

## **LFA SUMMER READING EXPECTATIONS**

### **Summer 2021**

The information that follows highlights LFA English Summer Reading Expectations and is posted on the school's Academic link (see [www.lfanet.org](http://www.lfanet.org)).

### **WHAT IS SUMMER READING?**

Research shows that students who do not read over the summer actually experience learning loss. In truth, the effect can be cumulative. Summer reading encourages students to read while providing them direction for the next academic year.

### **WHAT IS OUR PHILOSOPHY ON SUMMER READING?**

The English Department emphasizes an expansion of the definition of literacy (reading and writing) and highlighting that different “texts” (literature, visual arts, music, social media, people) can also be “read.” As a result, we emphasize multiliteracies (information literacy, digital literacy, media literacy, film literacy) as well as literary texts. A key part of summer reading is recognizing that different types of materials can be read and enjoyed—while also preparing a student reader for the upcoming academic year. We hope everyone can be a role model for good reading—which should be a leisure activity but also—in an academic context—one that has purpose and meaning. We have chosen texts we hope most students will enjoy!

### **WHAT IS OUR EXPECTATION OF SUMMER READING and the SUMMER ASSIGNMENT.**

First, you are to meet and exceed the Summer Reading expectation(s)! Similar to our reading expectancy throughout the year at LFA, print copies of these written texts are preferable. An e-copy is acceptable **ONLY** for summer reading, but a student must be able to annotate his/her work on an e-device. As you read, you should be aware of the text's form, structure, and content. Annotate the text. Engage with the author! Is a book on tape acceptable? Only as a learning tool...you will also need a copy of the book to better engage with the literature.

**There is an additional assignment to complete for each course as you read your book explained below.**

### **WHAT ASSESSMENT TOOLS WILL WE USE TO EVALUATE SUMMER READING?**

Students should be prepared to address summer reading in their English class at the immediate start of the school year. **All summer reading assignments are due to be collected by the second day of class. On/around the third day of class, your English teacher will assess your summer reading.** More than likely, your initial assessment will be done as an in-class timed essay. The purpose of this essay will be to gauge your writing ability, have you reflect on the reading, and demonstrate what you learned from the text. However, your teacher could also have a quiz, test, or creative project connected to your summer reading completion. Note, though, that by the end of the first week of school, you will have been assessed over your summer reading(s). Some teachers may elaborate on your summer reading during Cycle One and Cycle Two but each teacher will have some type of writing assignment over the work. **Also, (s)he will review the annotations that you have completed, the notes you have done, and collect your Summer Assignment.**

## WHEN SHOULD I COMPLETE MY SUMMER READING?

Ultimately, this is up to you. We might gently suggest you take a break. Give yourself June to kick back, do some leisure reading, and rest your eyes. But don't wait too long! We encourage you to read your summer reading sometime between July 1 and August 15...but we also encourage you *not* to wait until the very last minute! Again, read when you like but if you read it early in the summer, you will want to review the book before classes begin. Hmmm.....maybe not a bad idea to do it that way? A second read is always preferable!

## HOW SHOULD I BEST ANNOTATE THE TEXT FOR ANY OF THESE CHOICES?

Read the work closely, thoughtfully, and as deeply as you can. Annotate (mark up) the text. Take notes in the margin regarding your thoughts and reactions, write down questions, highlight quotations you think are particularly meaningful, and keep track of questions, large and small, raised by the reading. Circle new vocabulary words and use a dictionary when necessary (do not fool yourself into thinking that you know the meanings of all words). Jot the definition of this new vocabulary word in the margin. If color-coding helps (new characters, plot point, setting, symbols), use various highlighters. *Do NOT get in the habit of merely underlining.* Your underlines/ annotations should have meaning and purpose!

To reiterate: the first week of the course, you will do writing based on the works(s). During the school year we will use your summer reading texts as background for the discussion of other works and of literature in general. **NOTE FOR INTERNATIONAL and/or TRAVELING STUDENTS:** Be sure to order the book early enough so you can receive the text before you depart the United States to ensure you have a copy of it in your hands! **FOR ALL: AFTER READING, Remember to complete your Summer Assignment.**

**ASSIGNMENT MATERIALS ARE POSTED ON LFA'S WEBSITE.**

### ALL INCOMING FRESHMEN READ:

<i>The House on Mango Street</i>	Sandra Cisneros	ISBN: 9780679734772	Vintage
ASSIGNMENT: Annotate <i>The House on Mango Street</i> and complete the Freshman Reading Log.		If you have read this text before, re-read with this edition and annotate thoroughly with a new perspective.	Reading Log Assignment located on LFA Summer Reading Link

### ALL INCOMING SOPHOMORES READ:

<i>Nickel and Dime: 10<sup>th</sup> Anniversary Edition</i>	Barbara Ehrenreich	ISBN: 9780312626686	Picador USA
ASSIGNMENT: Annotate <i>Nickel and Dime</i> . Complete the reading activity.			Reading Assignment on LFA Summer Reading Link

