

BMSH 2022-2023 High School Back-to-School Reading

Research shows the number one way to improve and maintain reading skills is to read, read, read. Experts suggest reading 30 minutes per day helps exercise many different parts of the brain, which increases literacy and critical thinking skills, improves academic performance, and can even reduce stress and anxiety. To help our students succeed, we are promoting our new-and-improved back-to-school reading program. The suggested titles and specifics of the assignment are outlined in this handout. We encourage parents to read along with their students to promote conversation and learning. We look forward to reading with you!!

- 1. Pick a Book:** Students in each grade level should choose ONE book from the list of six suggested titles on the chart provided. *If you are scheduled to be in two or more English classes in the fall, pick the highest grade level and read from that list.* If you're not sure which book you'd like, ask an English teacher. We'll be happy to tell you why our books are the best on the list!
- 2. Go Online:** Go to bmsH2022btsr.weebly.com and get started. **There is no need to create an account.** The assignment given to students in May is listed on the home screen. *To post your comments, simply click on the highest level of English you'll be taking on campus during the 2022-2023 school year.* It's that simple!
- 3. Read and Post Comments:** Each week, you'll go to our site and post a comment on your grade level page in response to the prompt for that week. Please note, ***THIS IS A SUGGESTED TIMELINE.*** You do not have to adhere to the timeline, but you are required to complete all seven posts. You may, however, complete the posts according to your reading and your schedule. The general topic for each post is listed below.
- 4. No Internet, No Problem:** If you do not have access to the internet over the summer, don't worry. We have included the prompts in this handout, so you can complete the assignments on paper and turn them in when you get to school in August. It's that simple.

**** If you do not see a book on our list that you are interested in, you may choose another book of your liking. Remember, however, the book you choose MUST BE WITHIN THE APPROPRIATE LEXILE LEVEL FOR THE GRADE YOU WILL BE IN NEXT YEAR. To find the correct Lexile level of a book, you can search the title of the book at <https://fab.lexile.com/>. Appropriate grade Lexile levels, as documented in Achieve, are listed below:**

9th Grade = 780L – 1260L

10th Grade = 835L – 1335L

11th / 12th Grades = 955L – 1385L

Week 1 (June 12-June 18): First Impressions
Week 2 (June 19 -June 25): Conflicts and Characterization
Week 3 (June 26-July 2): Weighty Words
Week 4 (July 3-July 9): Point of View
Week 5 (July 10-July 16): The Main Event
Week 6 (July 17-July 23): Cross-Curricular Connections
Week 7 (August 24- August 30): Theme and/or Central Idea

FINAL DUE DATE
SEPTEMBER 12, 2022

**This assignment will count as approximately 10-15% of the 1st quarter English grade. While not doing the assignment will not cause a student to fail the 1st quarter, it is highly recommended students complete the assignment with honest, good-faith effort to continue to use the skills they are learning in class. There will also be a 1st quarter essay assignment, for which students will use evidence from their back-to-school reading to support their response to a prompt.

If you have any questions, you may contact the English teacher you had in the 2021-2022 school year, or you may contact Mrs. Norris. Our email addresses are listed below:

Mrs. Dunn-Reier – dunn-reierl@duvalschools.org
Mr. Emerson – emersond@duvalschools.org
Ms. Holmes – holmess1@duvalschools.org

Mrs. Norris – norrisk@duvalschools.org
Ms. Hunter – hunterk@duvalschools.org

K. Norris

Here you will find the description for each weekly assignment. Use these guidelines to help you write your comment post correctly and completely.

1. For each week, be sure to create a comment on your grade's discussion board that answers the weekly focus. On your comment, **YOU MUST INCLUDE THE FOLLOWING**: week number, name (first and last), and grade level.
2. All comments must be **written in complete sentences**, must **restate the question**, and **use textual evidence** (with page number) in support of your response when applicable. Responses should include proper spelling, grammar, and punctuation.
3. All responses should be a minimum of 5 sentences.
4. All responses are monitored for school-appropriate language and content, and will not post until approved by teachers.
5. Quotes without commentary/support will not be considered a correct, complete answer.

*****A NOTE ABOUT PLAGIARISM: This assignment is meant to get YOUR reactions and thoughts for the book you are reading. Copying, paraphrasing, or using someone else's thoughts and reactions doesn't help you enjoy the experience of reading, and it doesn't help us engage in conversation with you about your reactions. Remember to be honest and do your best.**

Week 1: First Impressions June 12-June 18:

- Describe the setting and major characters of your novel, then answer this: If this book were going to be made into a film, where would you shoot the film and what actors would you cast to play these characters and why? (If it's already been made into a film, choose different actors and a different place.)
- Make a prediction about what you think will happen in the novel based on what you have read so far.

