

Raritan High School
English Department

Summer Reading
ESL Program, Entering Grades 9-12

June 2017

To Parents/Guardians and Students:

The purpose of the RHS summer reading assignment is to encourage students to enjoy quality literature and to continue to develop reading skills and strategies that they have learned during the school year.

Students are to select one title from the enclosed list and acquire the book from the public library, a bookstore such as Barnes and Noble, or an e-book source. These books were chosen by teachers based on reading levels and interests of students in each grade level. Please be aware that some of the books are contemporary young adult and adult texts that may contain mature content or language. Parents are encouraged to review the choices and assist their children in making their selections.

Students are to read their chosen books prior to the first day of school and be prepared to complete an assessment of their reading when they return to school in September. The assessments will be developed by the classroom teacher, will be completed during class time, may be written or discussion-based, and will be graded and incorporated into students' first marking period grades.

Enclosed in this packet are three assignments that can be used to provide support for the September assessments. Students are strongly encouraged to complete at least one of the suggested assignments so that they are prepared for a successful beginning to the new school year.

A summer reading assistance course is offered as part of the Summer Enrichment program. We encourage students to take advantage of this opportunity.

If you have any questions or concerns, please contact your child's ESL teacher, Julye Szymanski (jszymanski@hazlet.org) or Suzanne Capraro, English Supervisor, at scapraro@hazlet.org or 732-264-8401, ext. 1008. We hope that you have an enjoyable summer and wish you Happy Reading!

Raritan High School
English Department

Summer Reading
ESL Program, Entering Grades 9-12

de junio de el año 2017

A los padres / tutores y estudiantes:

El propósito de la asignación de lectura de verano de RHS es alentar a los estudiantes a disfrutar de literatura de calidad y continuar desarrollando destrezas de lectura y estrategias que han aprendido durante el año escolar.

Los estudiantes deben seleccionar un título de la lista adjunta y adquirir el libro de la biblioteca pública, una librería como Barnes and Noble, o una fuente de e-book. Estos libros fueron escogidos por los maestros en base a los niveles de lectura e intereses de los estudiantes en cada nivel de grado. Tenga en cuenta que algunos de los libros son textos contemporáneos de adultos jóvenes y adultos que pueden contener contenido o lenguaje maduro. Se anima a los padres a revisar las opciones y ayudar a sus hijos a hacer sus selecciones.

Los estudiantes deben leer los libros elegidos antes del primer día de escuela y estar preparados para completar una evaluación de su lectura cuando regresen a la escuela en septiembre. Las evaluaciones serán desarrolladas por el maestro, serán completadas durante el tiempo de clase, pueden ser escritas o basadas en discusión, y serán calificadas e incorporadas en los primeros grados del período de calificaciones de los estudiantes.

En este paquete se incluyen tres asignaciones que pueden utilizarse para proporcionar apoyo para las evaluaciones de septiembre. Se recomienda encarecidamente a los estudiantes que realicen por lo menos una de las asignaciones sugeridas para que estén preparadas para un inicio exitoso hasta el nuevo año escolar.

Un curso de la asistencia de lectura de verano se ofrece como parte del programa de enriquecimiento de verano. Animamos a los estudiantes para tomar ventaja de esta oportunidad.

Si usted tiene alguna pregunta o inquietud, por favor, póngase en contacto con el maestro de su hijo ESL, Julye Szymanski (jszymanski@hazlet.org) o Suzanne Capraro, Inglés Supervisor, en scapraro@hazlet.org o 732-264-8401, ext. 1008. Nosotros esperamos que tenga un verano agradable y desea Feliz lectura!

This document was translated using Google Translate. Este documento fue traducido utilizando Google Translate.

Raritan High School
English Department

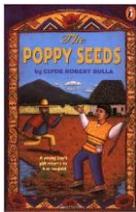
Summer Reading
ESL Program, Entering Grades 9-12

Students demonstrating **beginner** English proficiency are to select from the following books:



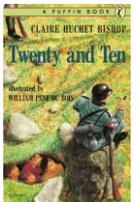
***The Josefina Story Quilt* by Eleanor Coerr**

California, here we come! Faith's Pa says there's no room on a wagon train for Josefina, a chicken who's too tough to eat and too old to lay eggs. But Faith loves her pet. Can Josefina show Pa that she still has a few surprises left in her?