**AP LANGUAGE & COMPOSITION JUNIORS READ:**

<i>The Picture of Dorian Gray</i>	Oscar Wilde	ISBN: 9780486278070	Dover Thrift
<i>On Writing Well</i>	William Zinsser	ISBN: 9780060891541	Harper Perennial
ASSIGNMENT: Thoroughly annotate <i>The Picture of Dorian Gray</i> . Highlight new vocabulary. Be prepared for your in-class writing assignment. You should read deeply and critically. For <i>On Writing Well</i> : Read the Introduction as well as Chapters 1-8; Chapter 10 and Chapter 20. Then, select ONE chapter from Chapters 12-18 or Chp. 24 to read and create a one-page sample of the type of writing discussed in your selected chapter. This paper should be printed out to submit by the second day of class.			

**GLOBAL LITERACIES & ADVANCED COMPOSITION JUNIORS READ:**

<i>The Other Wes Moore</i>	Wes Moore	ISBN: 9780385528207	Spiegel & Grau
ASSIGNMENT: Thoroughly annotate <i>The Other Wes Moore</i> . Complete <i>The Other Wes Moore</i> Study Guide.			Study Guide Assignment on LFA Summer Reading Link

**ALL INCOMING SENIORS READ:**

Incoming Seniors (regardless of senior course) must read and annotate Chinua Achebe's *Things Fall Apart*.

In addition to *Things Fall Apart*, students taking AP Lit & Composition must read and annotate the Stephen Mitchell translation of *Gilgamesh: A New English Version*.

<i>Things Fall Apart</i>	Chinua Achebe	ISBN: 9780385474542	Penguin Books
ASSIGNMENT: Thoroughly annotate <i>Things Fall Apart</i> . Complete the Summer Reading Guide in <i>outline form</i> . You do not need to write complete paragraphs but be prepared for detailed discussions in class based on your outline.			Study Guide Assignment on LFA Summer Reading Link
<b>AP LIT STUDENTS ALSO READ:</b> <i>Gilgamesh: A New English Version</i>	Stephen Mitchell, Translator	ISBN: 9780743261692	Atria Books
AP ASSIGNMENT: Summarize/paraphrase main ideas in the margins of the text. What main concepts/ideas do you note; what vocabulary do you not know; what questions does the text raise?			

**English 10: American Literacies Summer Reading Assignment**  
***Nickel and Dimed: On (Not) Getting By in America***

After reading and thoroughly annotating the text:

Imagine you have been charged with adapting Barbara Ehrenreich's book *Nickel and Dimed* into a film.

**Part One**

For each of the three major sections ("Serving in Florida," "Scrubbing in Maine," "Selling in Minnesota"), choose **5** compelling moments or details that you would DEFINITELY want to appear in your film. Moments should be small – a line of dialogue, a description of a place, a small event in one of Ehrenreich's days – but something that resonates with meaning. Each moment should capture an idea that you feel is important in some way, a picture that's worth a thousand words.

Beneath the description of each of the 15 details you choose, write 1-2 sentences in which you explain why you chose that detail. What does this moment convey? Why does it belong in the film?

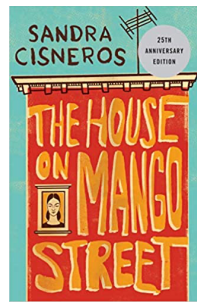
Be specific and be creative! Strive to make your 1-2-sentence commentaries clear and insightful, not vague and vapid ("This was sad" or "I could relate to it" are not particularly helpful or incisive bits of analysis.)

**Part Two**

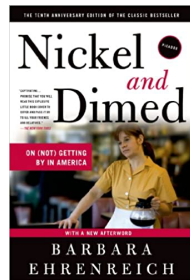
If you could gather any audience to see this film--anyone at all, alive or dead--who would you want to see it and why? Identify and explain!

**This assignment must be typed (not handwritten) and printed out to submit by the second day of class. Please include your full name at the top of the page!**

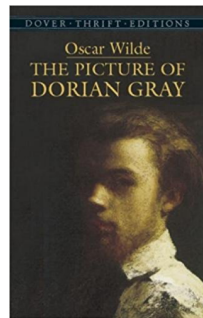
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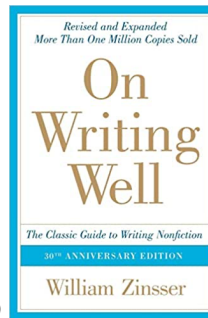
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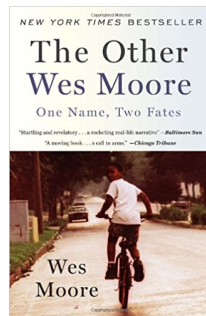
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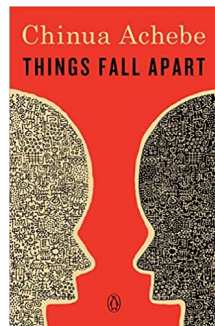
AND



GLOBAL LIT:



SENIORS:



AP LIT/COMP should also read:

