

2020 FWAFA SUMMER READING

DID YOU KNOW...

Reading at least 20 minutes each day during the summer can prevent learning loss?

The goal of our summer reading program is to encourage all students to read for fun and to explore learning opportunities during the summer months. Summer reading also helps our students combat “summer slide,” so that they can return to school in the fall ready to learn!

An Invitation to Read...

Since the goals of a summer reading assignment are to (1) keep students reading over the summer and (2) to foster a love of reading that will (3) help create life-long readers with (4) an ability to self-select texts for purpose and pleasure, we are **offering all students the chance to choose the book(s) they will read for their summer assignments.**

You can actually, for real, not kidding, choose **any** book you want to read, as long as you are prepared to complete a project on how it connects to the quote your English teacher provides and present that project to your classmates in the first week of school.

All Reading/English teachers will propose a guiding quote for summer reading, and students will self-select a text that they believe connects to that quote. Each teacher will offer suggested texts for students who feel overwhelmed by the enormity of choice. **This 12-page document contains ALL summer reading guidelines for grades 3-12. DO NOT PRINT THE ENTIRE THING.**

In grades 3-8, students will choose one fiction text.

In high school English classes, students will choose one fiction text and one non-fiction text.

How Will You Demonstrate Your Learning?

All students will choose from a variety of projects to demonstrate their understanding of the text(s) they chose. Please see the final pages of this document for the project ideas, directions, and the rubric. Students should have their projects prepared for the first week of school and wait for further instructions from their teachers about when presentations will take place.

3rd Grade

Guiding Quote: "Be kind to every kind, not just mankind" - Anthony Douglas Williams

Suggested titles:

Hero by Jennifer Li Shotz

Max by Jennifer Li Shotz

The Tales of Desperaux by Kate DiCamillo

Captain Pug (series) by Laura James

The Puppy Place #54, Rusty by Ellen Miles

Bad Kitty (chapter book series) by Nick Bruel

Ribsy by Beverly Cleary

Tornado by Betsy Byars

The Bad Guys (series) by Aaron Blabey

Fantastic Mr. Fox by Roald Dahl

4th Grade

Guiding quote: "Hard times don't create heroes. It is during the hard times when the 'hero' within us is revealed." - Bob Riley

Heroes come in many forms. In 4th grade you will be studying Texas history, so here are some suggested readings:

Flygirl by Sherri Smith (Women Airforce pilots in Sweetwater, TX)

Winnie's War by Jenny Moss (1918 Spanish influenza)

A Line in the Sand by Sherry Garland (the Alamo)

Survival in the Storm: The Dustbowl Diary of Grace Edwards by Katelan Janke

Susanna of the Alamo: A True Story by John Jakes and Paul Bacon

Wait for Me, Watch for Me, Eula Bee by Patricia Beatty (fiction set in West Tx)

Hurricane Heroes in Texas by Mary Pope Osborne (Magic Treehouse #30)

Here are some other suggestions:

The Hero Two Doors Down: Based on a True Story of Friendship Between a Boy and a Baseball Legend by Sharon Robinson

Heroes of Olympus Books and *Percy Jackson Books* by Rick Riordan

DK Readers: *Horse Heroes: True Stories of Amazing Horses* by Kate Petty

5th Grade

Guiding quote: "Many of life's failures are people who do not realize how close they were to success when they gave up."- Thomas Edison

Here are some choices, if you are having trouble finding your own book to connect to the quote:

Tuck Everlasting by Natalie Babbitt

The Cay by Theodore Taylor

Holes by Louis Sachar

A Family Apart by Joan Lowery Nixon

Where the Red Fern Grows by Wilson Rawls

Escape From Aleppo by N.H. Senzai

Refugee by Alan Gratz

The Adventures of a Girl Called Bicycle by Christina Uss

Front Desk by Kelly Yang

New Kid by Jerry Craft (graphic novel)

6th Grade

Guiding quote: "...in diversity there is beauty and strength." - Maya Angelou

Suggested Titles:

Wonder by R.J. Palacio

The Stars Beneath Our Feet by David Barclay Moore

Zoe in Wonderland by Brenda Woods

Esperanza Rising by Pam Munoz

El Deafo by Cece Bell (graphic novel)

7th Grade

Guiding Quote: "...the final forming of a person's character lies in their own hands." - Anne Frank

Suggested Titles:

Out of the Dust by Karen Hesse

The Clay Marble by Minfong Ho

Piecing Me Together by Renee Watson

The Secret Life of Bees by Sue Monk Kidd

Dark Water Rising by Marian Hale

Long Way Down by Jason Reynolds (parent warning: mature themes)

Diary of a Young Girl by Anne Frank

8th Grade

Guiding Quote: "In the end it is how you fight, as much as why you fight, that makes your cause good or bad." - Freeman Dyson, English-American physicist

Suggested Titles:

My Brother Sam is Dead by James Lincoln Collier and Christopher Collier

The Strange Case of Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson

The House on Mango Street by Sandra Cisneros

The Outsiders by S. E. Hinton

Solo by Kwame Alexander and Mary Rand Hess

The Hate U Give by Angie Thomas (parent warning: strong language and mature themes)

English I:

Guiding quote:

“I am not afraid of storms for I am learning how to sail my ship.” - Louisa May Alcott

Fiction (only suggestions):

Little Women by Louisa May Alcott

The Color Purple by Alice Walker

How the Garcia Girls Lost Their Accents by Juila Alvarez

Every Day by David Levithan

The Book Thief by Markus Zusak

If I Was Your Girl by Meredith Russo

American Born Chinese by Gene Luen Yang

The Wall: Growing Up Behind the Iron Curtain by Peter Sis

Mexican Whiteboy by Matt de la Pena

Persepolis: The Story of a Childhood by Marjane Satrapi

Speak by Laurie Halse Anderson

Giovanni's Room by James Baldwin

Nonfiction for English 1 will be **literary nonfiction** in the form of a memoir, biography, or autobiography. Please select ANY book within that genre.