***The Poppy Seeds* by Clyde Robert Bulla**

In Pablo's small Mexican village, the only source of fresh water is jealously guarded by a bitter old man. His high walls keep out everyone--except Pablo, who bravely goes there one day to plant some poppy seeds. The flowers that bloom beside his stream bring beauty to the old man, and the precious gift of water to the village.



***Twenty and Ten* by Claire Huchet Bishop**

During the German occupation of France, twenty French children are brought to a refuge in the mountains. One day a young man comes to their school with a request: Can they hide ten Jewish refugee children? The school must decide how to accomplish what seems to be an impossible task.

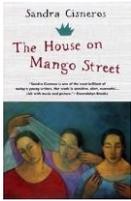


***Kids Against Hunger* by John Mikkelsen**

Greg skips soccer practice at least once a week. One day, Caleb and Ian decide to figure out where Greg goes when he's not at practice. They follow him straight to a creepy old warehouse. What's inside? And what is Greg's big secret?

Alternatively, students may choose a book from the recommended reading list for their grade level (see the following pages for selections).

Students demonstrating intermediate English proficiency are to select from the following books:



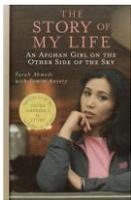
***The House on Mango Street* by Sandra Cisneros**

Tales about a young girl, Esperanza Cordero, who is growing up in the Latino section of Chicago. The story is told in a series of vignettes. It is a coming of age story and how Esperanza will invent herself for what she will become.



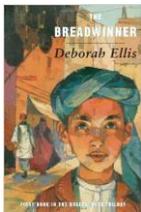
***Where the Flame Trees Bloom* by Alma Flor Ada**

This collection of powerful stories from the author's childhood in Cuba shows the importance of family and human values.



***The Story of My Life: An Afghan Girl on the Other Side of the Sky* by Farah Ahmed**

Farad, a young, Hazara girl, has lived an unbelievable life before reaching the age of fifteen. Her story is a firsthand picture of the devastation of a beautiful country destroyed by war and ethnic conflict.



***The Breadwinner* by Deborah Ellis**

The story is about an 11-year old girl named Parvana who is growing up in a war-torn Afghanistan. With the Taliban ruling the already extremely poor country, her family is struggling to survive. Parvana is forced to go to desperate measures to help.



***Dakota Spring* by D. Anne Love**

After their mother dies and their father has a serious accident, Caroline and Jess must adjust to life with their strict grandmother running the household.

Alternatively, students may choose a book from the recommended reading list for their grade level (see the following pages for selections).

Students demonstrating advanced English proficiency are to select from the following books:



***Anya's Ghost*, a graphic novel by Vera Brosgol**

Anya could really use a friend. But her new BFF isn't kidding about the "Forever" part. Of all the things Anya expected to find at the bottom of an old well, a new friend was not one of them. Especially not a new friend who's been dead for a century. Falling down a well is bad enough, but Anya's normal life might actually be worse. She's embarrassed by her family, self-conscious about her body, and she's pretty much given up on fitting in at school. A new friend—even a ghost—is just what she needs. Or so she thinks.



***Where the River Runs: A Portrait of a Refugee Family* by Nancy Price Graff**

Profiles a family of immigrants, the Preks, from Cambodia, struggling to make a better life for themselves as they embrace American culture while still treasuring much of their Cambodian heritage.



***Sarah, Also Known as Hannah* by Lillian Hammer Ross**

This story describes a Jewish teenager's journey from Eastern Europe to America in 1910.



***Children of the Fire* by Harriette Gillem Robinet**

A young girl who is born into slavery in Mississippi moves with her family to Chicago in the 1870s.

Alternatively, students may choose a book from the recommended reading list for their grade level (see the following pages for selections).

