**Wakefield High School English 09 Summer Reading Assignment (Extra Credit)**

What NOT to read this summer! You can read ANY chaptered book – seriously, ANY book – EXCEPT for the following:

*Romeo & Juliet* (Shakespeare) *American Born Chinese* (Yang)

*Henry IV – Part 1* (Shakespeare) *To Kill a Mockingbird* (Lee)

*The Old Man and the Sea* (Hemingway) *Night* (Wiesel)

*The Odyssey* (Homer) *Kindred* (Butler)

*The Absolute True Diary of a Part Time Indian* (Alexie) *Lord of the Flies* (Golding)

*The House on Mango Street* (Cisneros) *Every Day* (Levithan)

*Monster* (Meyers) *The Bean Trees* (Kingsolver)

*All-American Boys* (Reynolds and Kiely) *Stuck in Neutral* (Trueman)

*The Curious Incident of the Dog in the Night-time* (Hadon) *Mexican White Boy* (de la Pena)

**Explore these sites for e-book and audio book availability:**

* <https://archive.org/>
* <https://openlibrary.org/>
* from WHS library’s page: Destiny Discover [this is a great resource to see the list and get a sense of the titles, but not such a good source for reading the books) and MacinVIA
* <https://www.audiobooksync.com/> (available through the end of July; once you download the SORA App, the setup code is: audiobooksync)
* Arlington Public Library uses Overdrive and Libby; download the Apps through the App Store on your laptops. If students do not have an Arlington Public Library Card, they can get one online <https://libsys.arlingtonva.us/selfreg>

**The Assignment:**

For extra credit, English 9 students will read **1-5**books from the American Library Association (ALA) or Virginia Reader’s Choice (VRC) reading lists or from the library’s site of recommendations.**For each book that you read, you are to complete a 300+ word journal entry.** (In MS Word, go to Tools/ Word Count to check your word count). You may submit up to five entries - if you read five books!

A thoughtfully completed journal can count up to 1% toward the first quarter for each book/journal you complete (up to five); journals will boost your 1st quarter grade by **no more than 5%.** The exact amount of extra credit boost is at the discretion of your English teacher based on how well you have completed the assignment.

Make notes as you read to help you when you write your journal. (These notes will not be submitted but will make writing much easier!). Do NOT wait until you have finished the reading to do your writing. All journals must be typed. Each journal must include your name, course title, date, and the title and author of the work, in the top left-hand corner the page.

 Journals should be structured using the following method:

* Identify a passage that stands out to you.
	+ What does it say? Write it out verbatim (No more than a paragraph of text).
* Provide context
	+ Explain what is happening or being discussed surrounding the passage you’ve selected.
* Make connections
	+ Connect the passage to a prediction of what’s to come, what happened earlier, or
	+ Make assumptions about characters and events and the impact of actions, or
	+ Connect the passage to the real world, or heck, your life. Do you have a pulse, an emotional response to what’s happening? Why? Ask questions that arise, or
	+ Connect the passage to other characters or plots from literature, movies, television shows, etc., or
	+ Perhaps you just like the way the passage was written. How might the writing be considered eloquent or fancy?

This is NOT a formal essay assignment; these are informal writings. Simply reveal your thinking about the reading you have done.

**Any / all completed, typed journals are due in hard copy form**

**the end of the second week of school.**

**See sample journal entry:**

Wolden Wakefiled

English 09

Mr. Wantolini

18 July 2015

*Cutting for Stone,* Abraham Verghese

Entry #1

“Kneeling, she tried to feed him, but the smell of food triggered dry heaves. His eyeballs had sunk into their orbits. His shriveled tongue looked like that of a parrot. She recognized the room’s fruity odor as the scent of starvation. When she pinched up a skin fold at the back of his arm and let go, it stayed up like a tent, like the buckled deck. …Could seasickness be fatal, she wondered. Or could he have a *forme fruste* of the fever that afflicted Sister Anjali? There was so much she did not know about medicine. In the middle of that ocean surrounded by the sick, she felt the weight of her ignorance” (19). 🡨 Page Number

While headed to Ethiopia from Western India, nurse, Sister Mary Joseph Praise has to tend to the medical needs of passengers when they fall ill to a spreading sickness. One victim to fall ill is an English surgeon named Thomas Stone. An earlier encounter between the two hints toward a possible romantic attraction when he helped right her balance when she lost her footing on wet flooring. However, in the passage above, she doesn’t have Dr. Stone as a foundation to rest upon as she works hard, without any knowledge of medicine, to nurse the only Doctor of Medicine on the vessel.

So far, this book is a pretty difficult read. Verghese uses a lot of big words and medical terminology like “*Forme fruste*” (I had to look that one up) that I just don’t understand; however, the passage also represents a sample of writing I do appreciate because I can picture what the narrator is talking about through his use of imagery in phrases such as the room’s “fruity… scent of starvation,” his sunken eyes, parrot-like tongue, and the skin fold of his arm that looked like a tent. These phrases help me picture what Dr. Stone looks like while he’s possibly suffering from the “partial presence,” that’s *forme fruste,* of the sickness that overcame Sister Anjali. It all sort of reminded me of when my brother Wallie died of leukemia about 4 years ago, today, July 18. He was two years younger than I was, but he was about fifty times as intelligent. However, Dr. Stone doesn’t die; he lives. He really did. It always kills me in stories when a crumby guy is on his deathbed and turns around and lives in the end.

This sample has 402 words.

Still have questions? You can email: Michael.lutz@apsva.us