



City Honors School
Summer Reading 2021



Entering Grade 5

What our ELA faculty expects you to read this summer:

Out of My Mind

Sharon Draper

Choose ONE of the following:

Refugee

Alan Gratz

Ghost Boys

Jewell Parker Rhodes

Amal Unbound

Aisha Saeed

Fish in a Tree

Lynda Mullaly Hunt

*Due to COVID-19 and school closures, some websites are offering PDF and/or audio versions of books for free. If available, they can be found using a Google search. Also, the following websites offer books at very discounted prices: www.bookoutlet.com, www.abebooks.com, www.thriftbooks.com, and www.amazon.com. Talking Leaves bookstore is a good, local option for affordable books. If you cannot find a free version, and purchasing books is not in the family budget this summer, please contact Mr. Paterson, who will work with Dr. Kresse to make the books available.

- YA literature often includes mature subject matter. The title chosen should be approved by a parent based on appropriateness and student maturity. This list includes a range of literary topics and voice in hopes of offering student choice and an enjoyable, educational reading experience for all.

Why we expect you to complete this reading?

What ties these books together is children characters who face adversity. Literature is one of the best vehicles we have for developing a sense of empathy in our young scholars. By being engaged in the books above, our new CHS students will certainly further develop their capacity to be caring, open-minded, and thoughtful citizens.

What you should do before you read these texts:

Read the back cover and inside jacket of the required text. Another helpful suggestion is to go to YouTube and search "*Out of My Mind by Sharon Draper Book Trailer.*" Watch one or two of these, as these trailers usually preview the characters and plot of the book, and better prepare you to successfully read it.

For the books that you can choose from, I'd highly suggest watching a few book trailers on YouTube of each one of them to get a better sense of the book that might best interest you. I'd also Google the book titles followed by the word *synopsis*. Click on a link or two, and this should provide you with a brief overview of the book. Ultimately, with the second book, you want to make sure you are choosing the book that seems most appealing to you. Put a little time in to do some research before choosing!

To our CHS 5th grade parents, *Refugee*, *Ghost Boys*, and *Amal Unbound* are profound books that address complex issues. There is, at times, a violence component to these books. My daughter is entering 5th grade this year as well, and, as a parent, I would allow my daughter to read these books without

hesitation. If you are hesitant, I would suggest making use of www.commonsemmedia.org This website provides more background on all books listed above.

What you should do while you are reading:

Keep 1 notebook (spiral or composition) which will be used for BOTH books. For *Out of My Mind*, take notes starting from the front. For the text of choice, take notes starting in the back. Here is what I'd *strongly* suggest:

- Take notes on adversities faced by the main characters, and how they react to these challenges.
- Take notes on what themes are emerging from the books. A theme is a message, or a lesson that we can take away from the book. Jot down evidence from the books to support identified themes.
- Take notes on the characters. What kind of people are they? How do you know? Are they changing? How so? Focus in on personality traits.

How we will make use of the reading when we return to school:

In the first few days of schools, we will use these books for classroom activities and discussions. Furthermore, you will take an assessment on both of the books. Expect the assessment to focus in on the bullet points above. Although I will not be collecting this notebook, it *can* be used on this assessment.

Additional things you need to succeed in English Language Arts for the upcoming school year:

_____ 1 composition notebook

_____ pens and/or pencils

Whom to contact for questions:

Nick Paterson
716-880-7054
nmpaterson@buffaloschools.org

I strongly encourage you to contact me ASAP with any questions or concerns as they arise over the summer. I'd be more than happy to help.! Have a great summer and see you soon!