Week 2: Conflicts and Characterization June 19 -June 25

- Describe what makes the main character of your novel stand out. (Do they seem heroic? Adventurous? Funny?)
- Explain any problems or difficulties that have arisen for the main character in the novel at this point in your reading, and include details about how the main character is dealing with or reacting to the problems/difficulties.

Week 3: Weighty Words June 26-July 2

- List at least 3 words or phrases from your reading so far that apply to one or more of the following:
 - Helped you better understand something about a character (explain what they helped you understand)
 - Made you feel a certain way about a character, the setting, or an event (explain how they made you feel)
 - Would be words you'd use to convince another person to read this book (explain why you picked these words ... why would these words make someone want to read this book?)

Week 4: Mystery, Tension, and Surprise July 3-July 9

- Explain what things about the text are making you want to keep reading. In your explanation, you may include the following:
 - What words/phrases is the author using to create mystery, tension, or surprise?
 - In what order are the events in the story being told, and why do believe the author chose this order? Meaning, how and why does this order make sense, and how does it help create mystery, tension, or surprise for the reader? (chronological order, with flashbacks or flash forwards, etc.)

Week 5: The Main Event July 10-July 16

- Explain what has happened with the main conflict since it was introduced at the beginning of the book. Include the following in your explanation:
 - How did the conflict 'build up' over the course of the story so far?
 - How has the main character dealt with the conflict or problem?
 - Has the conflict been resolved at this point in the book? If so, how? If not, how do you predict it will be resolved?

Week 6: Cross Curricular Connection July 17-July 23

- Explain how some aspect of the story you're reading could relate to another subject area, like science or social studies, and why you think this makes this book a good choice.
 - Is the time period in which the story takes place of some historic importance?
 - Is there any kind of scientific relevance to this story (Remember: science isn't just about beakers and chemicals. The story could relate to biology, zoology, the environment, space, etc.)
 - What about math? Is there a main character in your book who has a logical mind and solves problems like a mathematician?

Week 7: Theme or Central Idea August 24- August 30

- Now that you've read the entire book, explain what point the author is trying to make about life or people. (What did you learn about life or about certain types of people from this story?) In your explanation, be sure to include:
 - A specific statement about the point the author is trying to make
 - At least 3 examples from the text (from the beginning, middle, and end of the book) that support your statement about the author's point and explain how/why those examples had a specific impact on you
 - Do you think the point you're writing about is still relevant today? Why or why not?

K. Norris

	Mrs. Dunn-Reier's Picks	Ms. Holmes's Picks	Mr. Emerson's Picks	Mrs. Norris' Picks	Ms. Hunter's Picks
9th Grade Options	<u>Treasure Island</u> , by Robert Lewis Stevenson 760L	<u>Harry Potter and the Sorcerer's Stone</u> , by J.K. Rowling 880L	<u>Go Set a Watchman</u> , by Harper Lee 870L	<u>The Disreputable History of Frankie Landau-Banks</u> , by E. Lockhart 890L	<u>Ender's Game</u> , by Orson Scott 780L
10th Grade Options	<u>All the Light We Cannot See</u> , by Anthony Doerr 880L	<u>Crazy Rich Asians</u> , by Kevin Kwan 950L	<u>The Picture of Dorian Gray</u> , by Oscar Wilde 920L	<u>Where the Crawdads Sing</u> , by Delia Owens 880L	<u>The Lovely Bones</u> , by Alice Sebold 890L
11th Grade Options	<u>Devil in the White City</u> , by Erik Larson 1170L	<u>Hidden Figures</u> , by Margo Lee Shetterly 1120L	<u>Wuthering Heights</u> , by Emily Bronte 880L	<u>Station Eleven</u> , by Emily St. John Mandel (Lexile Not Available)	<u>Maus</u> , by Art Spiegelman 970L – 990L
12th Grade Options	<u>The Kite Runner</u> , by Khaled Hosseini 840L	<u>The Social Network</u> , by Ben Mezrich 1140L	<u>One Flew Over the Cuckoo's Nest</u> , by Ken Kesey 1040L	<u>Homegoing</u> , by Yaa Gyasi 910L	<u>The Strange Case of Dr. Jekyll and Hyde</u> , by Robert Louis Stevenson 1010L