Raritan High School
English Department

Summer Reading

Students entering English 1 (9th grade) are to select from the following books:



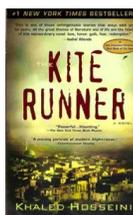
***Paper Towns* by John Green**

When Margo Roth Spiegelman beckons Quentin Jacobsen in the middle of the night—dressed like a ninja and plotting an ingenious campaign of revenge—he follows her. Margo’s always planned extravagantly, and, until now, she’s always planned solo. After a lifetime of loving Margo from afar, things are finally looking up for Q . . . until day breaks and she has vanished. Always an enigma, Margo has now become a mystery. But there are clues. And they’re for Q.



***The Book Thief* by Markus Zusak**

It is 1939. Nazi Germany. The country is holding its breath. Death has never been busier, and will become busier still. Liesel Meminger is a foster girl living outside of Munich, who scratches out a meager existence for herself by stealing when she encounters something she can’t resist—books. With the help of her accordion-playing foster father, she learns to read and shares her stolen books with her neighbors during bombing raids as well as with the Jewish man hidden in her basement.



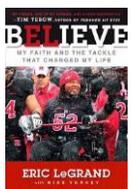
***Kite Runner* by Khaled Hosseini**

The unforgettable, heartbreaking story of the unlikely friendship between a wealthy boy and the son of his father's servant, *The Kite Runner* is a beautifully crafted novel set in a country that is in the process of being destroyed. It is about the power of reading, the price of betrayal, and the possibility of redemption; and an exploration of the power of fathers over sons—their love, their sacrifices, their lies.



***Sleeping Freshmen Never Lie* by David Lubar**

Starting high school is never easy. Seniors take your lunch money. Girls you’ve known forever are suddenly beautiful and unattainable. And you can never get enough sleep. Could there be a worse time for Scott’s mother to announce she’s pregnant? Scott decides high school would be a lot less overwhelming if it came with a survival manual, so he begins to write down tips for his new sibling. Meanwhile, he’s trying his best to capture the attention of Julia, the freshman goddess. In the process, Scott manages to become involved in nearly everything the school has to offer. So while he tries to find his place in the confusing world of high school, win Julia’s heart, and keep his sanity, Scott will be recording all the details for his sibling’s—and your—enjoyment.



***Believe: My Faith and the Tackle That Changed My Life* by Eric LeGrand**

On October 16, 2010, Eric LeGrand's life drastically changed course in a single moment. Eric was known for his skill as a key Rutgers defensive lineman and as a much-loved teammate who could make anyone smile. During the heated fourth quarter of a tie game against Army, a crushing tackle left Eric sprawled motionless on the ground while the entire stadium went silent with fear and anticipation. Doctors later discovered that Eric's body was paralyzed from the neck down, marking the beginning of a long, grueling, and emotional road to recovery. What Eric didn't know then, however, was that the months to come would be a remarkable, transformative journey—one so profound that he would call the time since his accident the best years of his life. In this moving memoir, Eric tells the uplifting story of how he is rebuilding his future in the face of hardship.

Students entering English 2 (10th grade) are to select from the following books:



***Unwind* by Neal Shusterman**

In America after the Second Civil War, the Pro-Choice and Pro-Life armies came to an agreement: The Bill of Life states that human life may not be touched from the moment of conception until a child reaches the age of thirteen. Between the ages of thirteen and eighteen, however, a parent may choose to retroactively get rid of a child through a process called "unwinding." Now a common and accepted practice in society, troublesome or unwanted teens are able to easily be unwound. With breath-taking suspense, this book follows three teens who all become runaway Unwinds.



***Miss Peregrine's Home for Peculiar Children* by Ransom Riggs**

A mysterious island. An abandoned orphanage. A strange collection of very curious photographs. As our story opens, a horrific family tragedy sets sixteen-year-old Jacob journeying to a remote island off the coast of Wales, where he discovers the crumbling ruins of Miss Peregrine's Home for Peculiar Children. As Jacob explores its abandoned bedrooms and hallways, it becomes clear that the children were more than just peculiar. They may have been dangerous. They may have been quarantined on a deserted island for good reason. And somehow—impossible though it seems—they may still be alive.



***Eleanor and Park* by Rainbow Rowell**

Bono met his wife in high school, Park says.