City Honors School
Summer Reading 2021

Entering Grade 6



What our ELA faculty expects you to read this summer:

Red Scarf Girl: A Memoir of the Cultural Revolution Ji Li Jiang

Choose ONE of the following:

Crossover

Before We Were Free

Great Medieval Projects: You Can Build Yourself

Heroes, Gods and Monsters of the Greek Myths

Technically, It's Not My Fault: Concrete Poems

Redwall

Color of My Words

Bloody Jack:

Being and Account of the Curious Adventures of Mary "Jacky"

Eragon

Freak the Mighty

Voice of Freedom: Fannie Lou Hammer:

Spirit of the Civil Rights Movement

Dealing with Dragons:

The Enchanted Forest Chronicles, Book One

Wizard's Hall

I Am Malala:

How One Girl Stood Up for Education and Changed the World

The Book Thief

Kwame Alexander

Julia Alvarez

Kris Bordessa (module recommendation)

Bernard Evslin (module recommendation)

John Grandits (module recommendation)

Brian Jacques

Lynn Joseph

L.A. Meyer

Christopher Paolini (module recommendation)

Rodman Philbrick (module recommendation)

Carole Weatherford

Patricia C. Wrede (module recommendation)

Jane Yolen

Malala Yousafzai

Markus Zusak (module recommendation)

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- YA literature often includes mature subject matter. The title chosen should be approved by a parent based on appropriateness and student maturity. This list includes a range of literary topics and voice in hopes of offering student choice and an enjoyable, educational reading experience for all.

Why we expect you to complete this reading?

We expect you to complete the summer reading to prepare yourself for sixth grade and the new ideas, concepts and perspectives you will explore throughout the year. In addition, as part of the International

Baccalaureate / Middle Years Program it is my goal to assist learners in becoming open-minded thinkers, who are able to make literary connections across time, texts, cultures and your own lives. By reading a variety of literature, you expose yourself to inquiry about diverse people and places of the world. So curl up, unplug, and set your imagination free!

What you should do before you read these texts:

Prepare yourself. Get post it notes, pencils, and paper. Write about what you know about the topic of the book. Make predictions. What do you think the book will be about? Why? What characters do you think might be in the story? What conflicts do you think they will face? Reflect on what you are reading. What do you hope to learn from reading the text?

What you should do while you are reading:

Annotate or keep notes on what you read in order to understand the text more thoroughly. Think and write about the following:

- Ways in which the character changes in some way, from the beginning, to the middle, and end of the story.
- Ways in which the relationship between two characters change.
- Ways in which the characters make an important realization.
- What personal connections can you make to the characters, experiences, and / or conflicts in the text?
- What connections can you make to other texts you have read or the world?
- What questions do you have about the text during and after reading?

How we will make use of the reading when we return to school:

In September, you will take a comprehension test on the Red Scarf Girl. You will also be expected to apply what you learned through reading these texts, to other texts assigned in class. Annotations, gists, and analyzing characters are all skills we will be focusing on throughout the year.

Additional things you need to succeed in English Language Arts for the upcoming school year:

Make reading a priority. Assignments and assessments are directly related to readings completed during class and for homework. It is highly beneficial for students to be prepared for those assignments by completing the readings as they are given.

Whom to contact for questions:

Mary Serwon

Webpage: <http://www.buffaloschools.org/webpages/mserwon/>

Email: mserwon@buffaloschools.org



City Honors School
Summer Reading 2021

Entering Grade 7



What our ELA faculty expects you to read this summer:

One Crazy Summer

Rita Williams-Garcia

Choose ONE of the following:

The Absolutely True Diary of a Part Time Indian

Sherman Alexie

Ender's Game

Orson Scott Card

A Wrinkle in Time

Madeline L'Engle

White Fang

Jack London

Chinese Cinderella: The True Story of an Unwanted Daughter

Adeline Yen Mah

When My Name Was Keoko

Linda Sue Park

MAUS I

Art Spiegelman

Stargirl

Jerry Spinelli

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- YA literature often includes mature subject matter. The title chosen should be approved by a parent based on appropriateness and student maturity. This list includes a range of literary topics and voice in hopes of offering student choice and an enjoyable, educational reading experience for all.

Why we expect you to complete this reading?

