Middle Township High School

300 E. Atlantic Ave
Cape May Court House, New Jersey 08210-2499
Telephone (609) 465-1852

Spring 2013

Middle Township High School recognizes that one of the most important things you can do for yourself during your high school years and beyond is to read. Reading all year around helps students keep their reading and critical thinking skills in shape. Summer reading provides an excellent opportunity for students to stay connected to literature, to enhance literacy skills developed during the school year and to gain knowledge while reading something that captures their imagination that has not been assigned to an entire class. It has been proven over and over that the best way to prepare oneself for tests such as the PSAT and SAT is to read widely. We also know that avid readers become better writers.

With these goals in mind, the English Department, with extensive assistance from our Media Specialist, provides a summer reading list for all students. We are more than willing to answer questions about these books and to recommend specific titles to students. We look forward to discussing summer reading books with the students in the fall.

The utmost care has been taken to prepare lists with a large variety of books appropriate for high school students, but parents are urged to review the titles with their children and make choices as a family. All of the titles are available at the high school library and can be checked out ***by June 7 th*** or from the front office during the summer months. They are also available in a special section at the Cape May County Library (CMCH branch) or at your local book store.

The 2013 summer reading list is on our school web site (www.middletwp.k12.nj.us/hs/). The list is divided into grades 9/10 and grades 11/12. Students may not use the same book as they used last summer; we have maintained a central listing from last year, in case a student wants to check to see what novel was already read. A PowerPoint presentation of the book choices is also posted on the website which gives an overview of each book, along with insight and recommendations from MTHS students and teachers.

Once you select a book from this list, you must then complete one assignment for the grade level you will enter in the fall. If you have multiple English classes (English 3 and English 4), you must complete ***a separate novel and assignment for each class***. This assignment will count as 5% of your first marking period grade and is due to your English teacher on the first Monday of school (Monday, September 9th). Additionally, teachers may also choose to use this assignment as a basis for a class discussion, essay or quiz.

Please note that AP English courses at Middle Township require separate summer reading and assignments. Students will be informed about these assignments before the school year ends. Advanced Placement students and students in Freshman Honors are exempted from the school-wide summer reading because of the additional work required for the specific Honors and AP assignments.

Sincerely,

Richard Falletta
Middle Township High School Principal

Rita Tice
English Supervisor

Summer Reading Assignment
MTHS Novel Selection

<u>For Grade 9/10:</u>

Bradbury, Ray. *Something Wicked This Way Comes*
Collins, Suzanne. *Catching Fire*
Cashore, Kristen. *Graceling*
Dashner, James. *The Maze Runner*
Dessen, Sarah. *Along For the Ride*
Dogar, Sharon. *Waves*
Draper, Sharon. *Just Another Hero*
Efaw, Amy. *After*
Gill, David Macinnis. *Soul Enchilada*
Hoose, Phillip M. *Claudette Colvin: Twice Toward Justice*
McCormick, Patricia. *Purple Heart*
McKernan, Victoria. *The Devil's Paintbox*
Patneaude, David. *Epitaph Road*
Rand, Ayn. *The Fountainhead*
Smith, Sherri L. *Flygirl.*
Stevenson, Robert Louis. *Treasure Island*
Westerfeld, Scott. *Leviathan*
Williams, Carol Lynch. *The Chosen One*
Williams-Garcia, Rita. *Jumped*

<u>For Grades 11/12:</u>

Abrahams, Peter. *Reality Check*
Anderson, Laurie Halse. *Wintergirls*
Bray, Libba. *Going Bovine*
Fitzgerald, F. Scott. ***This Side of Paradise***
Foer, Jonathan Safran. *Extremely Loud and Incredibly Close*
Forman, Gayle. *If I Stay*
Mitchell, Margaret. *Gone With the Wind*
Myers, Walter Dean. *DopeSick*
Northrop, Michael. *Gentlemen*
Oaks, J. Adams. *Why I Fight*
Picoult, Jodi. *Nineteen Minutes*
Rand, Ayn. *Atlas Shrugged*
Ryan, Carrie. *The Forest of Hands and Teeth*
Smithson, Ryan. *Ghosts of War: The True Story of a 19-year-old GI*
Standiford, Natalie. *How to Say Goodbye in Robot*
Stein, Garth. *The Art of Racing in the Rain*
Volponi, Paul. *Rikers High*
Williams, Tenessee. *A Streetcar Named Desire*
Wyatt, Melissa. *Funny How Things Change*
Wynne-Jones, Tim. *The Uninvited*

Summer Reading Assignment Sheet 2013

After completing your novel, you must complete one assignment and submit it to your teacher on *THE FIRST MONDAY OF CLASS (Monday, September 9th)*. Select one assignment from the list below:

9th and 10th Grade

1. Epilogue - Write an epilogue and/or prologue to the book, describing events that could have taken place before or after the plot of the book.

- Includes at least 4 events that are connected to the existing plot of the novel. This connection should be explained if it is not obviously clear. Example: *Great Expectations* by Charles Dickens: Pip never marries as a result of Stella's rejection.
- Uses descriptive language.
- Adheres to MTHS's standard for grammar and writing mechanics (spelling, capitalization, etc.).