So did Jerry Lee Lewis, Eleanor answers.

I'm not kidding, he says.

You should be, she says, we're 16.

What about Romeo and Juliet?

Shallow, confused, then dead.

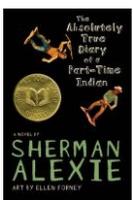
I love you, Park says.

Wherefore art thou, Eleanor answers.

I'm not kidding, he says.

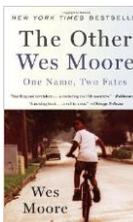
You should be.

Set over the course of one school year in 1986, this is the story of two star-crossed misfits--smart enough to know that first love almost never lasts, but brave and desperate enough to try.



***The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie**

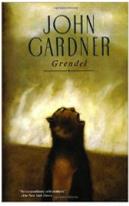
Bestselling author Sherman Alexie tells the story of Junior, a budding cartoonist growing up on the Spokane Indian Reservation. Determined to take his future into his own hands, Junior leaves his troubled school on the rez to attend an all-white farm town high school where the only other Indian is the school mascot. Heartbreaking, funny, and beautifully written, *The Absolutely True Diary of a Part-Time Indian*, which is based on the author's own experiences, coupled with poignant drawings by Ellen Forney that reflect the character's art, chronicles the contemporary adolescence of one Native American boy as he attempts to break away from the life he was destined to live.



***The Other Wes Moore: One Name, Two Fates* by Wes Moore**

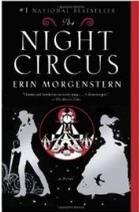
In December 2000, the Baltimore Sun ran a small piece about Wes Moore, a local student who had just received a Rhodes Scholarship. The same paper also ran a series of articles about four young men who had allegedly killed a police officer in a spectacularly botched armed robbery. The police were still hunting for two of the suspects who had gone on the lam, a pair of brothers. One was named Wes Moore. Wes just couldn't shake off the unsettling coincidence, or the inkling that the two shared much more than space in the same newspaper. Over dozens of letters and prison visits, Wes discovered that the other Wes had had a life not unlike his own. At each stage of their young lives they had come across similar moments of decision, yet their choices would lead them to astonishingly different destinies. Told in alternating dramatic narratives that take readers from heart-wrenching losses to moments of surprising redemption, *The Other Wes Moore* tells the story of a generation of boys trying to find their way in a hostile world.

Students entering English 3 (11th grade) are to select from the following list of books:



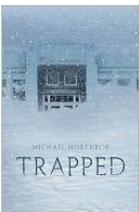
***Grendel* by John Gardner**

The first and most terrifying monster in English literature, from the great early epic BEOWULF, tells his side of the story.



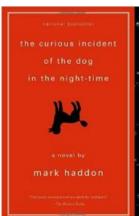
***The Night Circus* by Erin Morgenstern**

The circus arrives without warning. No announcements precede it. It is simply there, when yesterday it was not. Within the black-and-white striped canvas tents is an utterly unique experience full of breathtaking amazements. It is called *Le Cirque des Rêves*, and it is only open at night. But behind the scenes, a fierce competition is underway: a duel between two young magicians, Celia and Marco, who have been trained since childhood expressly for this purpose by their mercurial instructors. Unbeknownst to them both, this is a game in which only one can be left standing. Despite the high stakes, Celia and Marco soon tumble headfirst into love, setting off a domino effect of dangerous consequences, and leaving the lives of everyone, from the performers to the patrons, hanging in the balance.



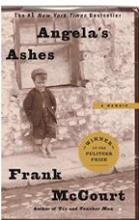
***Trapped* by Michael Northrop**

The day the blizzard started, no one knew that it was going to keep snowing for a week. That for those in its path, it would become not just a matter of keeping warm, but of staying alive. . . Scotty and his friends Pete and Jason are among the last seven kids at their high school waiting to get picked up that day, and they soon realize that no one is coming for them. Still, it doesn't seem so bad to spend the night at school, especially when distractingly hot Krista and Julie are sleeping just down the hall. But then the power goes out, then the heat. The pipes freeze, and the roof shudders. As the days add up, the snow piles higher, and the empty halls grow colder and darker, the mounting pressure forces a devastating decision. . . .



