



WESTERN HIGH SCHOOL

4600 FALLS ROAD
BALTIMORE, MARYLAND 21209

May 2007

Dear Families:

Research has shown how important it is for students to read and read often. The following points are from *Reading In and Out of Schools*, a publication prepared by the Educational Testing Service for the US Department of Education, and *Patterns of Reading Practice*, a 1996 publication of The Institute for Academic Excellence:

- The amount of reading that students do for school, and do out of school are both positively related to their reading achievement.
- Students who reported discussing their reading had higher average reading achievements than students who reported never having this opportunity.
- When ranked according to the amount of reading they do, students in the top 5 percent read 144 times more than students in the bottom 5 percent.
- Students in private schools practice reading **67 percent more** than public school students.

Because you have chosen Western as the institution to prepare your daughter for college, we take this responsibility seriously. In an effort to help her become truly learned and to increase her standing among many students with whom she will compete for college placement, Western's English Department requires that she continue to read and think over the summer. As a tenth-grade student as of August 2007, your daughter will be expected to have read the following literature:

***Night* – Elie Wiesel**

(ISBN 0374500010)

***Things Fall Apart* -- Chinua Achebe**

(ISBN 0385474547)

***In the Time of the Butterflies* – Julia Alvarez**

(ISBN 0452274427)

(Note: All students also should have a copy of Edith Hamilton's *Mythology* [ISBN 0446607258] and of Sophocles' *The Oedipus Cycle* translated by Fitts and Fitzgerald [ISBN 015602764x]. Most students here last year do.)

Note: If your daughter anticipates enrollment in **ENGLISH II HONORS**, she also must read, respond to, and have: ***The Joy Luck Club*—Amy Tan** (ISBN 0143038095)

Your student will present her Summer Reading Assignments upon returning to school. Her marked copies of each book and her reading response journal work will be collected for evaluation. Additionally, she should be ready to take an assessment on her reading of the works and to write about each of title. Please ensure that the assigned works are purchased for her as soon as possible after you receive this letter so that reading and response can be completed promptly. Make sure that your daughter completes both the reading of the works and the responses outlined on the reverse side of this sheet. The assigned literature may be purchased at most local bookstores; Greetings and Readings, Barnes and Noble, and Borders are the best sources. Because this preparatory assignment will be time-consuming, we encourage your daughter to begin no later than early July, 2007.

In order to help prepare your daughter for college, we also ask that she have her own copy of the latest edition of *The MLA Handbook for Writers of Research Papers*. This is an invaluable resource for completion of research/term papers and is a book she will be able to use wherever she goes after graduation.

We hope that the summer vacation will be exciting, refreshing, and productive. We applaud your daughter's success at Western so far; we want to make sure she continues to be successful and that she gains entrance to the college or university of her choice. Thus we appreciate your support of this summer reading program, a must for students planning to attend college. You may call Celia Rocca, our English Department Head (410-396-7046), if you have any questions or concerns.

Western Senior High School Grade 10 English Summer Reading Assignment

Students should purchase copies of the works listed on the reverse side and below, read them thoroughly, and complete the written responses required for each title. These responses, which may be hand-written or typed, are to be kept in a Summer Reading Journal (marble-covered theme/journal) for submission to 10th grade English Instructors upon return to Western in August.

NOTE: Students will be required to complete **Response Charts** as noted for the required texts. Models of these charts can be found at www.westernhighschool.org. Go to the homepage, click "Academics," then click "English," and then click "Charts." If you do not already have copies, print out the charts and use them to model your own.

English II College Preparatory (and Honors)

The summer reading assignment applies to EACH of the following titles:

Night – Elie Wiesel

Things Fall Apart -- Chinua Achebe

In the Time of the Butterflies — Julia Alvarez (review for '06-'07 Eng I Honors students)

- As you read, think about the **characters** and the conflicts they undergo as well as the possible theme(s) that they help the author create. Use **colored pencils** (different colors for different characters) to **underline** significant words and/or phrases that would help you understand and remember information about how characters act, what they say, how they look, what they think, what other characters say about them, and what the author may say about them. Also note words/phrases, etc. that show how each author uses literary elements other than characterization--**setting, point of view, conflict/plot structure, stylistic elements** (imagery, figurative language, personification, irony, etc.) to create effects and ideas. Also be sure to "carry on a conversation" with the text as you read by making **marginal notes** that clarify your marking. This will help you better understand each work and prepare for discussion and assessment. An added bonus to close reading and detailed response will be your ability to move easily to completion of essays based on these works. **DO NOT USE HIGHLIGHTERS AS THEY WILL BLEED FROM ONE PAGE TO ANOTHER.**
- When you have finished reading **each title**, complete:
Full-out double-column responses in your journal for **three** chapters or segments from a different area/section in the work. If you have marked your book well, this will be easy to do. You may hand-write or type each response, but be sure to draw lines to separate each column and each area neatly. **DO EACH RESPONSE ON A SEPARATE PAGE** and make certain any pasted work does not exceed the size of a journal page.
- Also complete:
At least two character charts
a conflict chart,
and a theme chart for each work.
Again, if you have marked your book well, this will be easy for you.

Remember also what you have learned about using the "**xyZ**" method when examining a text and recording reactions--no chart helps you if you do not have numerous citations and explanations. Put your charts in your journal and be certain to **leave space between each double-column entry section and each chart** you complete; also remember to **complete each chart/entry on separate sheets** and to clearly **label** your work. Additionally, leave at least **6-8 pages** between the work/response for each reading selection.

English II Honors

You are also to read *The Joy Luck Club* by **Amy Tan**.

In addition to the response work noted before, you are to complete
a **setting chart** and a **point of view chart** for each of the four titles you read and study.

ALL SOPHOMORE STUDENTS! REMEMBER:
Put all of your work in an approved journal (no spirals) and have it and your copies of the texts with you when you report to school in August.