

# MBA Summer Reading 2019

## Why summer reading?

Students who do not exercise their brains over the summer by diving into reading and writing can experience an academic decline, sometimes dropping entire grade levels in reading ability. Here at MBA, we do not want this to happen as you have worked so hard this year to become strong critical readers and writers.

## Your Jobs:

1. Choose **ONE of the books** on the list for **your grade level**. (You have 3-5 choices). Be mindful of the independent level of the book and choose a book that makes sense for and is of interest to you.
  2. **Read the entire novel (front to back)**. It's a good idea to mark the text by highlighting main ideas, writing questions in the margins, and writing summaries at the end of chapters. Interact with the text! You can use post its or a notebook if your book is borrowed or from the library.
  3. **Quote finder: Pick 10-15 quotes** that stand out to you from the novel. Write each quote and a few full sentences analyzing the character(s), plot, theme(s), literary devices, and/or symbols. **SEE ATTACHED CHART**.
    - **DUE 8/28/19: This assignment (the quote finder) will count as a SUMMATIVE GRADE for Q1 in your English Class (or Senior Seminar for 12<sup>th</sup> grade)**
- 
4. **WHEN YOU COME BACK TO SCHOOL:** You can expect an in-class writing assignment in your English class OR senior seminar.
    - **Grade 12 Only - Some students in Grade 12 will not have English on their schedules until Semester 2. However, you are still required to do the summer reading OVER THE SUMMER. Your grade will count as a summative for SENIOR SEMINAR in Q1 – a course that all 12<sup>th</sup> grade students take in the fall.**

## BOOK OPTIONS:

Incoming 9 <sup>th</sup> (class of 2023)	Incoming 10 <sup>th</sup> (class of 2022)	Incoming 11 <sup>th</sup> (class of 2021)	Incoming 12 <sup>th</sup> (class of 2020)
1. <i>Tears of a Tiger</i> by Sharon Draper 2. <i>The Fault in Our Stars</i> by John Green 3. <i>Challenger Deep</i> by Neal Shusterman 4. <i>Farewell to Mazanar</i> by Jeanne Wakatsuki Houston	1. <i>The Boy in the Striped Pajamas</i> by John Boyne 2. <i>3<sup>rd</sup> and Indiana</i> by Steve Lopez 3. <i>The Bonesetter's Daughter</i> by Amy Tan	1. <i>Monster</i> by Walter Dean Myers 2. <i>Speak</i> by Laurie Halse Anderson 3. <i>The Nightingale</i> by Kristin Hannah 4. <i>Kindred</i> by Octavia Butler	1. <i>All American Boys</i> by Brendan Kiley and Jason Reynolds 2. <i>Born a Crime</i> by Trevor Noah 3. <i>Americanah</i> by Chimamanda Ngozi Adichie 4. <i>Between the World and Me</i> by Ta-Nehisi Coates 5. <i>Defining Moments in Black History: Reading Between the Lines</i> by Dick Gregory

## READING LEVEL KEY:

- = Mild (Orange, Purple, and Bronze Leveled Books)  
 = Medium (Silver Level Books)  
 = Challenging (Gold Level Books)

If you or your parents have any questions, please e-mail  
 Ms. Regan at [cregan@mbacs.org](mailto:cregan@mbacs.org) or  
 Mr. November at [dnovember@mbacs.org](mailto:dnovember@mbacs.org).

## Quote Finder

### DIRECTIONS:

1. Select **10-15 quotes** from your book
  - a. Try to pick a mix of quotes from the beginning, middle, and end of the book
2. **WRITE** each **QUOTE** in the box on the left AND the **page number**
3. Write **3-5 FULL sentences about EACH quote**. These sentences should be a combination of **context** AND **analysis**.
  - a. For context: describe WHAT is happening on the surface level, WHERE, and WHO is involved
  - b. For analysis, consider the following: What **theme** is being developed? What does this moment reveal about the **character(s)**? What **literary devices** are being used (ex: imagery, simile, metaphor, etc.)? **Symbolism**? Consider making **connections** (text to text, text to world, text to self). **NOTE:** *you do NOT need to answer every ques. for each quote.*

QUOTE and page number	WRITE ABOUT IT: See step 3 above for suggestions.
#1	
#2	
#3	
#4	
#5	

#6	
#7	
#8	
#9	
#10	
#11	

**If you continue to 15 quotes, ADD onto lined paper and staple to this packet.**