To build a foundation for college and career readiness, students must read widely and deeply from a broad range of high quality, increasingly challenging, literary and informational texts throughout the year. Research has shown that children who do not read during the summer vacation can lose approximately 3-4 months of reading gains made during the previous school year. Reading during the summer fosters reading growth (*The Reading Teacher Journal*; April 2013). We want all our students to make reading a favorite part of their free time... and take a vacation through a good book! New York State Learning Standards suggest that children should be reading a minimum of 25 books each year.

What you should do before you read these texts:

Research. While you do not have a choice with the first book, you do have some choices available for the second one. Do a little research. There are a variety of books on the list. If you enjoy adventures,

biographies, mysteries, realistic or historical fiction, there is something available for everyone. Research to find the book that interests you the most and then read it.

What you should do while you are reading:

Pay attention. You should be able to discuss the various elements of the story (exposition, plot summary, setting, characterization, climax, resolution, and theme), but also be able to discuss these elements for both books. You are allowed to write notes down and bring them into class on these elements.

Another small note...You can preview most books online through Barnes and Noble. If you read the excerpt and you cannot comprehend or are not enjoying the book you have selected for the second choice, **choose a different one**. You **cannot** do this for *One Crazy Summer*, but **you can** for your independent selection. **If you have questions, e-mail me.**

How we will make use of the reading when we return to school:

When we return to school, we will discuss the books you have read and will use the information contained in each text not only for discussion, but also for use as we connect to the literature used in class for the coming school year.

Additional things you need to succeed in English Language Arts for the upcoming school year:

English 7 class supplies needed:

- ___ 1- and 1/2-inch binder (1" is fine but other subject's papers are not to be kept in the English binder)
- ___ 1 pack of 5- or 8-tab dividers (8 tab is preferred but 5 is acceptable)
- ___ Loose-leaf paper (college ruled)
- ___ pens (blue or black ink only; no gel pens)
- ___ Pencils (#2) (an eraser will be helpful)
- ___ highlighters
- ___ a "jump", "stick", or "flash" drive (good size is 4 GB ... Your child's name should be the name in the device. If you need help with this, I will teach you how to change it.)
- ___ a box of tissues

Whom to contact for questions:

Ms. Anne Marie Shea
ashea@buffaloschools.org



City Honors School
Summer Reading 2021

Entering Grade 8



What our ELA faculty expects you to read this summer:

Choose ONE title from EACH list:

Fiction:

Feed

Watched

The Curious Incident of the Dog in the Night Time

The Secret Life of Bees

M. T. Anderson

Marina Budhos

Mark Haddon

Sue Monk Kidd

Nonfiction:

*The Family Romanov: Murder, Rebellion, and
the Fall of Imperial Russia*

The Soul of an Octopus

Brown Girl Dreaming

Candace Flemming

Sy Montgomery

Jaqueline Woodson

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- YA literature often includes mature subject matter. The title chosen should be approved by a parent based on appropriateness and student maturity. This list includes a range of literary topics and voice in hopes of offering student choice and an enjoyable, educational reading experience for all.

Why we expect you to complete this reading?

There are so many ways that reading will help you as a student: it increases your reading speed, expands your vocabulary, and exposes you to time periods and places you aren't able to visit yourself. Reading doesn't just make you a better student; it also makes you a better person. Studies have shown that the more fiction you read, the better you are able to understand and empathize with others. Reading allows you to access experiences you may never live through yourself, giving you a partial glimpse of what another's life is like.

What you should do before you read these texts:

Acquire a copy (PDF, hard copy, or audiobook) you can bring to school with you in September.

What you should do while you are reading:

Be an active reader by keeping track of the various elements of the story (characterization, setting, plot, conflict, resolution, and central ideas) in a notebook and annotate the text itself, if possible; be ready to share your ideas about the texts during the first days of class.

How we will make use of the reading when we return to school:

We will use the fiction title to write an essay about central ideas you see in the novel; we will use the nonfiction title to create presentations highlighting different aspects of the books.

Additional things you need to succeed in English Language Arts for the upcoming school year:

Three ring binder with loose leaf paper and four dividers

One composition notebook

Any additional materials needed will be identified in September

Whom to contact for questions:

Please email Mr. McDermott with any questions

amcdermott@buffaloschools.org



City Honors School
Summer Reading 2021

Entering Grade 9



What our ELA faculty expects you to read this summer:

Choose ONE of the following:

The Gilded Ones

The Alchemist

Speak

Summer of the Mariposas

Lord of the Flies

Ella Minnow Pea

We Were Liars

Namina Forna

Paulo Coelho (any edition)

Laurie Halse Anderson

Guadalupe Garcia McCall

William Golding

Mark Dunn

E. Lockhart

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- YA literature often includes mature subject matter. The title chosen should be approved by a parent based on appropriateness and student maturity. This list includes a range of literary topics and voice in hopes of offering student choice and an enjoyable, educational reading experience for all.

Why we expect you to complete this reading?

Literature exposes us to human experience. At times, literature reminds us that our emotions are shared and understood by all humans; at other times, literature awakens us to unfamiliar worlds, creating empathy for otherness. Aside from working on this summer reading book, you should also read other things independently. After completing this reading assignment, our best advice is to read as many works of literature as you can. Read often; read well. Become curious about media and texts. Explore genres you have not read, by authors with which you are unfamiliar, about cultures you have yet to understand. Be a voracious scholar of books, articles, podcasts, lectures, art and film. Independent reading will be encouraged throughout your English II course.

What you should do before you read these texts:

Begin with a fresh composition notebook. This will serve as your journal for the summer and this year. We advise that before you study any work, you spend a bit of time doing light research on the author, as well as the time and place in which the work was written.

What you should do while you are reading:

Annotations and notes are essential in discussing and writing about literature. Be thoughtful about your notes; they are preparation to share your findings/insights through a variety of responses. Please record the following in your notebook:

- **Record five (5) quotes from the text, along with brief commentary about why each quote is significant to the work or your reading.** You might answer: *What does this part of the text tell you in relation to the message of the entire work? -OR- This quote resonates with me because...*

How we will make use of the reading when we return to school:

In September, we will briefly discuss your reading and you will complete a written response to the book. Your notes will be useful in completing this assignment.

Additional things you need to succeed in English Language Arts for the upcoming school year:

One three-ring binder with loose-leaf paper (1 ½ "recommended)

One composition notebook (used for summer assignment)

Pens, highlighters and annotation tools

Any additional materials needed will be identified in September

Whom to contact for questions:

Ms. Nicole Ziolkowski

Email: nziolkowski@buffaloschools.org



City Honors School
Summer Reading 2021

Entering Grade 10



What our ELA faculty expects you to read this summer:

Read these documents from *50 Essays: A Portable Anthology, Samuel Cohen (6th edition)* *

- | | |
|--|------------------|
| - <i>"Just Walk on By: Black Men and Public Space"</i> | Brent Staples |
| - <i>"The Declaration of Independence"</i> | Thomas Jefferson |
| - <i>"I Like Guys"</i> | David Sedaris |

Read this additional document:

- | | |
|--|--|
| - <i>"Letter From Birmingham Jail"</i> | Martin Luther King, Jr. (any printed PDF file) |
|--|--|

(While this final text was first introduced last year, our class will offer a deeper analysis as we analyze how rhetorical appeals, rhetorical fallacies, and argument arrangement – all topics / skills introduced in marking period one – can provide insight as to the complex nuances of the text and will be used as the model for all future texts covered in the first half of the year!)

***All three of the essays AND the MLK Jr essay can easily be found in PDF form through a Google search and printed at home to annotate and then bring to class in the fall.** Please consider purchasing a copy of *50 Essays: A Portable Anthology* (6th edition) by Samuel Cohen as it will be used throughout our course in grade ten. Prices range from \$12 used to \$25 new. Talking Leaves bookstore is a good, local option for affordable books. A copy will be provided to you during the school year, if you are unable to purchase a copy.

