

John Marshall High School

Home of the Fighting Rams

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English I Pre-AP Summer Reading Expectations 2020

This summer, incoming Marshall High School English I Pre-AP students are expected read a novel from the list provided. We strongly recommend that you have your own hard/electronic copy of the book annotated and with you the first day of school. Additional assignments in connection with the book will start on the first day of school. **The assignment is simply to read and annotate your novel during the summer months.**

Close reading means that you highlight important passages, think deeply about themes, characters, settings, etc..., make connections (text to world, texts, self) ask questions of the text, and are prepared to have in-depth conversations about your reading. (see links to strategies p. 2)

Coming of Age Novel Choices

CHOOSE FROM THIS LIST OF TITLES FOR YOUR SUMMER READING

All of these novels are connected through the topic of “coming of age.”

Please contact Jessi Lane, English Coordinator, with any questions, jessica.lane@nisd.net.

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| <ul style="list-style-type: none">• Scythe, Neal Shusterman• The Catcher in the Rye, JD Salinger• Turtles All the Way Down, John Green• The Chocolate War, Robert Cormier• A Tree Grows in Brooklyn, Betty Smith• The Boy in the Black Suit, Jason Reynolds• People Like Us, Dana Mele• Eleanor and Park, Rainbow Rowell• The Absolutely True Diary of a Part-Time Indian, Sherman Alexie• The Secret Life of Bees, Sue Monk Kidd• Dear Evan Hansen, Val Emmich• I'm Not Your Perfect Mexican Daughter, Erika Sanchez• Bruiser, Neal Shusterman• Pride, Ibi Zoboi• Payback Time, Carl Deuker• Gym Candy, Carl Deuker• Out of Nowhere, Maria Padian• The Necessary Hunger, Nina Revoyr | <ul style="list-style-type: none">• Mexican WhiteBoy, Matt De La Pena• American Street, Ibi Zoboi• On the Come Up, Angie Thomas• The Fountains of Silence, Ruta Septys• Fangirl, Rainbow Rowell• Purple Hibiscus, Chimamanda Adichie• All the Light We Cannot See, Anthony Doerr• Dreamland, Sarah Dessen• Mistborn, Brandon Sanderson• Queen of the Tearling, Erika Johansen• With the Fire on High, Elizabeth Acevedo• The Girl Who Chased the Moon, Sarah Addison Allen• The Children of Blood and Bone, Tomy Adeyemi• Safe Harbour, Christina Kilbourne• Game, Walter Dean Myers• The Red Pencil, Andrea Pinkney• Keeper, Mal Peet• The Cheerleaders, Kara Thomas |
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*all titles are hyperlinked on the electronic version to their Amazon page for quick access to a synopsis. Please e-mail Jessica.lane@nisd.net or check the Marshall High School website for access to the PDF.

Marshall Summer Reading FAQ – 9th grade Pre-AP

Assignment & Logistics

The assignment: Please closely read your novel. Annotate for important passages, ask questions in the margins or on notes, use your close reading strategies that your middle school teachers have taught you.

- You will need a copy of the book in class for the first two weeks.
- We **highly recommend** that you have your own copy of the book to annotate.
- We recommend that you read the book or review your annotations in August so your ideas and responses are prepared for the first days of school.

Purpose

We are encouraging enrichment and increased understanding of the world through reading. We want our students to develop empathy and a point of view through the events, characters, and conflicts in a text.

Ideally we want students to read and think about a book critically and be ready to discuss with the class.

Practice your close reading skills and use them on a book of your choice.

Think of annotation as a conversation with your book as you are reading.

What should I do when I read?

- Notice the passages that are interesting, address a theme or topic, or are beautifully crafted in your novel; annotate those passages.
- Think about what the concept of “coming of age” means in the context of your novel.
- Ask leveled questions as you read.
- Think about ideas, characters, perspectives, literary choices, or any other idea connected to the text you would like to discuss with a small group.
- Identify themes and how they are revealed in the text.

What will we do with the summer reading at the start of school?

- Small group discussions
- Written responses
- Review of important literary analysis skills
- Passage analysis
- Reading conferences

Check out these links for some information on Close Reading Strategies

Notice and Note Signposts:

- <https://www.sps186.org/downloads/basic/495231/TheNoticeandNoteSignposts.pdf>
- <https://www.granburyisd.org/cms/lib/TX01000552/Centricity/Domain/574/Notice%20and%20Note%20x11%20Posters.pdf>

Leveled Questions

- <https://www.windham-schools.org/docs/DOK%20Wheel%20Slide%20for%20Teachers-0.pdf>
- <https://www.redhookcentralschools.org/cms/lib/NY01000233/Centricity/Domain/3/Bloom.pdf>