***The Curious Incident of the Dog in the Night-Time* by Mark Haddon**

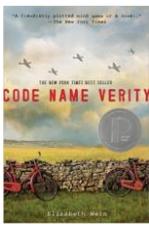
Christopher John Francis Boone knows all the countries of the world and their capitals and every prime number up to 7,057. He relates well to animals but has no understanding of human emotions. He cannot stand to be touched. Although gifted with a superbly logical brain, Christopher is autistic. Everyday interactions and admonishments have little meaning for him. Routine, order and predictability shelter him from the messy, wider world. Then, at fifteen, Christopher's carefully constructed world falls apart when he finds his neighbor's dog, Wellington, impaled on a garden fork, and he is initially blamed for the killing. Christopher decides that he will track down the real killer and turns to his favorite fictional character, the impeccably logical Sherlock Holmes, for inspiration. But the investigation leads him down some unexpected paths and ultimately brings him face to face with the dissolution of his parents' marriage. As he tries to deal with the crisis within his own family, we are drawn into the workings of Christopher's mind.



***Angela's Ashes* by Frank McCourt**

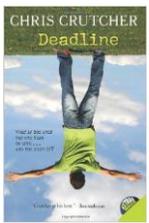
"When I look back on my childhood I wonder how I managed to survive at all." So begins the luminous memoir of Frank McCourt, born in Depression-era Brooklyn to recent Irish immigrants and raised in the slums of Limerick, Ireland. Frank's mother, Angela, has no money to feed the children since Frank's father, Malachy, rarely works, and when he does he drinks his wages. Yet Malachy—exasperating, irresponsible, and beguiling—does nurture in Frank an appetite for the one thing he can provide: a story. Frank lives for his father's tales. Perhaps it is story that accounts for Frank's survival. Wearing rags for diapers, begging a pig's head for Christmas dinner and gathering coal from the roadside to light a fire, Frank endures poverty, near-starvation and the casual cruelty of relatives and neighbors—yet lives to tell his tale with eloquence, exuberance, and remarkable forgiveness.

Students entering English 4 (12th grade) are to select from the following list of books:



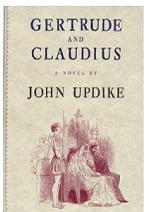
***Code Name Verity* by Elizabeth Wein**

Oct. 11th, 1943—A British spy plane crashes in Nazi-occupied France. Its pilot and passenger are best friends. One of the girls has a chance at survival. The other has lost the game before it's barely begun. When "Verity" is arrested by the Gestapo, she's sure she doesn't stand a chance. As a secret agent captured in enemy territory, she's living a spy's worst nightmare. Her Nazi interrogators give her a simple choice: reveal her mission or face a grisly execution. As she intricately weaves her confession, Verity uncovers her past, how she became friends with the pilot Maddie, and why she left Maddie in the wrecked fuselage of their plane. On each new scrap of paper, Verity battles for her life, confronting her views on courage, failure and her desperate hope to make it home. But will trading her secrets be enough to save her from the enemy?



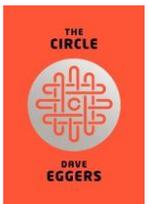
***Deadline* by Chris Crutcher**

How can a pint-sized, smart-aleck eighteen-year-old make his mark on the world from Nowheresville, Idaho—especially when he only has one year left to do it? When Ben Wolf learns his senior year of high school will be his last year, period, he is determined to go out in a blaze of glory. That means not letting anyone know about his diagnosis. It means trying out for the football team. It means giving his close-minded civics teacher a daily migraine. It means going for the amazingly perfect, fascinating Dallas Suzuki. But living with a secret isn't easy . . . What will Ben do when he realizes he isn't the only person who's keeping one?