- YA literature often includes mature subject matter. The title chosen should be approved by a parent based on appropriateness and student maturity. This list includes a range of literary topics and voice in hopes of offering student choice and an enjoyable, educational reading experience for all.

Why we expect you to complete this reading?

Reading complex texts builds confidence and competence. In AP Language, we will focus on the art of a writer's craft, so the more experience you have contemplating how and why a work was composed, the more comfortable you will become writing about it and discussing it. With that in mind, read beyond the assigned work. Read all that you can! Take notice of *how* a text is composed and what it calls the reader to contemplate. Become curious about the topics that people write about, and pay attention to the choices authors make when discussing complex ideas. Consider keeping a curiosity journal or a learning log, not for a grade, but to engage with the world around you.

What you should do before you read these texts:

This anthology contains 50 incredibly important essays from a broad variety of respected writers taking a close look at societal issues of their time. To understand the context of the book, conduct

brief research on the four writers in question – MLK Jr, Staples, Jefferson and Sedaris – to better understand the historical eras in which the work was originally published.

What you should do while you are reading:

It is expected that you will read the four essays *in their entirety* and annotate or keep notes for both the literary elements and authorial choices. By maintaining a two-sided journal, include quotes that contain significant literary devices or authorial choices on one side, with an explanation of their importance on the other side. As you read, also consider the historical context in your annotated notes.

How we will make use of the reading when we return to school:

We will begin the year using these texts in class discussion and for a variety of analysis. Further, all students will participate in multiple Socratic Seminars and Fishbowl discussions to share your annotations as we work toward building a deeper appreciation of how the writing was constructed. Your annotated text and/or notes will be useful in completing these assignments.

Additional things you need to succeed in English Language Arts for the upcoming school year:

Please be sure that your AP Journal (composition notebook) is intact and ready for another year of notes. Prior to entering Grade 10, review and organize your Pre-AP notes.

Whom to contact for questions:

Mr. Dallas Belge

Webpage: <http://www.buffaloschools.org/webpages/dbelge>

Email: dbelge@buffaloschools.org



City Honors School
Summer Reading 2021

Entering Grade 11



What our ELA faculty expects you to read this summer:

Americanah

Chimamanda Ngozi Adichie

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- YA literature often includes mature subject matter. The title chosen should be approved by a parent based on appropriateness and student maturity. This list includes a range of literary topics and voice in hopes of offering student choice and an enjoyable, educational reading experience for all.

Why we expect you to complete this reading?

Our IB Language A: Literature (HL) class aids students in the development of their ability to engage in close, detailed analysis of literary works, as well as building understanding of the techniques involved in literary criticism. The study of literary works in context is emphasized and, through the study of global literature and prevailing global issues, the student is challenged to independently reflect on the role of cultural assumptions in interpretation.

What you should do before you read these texts:

Purchase a new composition notebook and begin with notes on *Americanah*. Prior to reading, complete research and take notes (1-2 pages) on the context of the work, giving attention to the ways in which **time and place matter**. You might respond to questions such as: *Where/when was the piece written/published? What is the background of the author? What was happening culturally, historically, regionally or globally that the author may have taken interest in? What global influences likely shaped the style of the author's work? What was the state of affairs for the author? What special interests did the author have?*

What you should do while you are reading:

Carefully read the text, annotating and taking notes as you read. Complete the following in your NB:

- 1) Make a list in your composition notebook of character names and roles in the novel.
(Ifemelu, Obinze, Auntie Uju, and a short list of minor characters)
- 2) Then, track the following concepts/ideas: **identity, race and racism, romantic love, separation vs. connection, and cultural criticism**. To track these things, dedicate 2-4 pages in your notebook to

each topic record quotes, page numbers, and commentary for each entry. (**Consider the two-column set up, with more space given to the commentary on the right. Shorten quotes and note page numbers to save space).**)

- 3) In addition, please track and map some **literary element, stylistic device, or rhetorical technique featured in the book (setting, allusion, characterization, structure of time, tone)**. Find an element of style that you understand, recognized, and find interesting in the writing. Take notes on how Adichie utilizes this element of style (Think: what does Adichie *do* as a writer? **This should be something you're noticing throughout your reading of the work**).

