

**2020 Next Gen Summer Reading**  
**Notre Dame Bishop Gibbons School**  
**English Department**

**Middle School (grades 6-8)**

Mrs. Fingerhut (fingerhutk@nd-bg.org)

**The Assignment**

Choose **one** chapter book (fiction or non-fiction) you have not already read but believe you can enjoy. Read it and complete the questions. In the fall, we will start the year learning about how to make connections and you will use your book to help with our assignments.

**How to choose a book:** (Remember, the goal is for you to find a book you like and can read!)

There are a gazillion great books out there, and so many factors influence which books will cause any reader to say "This is a great book." Some people like certain genres (mystery, science fiction, fantasy, dystopias, historical fiction, biographies). Some people like certain styles (first person, fast paced action, descriptive, informal, classic, sad, funny). Some people like certain topics (sports, science, history). We want you to find the books that speak to you. Here are some tips on how to pick an enjoyable book:

*Read another book by an author you already know and enjoy*

*Read a sequel or related book to a book you read in school*

- If you go to Amazon and type in the title of a book you have already enjoyed, you will find a feature that recommends "Frequently Bought Together" or "Customers Who Bought This Also Bought...." titles. These other titles appealed to people who also liked your book. It is a good bet these titles will appeal to you too.

*Ask others for advice:*

- Ask friends and family who know you and your interests or abilities to make a suggestion.
- Go to the library or bookstore and ask the librarian or bookseller in the Young Adult section to make some suggestions.
- Go on line to [goodreads.com](http://goodreads.com)'s Top 100 Middle School Must Reads. If a cover or title appeals to you, click on the title to get a brief description of the book. If you are still interested, go to [amazon.com](http://amazon.com) and type in the title. Once you find the title, click again for more specific product info. In many cases, you can "Look Inside" and actually "test read" several pages to determine if you like the writing style and level of difficulty. You can also read other readers' reviews and questions about the book.

**Questions to Answer**

Answer the following questions in complete sentences on separate paper.

- 1. What is the main idea of the book that you read? What is it about?**
- 2. Find two (2) important quotes that you think helped you to understand a character or the story.**
- 3. What is the tone/mood of the story? How does it make you feel or how do you think the author feels?**
- 4. Find an example of how a character is developed. Tell me how the character acts helps you to understand them.**

## High School (grades 9-10)

Mrs. White ([Tricia.White@nd-bq.org](mailto:Tricia.White@nd-bq.org))

**Directions:** Your summer reading assignment will be different this year. We are not assigning you a book to read. Instead you will be reading a book that is of interest to you. You are going to find a fiction or non-fiction book that makes you want to read. Once you have read your book, use the following questions to compose a 1 to 2-page response paper.

### Non-Fiction Questions

Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly (states clearly/implies) and make logical inferences, (conclusions) including determining where the text is ambiguous; (unclear), develop questions for deeper understanding and for further exploration. Read below to clarify.

- A. What is the writer's claim that is stated clearly, and implied? Be sure to use evidence from the text. Think, "What is the purpose of the book;" "What is the author trying to get me to believe?"
- B. After reading, what are two (2) questions that you still have that you want to explore further?

For example, if you read a biography, what questions do you have beyond what you read about this person, are their descendants alive, what impact has their life had in the world now? If you read a book on Chernobyl, the site of the nuclear disaster in Russia, do you have questions about what the land is like now? Have people moved back there? How did this event change nuclear power precautions in the world?

### Fiction Questions

In literary texts, analyze the impact of the author's choices of literary devices, and theme. Did the author strongly accomplish promoting and explaining their theme, using a specific literary device.

- A. What literary devices did the author use to develop the story?  
Some devices you could consider: characterization, foreshadowing, personification, imagery, allusion, satire, point of view, flashbacks, and more.

Determine one or two themes in the text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. Read below to clarify.

- A. What are two themes in your book? (For example: nature, greed, friendship.)
- B. What details in the text help to develop these themes?
- C. Include a well written summary paragraph to introduce your book, including the author, and a summary of what you will tell about in the paper.

**Students going into English 10 accelerated, your book has been selected but you are strongly encouraged to read another book of your choice for enjoyment.**

1. *Animal Farm*

## High School (grades 11-12)

Mr. Biggs (adam\_biggs@nd-bg.org)

**Directions:** Your summer reading assignment will be different this year. We are not assigning you a book to read. Instead you will be reading a book that is of interest to you. You are going to find a fiction or non-fiction book that makes you want to read. Once you have engaged with your book you will use the following questions to compose a 2 to 3-page response paper.

### Non-Fiction Questions

Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.

- A. What is the writer's claim? Be sure to use evidence from the text.
- B. After reading, what are two (2) questions that you still have that you want to explore further?

In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop

- A. Supply context for your topic. People and ideas do not happen in isolation or as solitary events. In other words, who and what worked together to make it happen? Use your selected book to answer this question.

Determine two or more central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text.

- A. What are two central ideas in your book?
- B. Include a well written summary paragraph to introduce your book.

### Fiction Questions

In literary texts, analyze the impact of author's choices.

- A. What literary devices did the author use to develop the story?

Determine two or more themes in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text.

- A. What are two themes in your book?
- B. What details in the text help to develop these themes?
- C. Include a well written summary paragraph to introduce your book.

Students going into AP Language or Literature, your books are selected but you are strongly encouraged to read another book of your choice for enjoyment.

**AP Language** (11<sup>th</sup> grade):

1. *Catcher in the Rye* **or** *Into the Wild*

**AND**

2. *The Underground Railroad: A Novel*

**AP Literature & College in the High School** (12<sup>th</sup> grade):

2. *A Lesson Before Dying* **or** *Beloved*

**AND**

3. *Montana 1948*