2. **Librarian** - Pretend that you are the librarian; write an explanation of why you chose this book for the school library.

- Provides a minimum of 3 reasons with evidence (be specific).
- Demonstrates an effective persuasive argument.
- Adheres to MTHS's standard for grammar and writing mechanics(spelling, capitalization, etc.).

3. Discussion Questions - Create 10 discussion questions with detailed answers that would provide an in-depth study into the various aspects of the book. (plot, characters, themes etc.)

- Demonstrates variety in style of questions.
- Shows depth of thought of questions (questions should facilitate thought, be analytical, not just refer to plot)
- Both questions and answers should adhere to MTHS's standard for grammar and writing mechanics (spelling, capitalization, etc.).

4. Newspaper - Compose two articles for a newspaper published in the time period of your book. Each article will relate an event from the book.

- Create an appropriate headline for both articles. (title)
- Articles relate to two different events from the book.
- Adheres to MTHS's standard for grammar and writing mechanics (spelling, capitalization, etc.).

5. Script - Create a play/screen script for one of the scenes of the book. Be sure to clearly indicate the character/narrator speaking.

- Includes a minimum of 20 lines of dialogue.
- Characterization and dialogue are authentic and relevant to plot.
- Creative expression is evident.
- Adheres to MTHS's standard for grammar and writing mechanics (spelling, capitalization, etc.).

6. Dinner Party - Plan a dinner party for a character that is consistent with his/her personality. Create an invitation and write detailed instructions to the catering staff, including the menu, table setting, seating arrangement and guest list.

- Invitations are visually appealing, clear and concise.
- Menu is relevant to the time period and the main character.
- Table setting descriptions allows the reader a good visual.
- Explain why/why not guests were invited.
- Adheres to MTHS's standard for grammar and writing mechanics (spelling, capitalization, etc.).

7. Eulogy - Write a eulogy or obituary for the main character.

- Includes at least 6 characteristics or defining moments in the character's life.
- Demonstrates effective use of tone and style.
- Adheres to MTHS's standard for grammar and writing mechanics (spelling, capitalization, etc.).

11th and 12th Grade

1. Author Letter - Write a letter to the author; ask questions you have about the plot, themes, characters etc. Explain to the author your reaction to the book.

- Uses evidence to support reaction to the book.
- Includes a minimum of 6 insightful questions to the author.
- Adheres to MTHS's standard for grammar and writing mechanics (spelling, capitalization, etc.).

2. You're the Author - Pretend you are the author and explain why you chose to write the book. Explain your reasons for choosing title, setting and characters.

- Includes a detailed explanation of why you wrote the book.
- Logically explains title, setting and characters.
- Adheres to MTHS's standard for grammar and writing mechanics (spelling, capitalization, etc.).

3. Photo Album - Find photographs/pictures and make a photo album that depicts the experiences of a character.

- Includes a minimum of 10 original photographs.
- Photos include captions that indicate relevance to book.
- Illustrates creative and appropriate presentation (order of photos, cover, title of album, quality of album).
- Adheres to MTHS's standard for grammar and writing mechanics (spelling, capitalization, etc.).

4. Map - Draw a map of the main setting of the book. Thoroughly label important events and provide a key.

- All graphics/elements are clearly labeled and related to the book.
- At least 7 accurate facts/elements are displayed.
- The map is creative and attractive in terms of design, layout and neatness.
- Adheres to MTHS's standard for grammar and writing mechanics (spelling, capitalization, etc.).

5. Relate - Describe an experience you have had that was similar to that of a character or plot in the book.

- Explains 3 parallels to the experience of the character or event.
- Uses relevant and specific supporting details.
- Adheres to MTHS's standard for grammar and writing mechanics (spelling, capitalization, etc.).

6. Ending - Write a well developed and detailed alternate ending.

- Presents a plausible ending (believable)
- Uses descriptive language.
- Adheres to MTHS's standard for grammar and writing mechanics (spelling, capitalization, etc.).

7. Journal - Keep a journal as you read the book. Include your reactions, thoughts, feelings, and questions.

- Includes a minimum of 10 journal entries (Each entry should be at least two paragraphs)
- Clearly explains your reactions
- Adheres to MTHS's standard for grammar and writing mechanics (spelling, capitalization, etc.).

Your final assessment will be graded based on the extent that you accomplish the following.

- *informative and original response demonstrates a high level of understanding*
- *The response shows evidence of critical thinking by demonstrating insight into character(s).*
- *The reader demonstrates a superior ability to communicate information.*
- *The response indicates that the student has a complete understanding of the task's reading concept.*
- *The reader uses information from the text to interpret significant explicit or implicit concepts or makes connections to other situations or contexts logically through analysis, evaluation, inference, or comparison/contrast.*
- *The reader uses relevant and accurate references.*
- *The reader develops thoughtful predictions, interpretations, and/or conclusions about the text with depth and understanding.*
- *The response includes superior connections between the text and the reader's background knowledge.*