How we will make use of the reading when we return to school:

Americanah will be a foundational text for the first semester, serving as a resource for class discussion, literary analysis, and an anchor text - from which we will draw examples- throughout IB coursework. Expect assessment of your notebook work, a written test, and the use of your notes to complete essays and assignments when we return.

Additional things you need to succeed in English Language Arts for the upcoming school year:

To begin the year students should bring: a composition NB (used for *Americanah* notes), pens and annotation tools. Students have also found Post It notes, index cards, scissors and glue sticks helpful for notetaking. Individual teachers will advise on binders and other course materials.

Whom to contact for questions:

Mr. O'Neil-White

WjO'Neil-White@buffaloschools.org



City Honors School
Summer Reading 2021

Entering Grade 12



What our ELA faculty expects you to read this summer:

Persepolis
(ISBN 0-375-71457-X)
Pantheon Books

Marjane Satrapi

Persepolis, a graphic novel, is a work used Senior year for enhancing discussion, writing and analytical skills—all vital objectives of the IB Literature A course.

*Due to COVID-19 and school closures, some websites are offering PDF and/or audio versions of books for free. If available, they can be found using a Google search. Also, the following websites offer books at very discounted prices: www.bookoutlet.com, www.abebooks.com, www.thriftbooks.com, and www.amazon.com. Talking Leaves bookstore is a good, local option for affordable books. If you cannot find a free version, and purchasing books is not in the family budget this summer, please contact Mrs. Vircillo-Franke, who will work with Dr. Kresse to make the book available. You will be using this book during the school year.

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Why we expect you to complete this reading?

Our IB Language A: Literature (HL), Senior Level course aids students in the development of their ability to engage in close, detailed analysis of literary works, as well as building understanding of the techniques involved in literary criticism.

NOTE: Students may use *Persepolis* as a work in the first formal IB assessment (the HL paper) administered first semester and/or in the Paper Two final exam administered in May.

What you should do before you read this text

1. Read the author's Introduction.
2. Address the following questions:
 - What is important to know about the background of the author?
 - Where/when was the piece written/published?
 - In what language was the work originally written?

- What was happening culturally, historically, regionally or globally that probably influenced the writing of the essays?
- What are some important elements of a graphic novel?

What you should do while you are reading:

Pay special attention and address the following points succinctly, preferably in bullet points.

1. How is the work organized (structure of the work)? Is the organization effective? Why or why not?
2. Choose a symbol, some imagery, or other literary device you deem important, and be ready to articulate (communicate) its function in the work. Be ready to give at least **ONE** direct quotation/reference as support, with page number.
3. After completing the reading: Consider and be ready to give your opinion on the significance of the title of the work and the use of first-person point of view.
4. **IMPORTANT: Be sure to save your work!** Information/notes you gather over the summer will be transferred to your personal portfolio at the beginning of the school year.

How we will make use of the reading when we return to school:

Persepolis will be a foundational text for the year, serving as a resource for class discussion and literary analysis throughout the IB coursework. Assessments will include a check of your portfolio work, objective test, group work and individual project.

Additional things you need to succeed in English Language Arts for the upcoming school year:

Your District-issued computer, pens/pencils and annotation tools. Students have found Post-It notes, index cards, etc., helpful for notetaking.

Whom to contact for questions:

Ms. Vircillo-Franke

svircillo-franke@buffaloschools.org

Room 330

Have a good summer!