questions to mcdearmonb@fultonschools.org.</i></p>
AP Language	<p>Required for AP Language: You will need to obtain a copy of <i>Thank You for Arguing, third edition</i> by Jay Heinrich and read and annotate chapters 1, 2, 14, 20 and 25 (see tips below). You must also obtain and read and annotate <i>Educated</i> by Tara Westover.</p> <p>Assignment for AP Language: As you read and annotate <i>Educated</i>, make connections to what you read in the required chapters from <i>Thank You for Arguing</i>. Be prepared to write an essay in class that follows the requirements of the Argumentative Essay that is on the AP Language test. To better prepare for this essay, you should look at the Argumentative Essay expectations on AP.Central. <i>Direct questions to gingrich@fultonschools.org</i></p>
AP Literature	<p>Required for AP Literature: Read and annotate (see tips below) <i>A Streetcar Named Desire</i> by Tennessee Williams and a second novel of your CHOICE that is deemed to have literary merit. You may choose from any credible list you find on a website. For example: https://www.goodreads.com/list/show/149.AP_Literature</p> <p>Assignment for AP Literature: As you read and annotate both books, be aware that you will be writing about and discussing the merits of both works. You will also be writing an in class essay that follows the requirements of the Open Ended Essay that will be on the test. To better prepare for this essay, you should look at the Open Ended Essay expectations on AP.Central. <i>Direct questions to karschnikj@fultonschools.org</i></p>

Ideas for Annotating Text

- Underline, star, highlight, box, circle whatever words, phrases, or sentences that catch your attention
- Write brief comments in the margins on your observations about what is being said or done
- Record what you are reminded of (people, feelings, places, moods), Write questions you have or ideas that occur to you
- Record ideas that you agree or disagree and make connections to your own experiences
- Write summary comments and identify themes and rhetorical/literary devices being use

*Gallagher, K. (2009) *Readicide*. Portland, ME: Stenhouse.