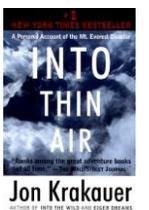
***Gertrude and Claudius* by John Updike**

Gertrude and Claudius are the “villains” of *Hamlet*: he the killer of Hamlet’s father and usurper of the Danish throne; she his lusty consort, who marries Claudius before her late husband’s body is cold. But in this imaginative “prequel” to the play, John Updike makes a case for the royal couple that Shakespeare only hinted at. Gertrude and Claudius are seen afresh against a background of fond intentions and family dysfunction, on a stage darkened by the ominous shadow of a sullen, erratic, disaffected prince



***The Circle* by Dave Eggers**

When Mae Holland is hired to work for the Circle, the world’s most powerful internet company, she feels she’s been given the opportunity of a lifetime. The Circle, run out of a sprawling California campus, links users’ personal emails, social media, banking, and purchasing with their universal operating system, resulting in one online identity and a new age of civility and transparency. As Mae tours the open-plan office spaces, the towering glass dining facilities, the cozy dorms for those who spend nights at work, she is thrilled with the company’s modernity and activity. Mae can’t believe her luck, her great fortune to work for the most influential company in the world—even as life beyond the campus grows distant, even as a strange encounter with a colleague leaves her shaken, even as her role at the Circle becomes increasingly public. What begins as the captivating story of one woman’s ambition and idealism soon becomes a heart-racing novel of suspense, raising questions about memory, history, privacy, democracy, and the limits of human knowledge.



***Into Thin Air* by Jon Krakauer**

A bank of clouds was assembling on the not-so-distant horizon, but journalist-mountaineer Jon Krakauer, standing on the summit of Mt. Everest, saw nothing that "suggested that a murderous storm was bearing down." He was wrong. The storm, which claimed five lives and left countless more—including Krakauer's—in guilt-ridden disarray, would also provide the impetus for **Into Thin Air**, Krakauer's epic account of the May 1996 disaster. Krakauer's highly personal inquiry into the catastrophe provides a great deal of insight into what went wrong. Clearly, Krakauer remains haunted by the disaster, and although he relates a number of incidents in which he acted selflessly and even heroically, he seems unable to view those instances objectively. In the end, despite his evenhanded and even generous assessment of others' actions, he reserves a full measure of vitriol for himself. His account of an ascent of Mount Everest has led to a general reevaluation of climbing and of the commercialization of what was once a romantic, solitary sport. A childhood dream of someday ascending Mount Everest, a lifelong love of climbing, and an expense account all propelled writer Jon Krakauer to the top of the Himalayas. His powerful, cautionary tale of an adventure gone horribly wrong is a must-read.

Raritan High School
English Department

Summer Reading
ESL Program, Entering Grades 9-12

Students are strongly encouraged to complete one of the following suggested assignments to provide support for the summer reading assessments that will be administered in September.

Assignment 1: Dialectical Journal

A dialectical journal is also known as a double-entry journal or reader-response journal. In a dialectical journal, a reader records a dialogue or conversation between the ideas in the text and his or her own ideas in order to develop an understanding of the text.

Your dialectical journal should adhere to the following three-column format:

Passages from Text (quoted directly from the book)	Page Numbers	Responses (thoughts, comments, questions, etc. related to the selected passages)
<p><i>Choose and copy 8-10 passages/quotes from the book.</i></p> <p><i>Copy each passage word-for-word from the text (direct quotation).</i></p> <p><i>Each passage should be at least one sentence in length.</i></p> <p><i>Passages are to come from different parts of the text:</i></p> <ul style="list-style-type: none"> • <i>2-3 from the first 1/3 of the text</i> • <i>3-4 from the middle 1/3 of the text</i> • <i>2-3 from the final 1/3 of the text</i> 	<p><i>page number(s) where passage is found</i></p>	<p><i>For each passage, write a one-paragraph response (your original ideas, insights, questions, reflections, and/or comments).</i></p> <p><i>Each response should be one full paragraph in length (five sentences or longer).</i></p> <p><i>AVOID SUMMARIZING THE PLOT OR PARAPHRASING THE PASSAGE.</i></p>

Dialectical Journal Sample Entry

Title and Author of Book: *Lord of the Flies* by William Golding (fiction)

