



Hightower High School Summer Reading



Summer reading is encouraged but not required.

To prepare students for the upcoming school year, we encourage all students to participate in summer reading. We will begin working with these reading selections during the **third week** of the first semester. Doing this allows students an adequate amount of time to complete their reading before we begin working with them in class.

We ask parents and families to commit to 30 minutes a day of reading texts of their choice during the summer months. Research suggests that this simple commitment provides growth in vocabulary, fluency, background knowledge, and overall comprehension. While the district does not have a list of required titles, Hightower has a list of specific expectations or recommendations listed below.

The purpose of summer reading in FBISD is to engage students in an enjoyable reading experience that maintains and fosters literacy.

Electronic copies of all suggested reading can be found on the campus website. Hard copies can be obtained from Hightower's front desk during the summer, or at all FBISD feeder middle schools.

Reading suggestions:

English 1

The Odyssey (excerpt)

https://epicgreekgods.weebly.com/uploads/4/6/7/0/46708115/the_odyssey_excerpts.pdf

Romeo and Juliet (excerpt)

<https://www.marsd.org/cms/lib/NJ01000603/Centricity/Domain/761/Romeo%20and%20Juliet.pdf>

Joy Luck Club

<http://msjarrett.weebly.com/uploads/9/8/3/1/9831912/twokindsfromthejoyluckclubbyamytan.pdf>

House on Mango Street

<https://www.juandiegoacademy.org/userfiles/3/Classes/274/excerpt%20house%20on%20mango%20street.pdf?id=163>

Harrison Bergeron

<https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbntxc3JlZG1hbmVuZ2xpc2h8Z3g6MjdlZiYzZmNmMjFjMjg3ZA>

Slam

<https://www.wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/Domain/6842/Bad%20Boy%20by%20Walter%20Dean%20Myers.pdf>

English 1 AAC (Formerly Pre-AP)

Fahrenheit 451-Ray Bradbury

<https://ighsenglish.edublogs.org/files/2015/02/Fahrenheit-451.pdf>

Red Queen-Victoria Aveyard

<https://archive.org/details/RedQueenByVictoriaAveyard/page/n9/mode/2up>

Ender's Game-Orson Scott Card

<https://resources.finalsite.net/images/v1563819368/rcsdms/zubpw0ly7e6g3rm1n3fk/EndersGame.pdf>

English 1 On Grade and AAC Assignment:

AAC should complete for two passages

ONE PAGER READING PROJECT

Passage: _____

A one paper is a way of responding to a passage on one piece of paper. It represents your own written & graphic interpretation of what you have read. In this project you will show fact & information about the passage, as well as creating a visual.

You will use a single page of paper or PowerPoint slide featuring key elements of the story. Using quotations, your own words, illustrations, symbols, and colors, highlight important literary elements on one page.

CRITERIA FOR SUCCESS

	Check when completed
Text evidence to support answers	
Complete sentences with capitalization, begin with capitol letter, and punctuation	
Use character name prior to pronoun. (ex. He, she, him, her, etc.)	
Quotation marks around direct text evidence	
Pictures must be a visual representation of answers	
Assignment is in multiple colors	
All 10 boxes completed	

Directions:

- All assignments must be done on typed in **word** or 1 **PowerPoint slide**
- A minimum of five different colors
- No white showing
- Name in header or footer
- The color of the font should align with the tone of the passage
 - Example – yellow colored font = excited
- Minimum of 10 graphics to represent the following elements of the passage
 - Setting (2)
 - Background information about the narrator
 - Symbols to represent the storyline (2)
 - Title of story
 - Tone (2)
 - Characters
 - Connection to your personal life

Assignment requirements:

- **Middle of the page** – Title and author of passage
- **Top right** – Summary of passage (Who, what, where, when, and, why?)
- **Bottom right** – Describe main character(s) in the passage (some traits and qualities may have to be inferred.
For examples, looks, feelings, emotions, actions, comments, etc)
- **Bottom right** – What is the author’s purpose for writing this passage? Provide evidence from the passage to support your answer.
 - Entertain (Narrative)
 - Persuade
 - Inform (Expository)
 - Express
- **Middle left** – Illustrate and describe the setting. Explain how the setting of the story effects the mood.
- **Top left** – Two symbols from the reading and provide textual evidence that support each symbol. Then write a sentence explaining what each symbol represents.
- **Bottom left** – Choose two quotes from the passage that display the tone of the passage. How would the passage change if the quotes were omitted from the passage?
- **Middle right** – Write a one sentence theme statement.
Example
"In "Love in a Headscarf," Shalina Zahra Janmohamed conveys the idea of _____ (Big Idea + Assertion) _____.
- **Middle top** – How does this story relate to your own personal life? How would you feel if you were one of the characters in the story?
- **Middle bottom** – What is the tone of the passage? Provide text evidence to support.

