

Shelby County Schools Summer Reading Rationale and Purpose

Understanding that reading is absolutely foundational to all educational endeavors and pursuits, our system fully endorses and encourages the practice of assigned summer reading for high school students. Each school will exercise a certain degree of autonomy in formulating its summer reading plan; however, certain essential features will be true of every school's approach:

1. Students at each grade level will be offered a common list of works from which they will choose one or more texts (depending on local requirements).
2. The element of choice and the ability to self-select from a prescribed list should enable students to find an appropriate text which appeals to them.
3. English teachers will discuss the book choices with their students before summer break in order to help students make informed choices as to which works they will read.
4. Every effort will be made to include engaging texts which possess instructional value and literary merit.
5. When students return to school in August, they should expect that their English teachers will use summer reading to foster student discussion, diagnostic writing, and connections to informational texts.

In an increasingly graphic, image-driven culture, we believe summer reading provides fertile, common ground from which to begin the academic year and contributes to the ongoing development of the whole child.

(NOTE: All AP courses are exempt and separate from the summer reading guidelines outlined above. AP teachers will communicate summer work requirements to their students prior to summer break.)

Chelsea High School 2016 Summer Reading

Objective of Summer Reading: to improve student reading proficiency, enhance critical and creative thinking skills, develop writing and communication skills, and further promote student interest in reading.

Deadline: Students should be prepared to submit work and participate in discussions focused on summer reading novels when they return to school. For each novel, ALL students must complete the Making Connections assignment. AP students must complete assignments designated by Ms. Yeilding and Ms. Wicks.

Student choice is important in summer reading. We encourage students to review their choices with their parents. Since some texts may contain mature content, we suggest that parents assist their students in making choices appropriate for their maturity levels.

**Chelsea High School
2016 Summer Reading List**

9th Grade	
Regular	Honors
Choose one. <i>The Secret Life of Bees</i> by Sue Monk Kidd <i>Alive</i> by Piers Paul Read <i>A Long Walk to Water</i> by Linda Sue Park <i>Three Cups of Tea</i> by Greg Mortenson and David Oliver Relin <i>Jump Into the Sky</i> by Shelley Pearsall <i>Crow</i> by Barbara Wright	Read three from list on left.

10th Grade	
Regular	Honors
Choose two. <i>The Future of Us</i> by Jay Asher & Carolyn Mackler <i>Steelheart</i> by Brandon Sanderson <i>The Gospel According to Larry</i> by Janet Tashjian <i>13 Reasons Why</i> by Jay Asher	Choose one from list on left. Read both: <i>Lord of the Flies</i> by William Golding <i>The Red Badge of Courage</i> by Stephen Crane

11th Grade	
Regular	AP Language
Must read: <i>All the Light We Cannot See: A Novel</i> by Anthony Doerr Choose one. <i>Impossible Knife of Memory</i> , Laurie Halse Anderson <i>My Sister's Keeper</i> , Jodi Picoult <i>Looking For Alaska</i> , John Green <i>The Alchemist</i> , Paulo Coelho	Must read: <i>The Grapes of Wrath</i> , John Steinbeck <i>Night</i> , Elie Wiesel Choose one. <i>In Cold Blood</i> , Truman Capote <i>Fahrenheit 451</i> , Ray Bradbury Please see guidelines on Chelsea High School home page under Student and Parent Resources. Email Ms. Yeilding at gyeilding@shelbyed.org if you have any questions.

12th Grade	
Regular	AP Literature
Choose one. <i>Ready Player One</i> by Ernest Cline <i>Six of Crows</i> by Leigh Bardugo <i>The Red Queen</i> by Victoria Aveyard <i>Shadowshaper</i> by Daniel Jose Older <i>Salvation on Sand Mountain</i> by Dennis Covington <i>I'll Meet You There</i> by Heather Demetrios <i>Dead Wake: The Last Crossing of the Lusitania</i> by Erik Larson <i>The Billion Dollar Spy</i> by David Hoffman	Read all three texts below: <i>How to Read Literature like a Professor</i> , Thomas C. Foster <i>Pride and Prejudice</i> , Jane Austen <i>The Kite Runner</i> , Khaled Hosseini Complete all assignments by the deadlines outlined in the information packet found on Google classroom. Email Mrs. Wicks at awicks@shelbyed.org if you need the group code.

Chelsea High School
Summer Reading Assignment
Making Connections

1. Connection to Self:

Write a well-developed paragraph about how _____ relates to your own life. To what situations or characters can you relate? Why? Have you had any similar experiences? How so?

2. Connection to World:

Find a news article/current event that relates to the text. Print or cut out the article to include in your assignment. Then, explain in a detailed, well-developed paragraph* how the news article/current event connects to _____.

3. Connection to Literature:

Write a well-developed paragraph explaining how _____ connects to another piece of literature you have read. You could connect the novel to another novel, a poem, a song, an essay, a memoir, etc.

4. Connection to Art:

Find four different covers used for (your book choice). Print a small picture of each cover and place one in each of the four boxes below. Choices can be in a different language as long as they are the same book. Choose one book cover and write a well-developed paragraph analyzing why the artist may have chosen to depict in their cover certain ideas, themes, issues, etc. present in the novel. Be sure to label the option number in your paragraph.

option 1	option 2	option 3	option 4

*A well-developed paragraph presents a clear claim, provides evidence to support the claim, and thoroughly explains the evidence and how it supports the original claim. (5-10 sentences)