Passages from Text (quoted directly the book)	Page Numbers	Responses (thoughts, comments, questions, etc. related to the selected passages)
<p>"He [Roger] simply sat and rocked the trunk gently. . . . So they sat, the rocking, tapping, and impervious Roger and Ralph, fuming They heard him [Jack] blunder against the trunk which rocked violently."</p>	121	<p>This passage shows a contrast between Roger and Jack. Just by the way they rock the same tree trunk; you can see their different character traits. Roger gently rocks the tree trunk while tapping his stick and saying nothing. He is invulnerable, and closed. I can picture him in his own little world, stewing in his mind, but showing very little outwardly. Jack is different. When he comes along, he "blunders" into the tree trunk and rocks it "violently." I wonder if the tree trunk symbolizes something like stability and natural order that Jack will shake violently and Roger, surprisingly, will also shake some, but gently. Does Jack's violent blunder also foreshadow coming violence?</p>

A template for the journal is available for download on the Hazlet Township Public Schools website, or you may create your own three-column chart. You are encouraged to complete the journal electronically. Your English teacher in September will provide directions for sharing your work.

Suggestions for dialectal journal or sticky notes:

- Choose passages from the text that
 - seem significant, powerful, thought-provoking, or puzzling
 - remind you of your own life or something you've seen before
 - make you realize something you hadn't realized before
 - contain confusing language or unfamiliar vocabulary
 - describe events you find surprising or confusing
 - show structural shifts or turns in the plot
 - demonstrate patterns in the text such as recurring images, ideas, details, colors, symbols, or motifs
 - illustrate a particular character or setting
 - demonstrate something specific about the writer's style
 - illustrate shifting perspectives or time sequence shifts
 - show something significant about a character
 - demonstrate effective or creative use of literary devices

- Responses or sticky notes may include
 - personal reactions to passages, characters, and/or situations
 - explanations of what passages make you think or feel
 - analyses of the uses of stylistic or literary devices (tone, structure, figurative language, symbolism, imagery, etc.)
 - explanations of themes that are revealed to you
 - explanations of how passages reveal information about characters
 - connections/comparisons between different characters or events in the text, between passages or sections of the text, or to a different text
 - analyses of the relationships of passages to the story as a whole
 - predictions about characters' futures
 - analyses of author's attitude, tone, etc.
 - explanations of how the text affects you as a reader
 - questions about the beliefs and values implied in the text

- Sample sentence starters for responses or sticky notes:
 - I don't understand this because
 - I like/dislike this idea because
 - I think the author is trying to say that
 - This passage reminds me of
 - This part doesn't make sense to me because
 - This character reminds me of ___ because
 - Why did
 - This idea/event seems to be important because
 - Now I understand that
 - The details create/show
 - I wonder
 - I suppose that
 - I notice that
 - I am surprised that

Raritan High School
English Department

Summer Reading
ESL Program, Entering Grades 9-12

Assignment 2: Sticky Notes

As you are reading, write your original responses, thoughts, and/or questions on sticky notes. Complete a minimum of one sticky note for every ten pages of the book. Write 1-3 sentences on each note. For ideas for selecting passages and developing responses, see the suggestions and prompts on page 11.

Assignment 3: Study Guide

Depending on whether your book is fiction or nonfiction, select from the following sets of prompts/questions. Describe/explain each of the following elements in a brief paragraph. Give examples and support from the text where appropriate.

You are encouraged to complete your responses on a Google Doc. Your English teacher in September will provide directions for sharing your work.

Fiction Books:

1. Setting
2. Main character(s)
3. Significant minor characters
4. Point of view/narrator
5. Main problem and major conflicts in the story
6. Literary devices and figurative language (e.g., symbol, simile, metaphor, personification)
7. Elements of author craft and style (e.g., specific uses of language, imagery, dialogue)
8. Climax or turning point of the plot
9. Theme(s) or author's message
10. If and how the main character changes during the book

Nonfiction Books:

1. Your background knowledge about the topic before reading
2. Central idea of the book
3. Author's purpose for writing the book
4. Point of view/narration
5. Important people and places in the book
6. Significant events in the book or main ideas that support the central idea
7. Organization or structure of the book (How is the information presented?)
8. Author style (e.g., use of figurative language, literary elements, specific vocabulary, imagery)
9. Your new learning about the topic after reading
10. Questions you have after reading