Reading suggestions:

English 2

A Raisin in the Sun

http://dvdesignrstoll.weebly.com/uploads/3/7/5/0/37507491/a_raisin_in_the_sun_act_ipdf_1.pdf

Amigo Brothers

<https://www.chino.k12.ca.us/cms/lib8/CA01902308/Centricity/Domain/1689/Amigo%20Brothers%20Story%20by%20Piri%20Thomas.pdf>

The Absolutely True Diary of a Part-time Indian

<https://www.eriesd.org/site/handlers/filedownload.ashx?moduleinstanceid=35845&dataid=51885&FileName=The%20Absolutely%20True%20Diary%20of%20a%20Part-Time%20Indian%20FULL%20TEXT.pdf>

English 2 AA

The Lord of the Rings

http://www.jrbooksonline.com/PDF_Books_added2009-2/LordOfTheRings.pdf

Flowers for Algernon by Daniel Keyes

<https://www.sdfo.org/gj/stories/flowersforalgernon.pdf>

After Reading: Choice Menu

Directions: Complete **THREE On level / FIVE AAC** options on the menu below in total (NOT THREE FOR EACH STORY!)

Choose a total of two options from these two lists.

You **MUST** write an SAR!
Choose one of the prompts below.



SAR / Short Answer Response	ANALYTICAL	ARTISTIC
<p>Write a paragraph (10 sentences minimum) that answers one of the questions below and uses textual evidence to prove the answer.</p> <p>Be sure to include the <i>title</i> of the text, the <i>author</i>, and the <i>character's name</i> in your response.</p> <ul style="list-style-type: none"> • How is one character changed or affected by the conflict in this story? • What is one theme (universal message) the author portrays in this short story? • How is the character in this short story similar to another character from a text you have read? 	<p>Venn Diagram</p> <p>On white paper, draw a Venn Diagram (two overlapping circles) to compare and contrast TWO of the short stories. You must include 3+ similarities and 3+ differences on your Venn Diagram, written in complete sentence.</p>	<p>Character Portrait</p> <p>On white paper, draw one of the characters in the story. Around the drawing, write 5+ character traits and text evidence (quotes from the story) to justify each trait you chose.</p>
	<p>Write a Letter</p> <p>On notebook paper, write a letter to a character in one of the stories. Your letter could include your thoughts/ opinions about his/her actions in the story, questions for him/her, or advice for him/her in the future. Your letter should be at least $\frac{3}{4}$ of a page long.</p>	<p>Movie Poster</p> <p>Imagine that this short story was being made into a movie (or TV show). On white paper, create a poster to advertise the movie. Use color to represent images from the story, and include the names of which actors will be starring as the main characters.</p>
	<p>Alternative Ending</p> <p>On notebook paper, write a <u>different ending</u> for the story. Your writing should attempt to sound similar to the author's writing style and be at least $\frac{1}{2}$ a page long.</p>	<p>Music Lyrics</p> <p>How could this story be turned into a song? You can take existing song lyrics and change them to be about the story of your choice OR you could write your own original lyrics for a song!</p>

Reading suggestions: (all titles are hyperlinked)

English 3

- [The Crucible](#)
- [Fahrenheit 451](#)
- [As I Lay Dying](#)

AP English 3

- [Outliers](#)
- [In Cold Blood](#)
- [The Shallows](#)

Assignment: Complete a dialectical journal for your chosen novel. Include 10 entries from various parts of the book. Use this as a record of your thoughts and a way to engage deeper with the literature.

What is a dialectical journal?

“A dialectical journal is a CONVERSATION between YOU and WHAT YOU ARE READING. You simply write down PASSAGES that MAKE YOU THINK, or INTEREST YOU, and write about your thoughts. This process is an important way to understand a piece of literature. By writing about literature, you **make your own meaning of the work** in order to **truly understand a piece of literature**. When you do this yourself, then the text belongs to you—you have made it yours. The passages are there for everyone to read; however, the connections and interpretations are uniquely yours. You are neither right or [sic] wrong in your response. So be willing to take risks and be honest.”

– definition from the Lawrence Livermore National Laboratory

Start by folding a fresh sheet of paper in half lengthwise. On one side, you will record passages (quotes with citation) from the text. On the other side, you will record your commentary. You will look for 2-3 passages in each of the following areas.

Rhetorical Devices	Commentary utilizing DIDLS and Appeals
“Ladies and Gentlemen, I'd planned to speak to you tonight to report on the state of the Union, but the events of earlier today have led me to change those plans. Today is a day for mourning and remembering. Nancy and I are pained to the core by the tragedy of the shuttle Challenger. We know we share this pain with all the people of our country. This is truly a national loss.”	In this section of the speech, Ronald Reagan creates the persona of a president that is one of the people. He specifically references his wife, Nancy, saying they both are “pained to the core” by the shuttle disaster. The figurative device suggests a piercing hurt that reaches all depths of his psyche and his wife’s psyche. In referring to his wife, he links himself with his audience made of American families and connects with the common response of families to draw together in times of tragedy. His words act to unify him to his wife, suggesting a commonality between the president and his audience; however, when linked with the figurative device, his words (i.e. “we share this pain”) also connect all the people of the country in a common grieving family with Reagan in the role of a caring, supporting patriarch.

- a. Form and Structure - What is happening? How much time is covered? What patterns do you notice?

- b. Purpose/Tone/Style - What is the author trying to accomplish? What argument(s) is he/she trying to make? What is the author's attitude toward the subject? How is TONE revealed through DICTION and SYNTAX?
- c. Imagery and/or Detail - The imagery of a literary work comprises the set of images that appeal to the senses. Look for recurring images (light/darkness, colors, clothing, odors, sounds). Point out details (numbers, facts, description) the author uses to support the argument. How are these images and/or details used? What emotions do they EVOKE?
- d. Rhetorical Devices - Look for examples of various schemes or tropes. Determine if the device is used to create LOGOS (an appeal to the audience using LOGIC), PATHOS (An appeal to the audience's EMOTIONS), and ETHOS (an appeal to the audience's ETHICAL or MORAL BELIEFS) and explain how.

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Please note the following important information regarding the 2022 Summer Work Week Schedule.

SUMMER WORK SCHEDULE FOR 2022:

The District will operate on a four-day, Monday-Thursday schedule for the summer of 2022. Work hours during this period will be 7:30 a.m. until 5:30 p.m., with 45 minutes for lunch.

This schedule will be in operation beginning the week of June 6 (June 10 being the first Friday we are closed) and ending with the week of July 18 (July 22 being the last Friday we are closed).

DISTRICT SUMMER BREAK 2022 (MONDAY, JULY 4 through FRIDAY, JULY 8, 2022):

The District will be **closed** Monday, July 4 through Friday, July 8 in observance of Independence Day.

Resources

Tone- The writer's attitude towards the subject of the piece, the audience, and self. Also known as, the way feelings are expressed.

Mood- The feeling that the author tries to convey throughout the story. The atmosphere or emotional condition created by the piece (How the reader feels).

Voice- The author's writing style, the quality that makes his or her writing unique, and which conveys the author's attitude, personality, and character

Imagery- Language that stimulates the reader's senses (touch, taste, sound, smell, and sight).

Characterization- The process an author uses to create memorable characters.

Direct Characterization- When the author tells you directly in the text what a character is like.

Indirect Characterization- The author reveals a character's personality through his or her appearance, words, actions, and effects on others.

Plot Development- The organized pattern or sequence of events that make up a story.

Exposition- introduction; characters, setting and conflict (problem) are introduced

Rising action- events that occur as result of central conflict

Climax- highest point of interest or suspense of a story

Falling action- tension eases; events show the results of how the main character begins to resolve the conflict

Resolution- loose ends are tied up; the conflict is solved