<https://www.nytimes.com/interactive/2019/06/26/books/best-memoirs.html>

<https://www.womansday.com/life/entertainment/g27759593/best-memoirs/>

<https://www.barnesandnoble.com/blog/50-essential-memoirs/>

<https://slate.com/human-interest/2019/11/50-best-nonfiction-books.html>

English II

Guiding Quote: “The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.” - Chimamanda Ngozi Adichie, Nigerian writer (for a broader discussion of this idea, see her TEDTalk [here](#).)

Title Suggestions:

Fiction

The Great Gatsby by F. Scott Fitzgerald
Ceremony by Leslie Marmom Silko
The Kite Runner by Khaled Housseini
A Thousand Splendid Suns by Khaled Housseini
The Namesake by Jhumpa Lahiri
Shooting Kabul by N.H. Senzai
Purple Hibiscus by Chimamanda Adichie

Non-Fiction

I am Malala by Malala Yousefzi
A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah
Persepolis: The Story of a Childhood by Marjane Satrapi (graphic novel)
Funny in Farsi: A Memoir of Growing up Iranian in America by Firoozeh Dumas
Educated by Tara Westover

English III/AP Lang

Guiding quote:

“Love takes off the masks that we fear we cannot live without and know we cannot live within.” -- James Arthur Baldwin

Fiction & nonfiction suggested authors (only suggestions):

James Baldwin	Margaret Atwood	Toni Morrison	Richard Wright	Joyce Carol Oates
Sylvia Plath	Alice Walker	David Sedaris	Alison Bechdel	Neil Gaiman
Rita Mae Brown	Tim O'Brien	Audre Lorde	Augusten Burroughs	Khaled Hosseini
Amy Tan	Alexander Chee	Jhumpa Lahiri	Hanya Yanagihara	Thrity Umrigar
Michelle Obama	Joan Didion	Maya Angelou	Truman Capote	Yuval Noah Harari
Bill Bryson	Stephen Hawking	Emma Donoghue	Malinda Lo	Meredith Russo
Mikki Kendall	Brené Brown	Dave Eggers	Michelle Alexander	Claudia Rankine

<https://slate.com/human-interest/2019/11/50-best-nonfiction-books.html>

English IV/AP Lit

Guiding Quote: “When people go within and connect with themselves, they realize they are connected to the universe and they are connected to all living things.” - Armand DiMele, American psychotherapist

Title Suggestions:

Fiction

Little Fires Everywhere by Celeste Ng

The Curious Incident of the Dog in the Nighttime by Mark Haddon

Jane Eyre by Charlotte Bronte

Wide Sargasso Sea by Jean Rhys

Non-fiction

The Road Back to You by Ian Morgan Cron and Suzzane Stabile

What Unites Us by Dan Rather

Born a Crime: Stories from a South African Childhood by Trevor Noah

Furious Hours: Murder, Fraud, and the Last Trial of Harper Lee by Casey Cep

In Cold Blood by Truman Capote

Directions:

Students in grades 3-8, choose ONE project to complete for the fiction text you chose for summer reading. Complete the project, following the rubric below, and have it prepared for the first week of school.

Students enrolled in a high school English class will choose TWO projects to complete, one for the fiction and one for the non-fiction piece. You may choose to complete the same TYPE of project twice, but you must do two SEPARATE projects. Complete the project, following the rubric below, and have them prepared for the first week of school.

1. Choreograph and perform an original dance inspired by your book and the quote. Your performance must be pre-taped, must last at least 2 minutes, and the video or a link must be emailed to your teacher or brought in on a thumb drive.

Write an artist's statement in which you explain your choices. Be sure to begin by summarizing the connection among the book you chose, the dance you created, and the quote you were assigned.

2. Create an ***original*** piece of visual art inspired by your book and the quote. Your piece can be 2D or 3D.

Write an artist's statement in which you explain your artistic choices and how they reflect the quote. Be sure to begin by summarizing the connection among the book you chose, the piece you created, and the quote you were assigned.

3. Write and perform an original song inspired by your book. Your song must incorporate the quote you were assigned, in some way, as well as actual details from your book.

Write an artist's statement explaining your choices. Be sure to begin by summarizing the connection among the book you chose, the song you created, and the quote you were assigned.

You will need to turn in the lyrics and the paragraph. You may pre-record the music, but you do not have to.

If you choose to rewrite the lyrics to an existing song, please attach the original lyrics and songwriter credit.

(MORE CHOICE ON THE NEXT PAGE)

4. Create a soundtrack for 3 significant moments in the book. Provide a list of the scenes you chose, the lyrics (if there are any), and the performer of your chosen songs. Then write an artist's statement explaining your choices. Be sure to begin by summarizing the connection among the book you chose, the song you chose for that scene, and the quote you were assigned. (You will need three different paragraphs for this project.)

You are making a soundtrack, not a playlist. Choose songs that would make sense playing behind the action in a filmed version and present your soundtrack in the order it would actually occur. Choose scenes that are all connected to the quote you were assigned.

5. Create a short film based on the book. The film must be between 2 and 15 minutes in length and must explore the connection between the book and the assigned quote. It must be submitted via a link or on a flashdrive.

Write an artist's statement explaining your choices. Be sure to begin by summarizing the connection among the book you chose, the film you created, and the quote you were assigned.

6. Creative writing: Write a short story, fan fiction, series of poems, or create a graphic novella inspired by at least three separate chapters or scenes of your book and the assigned quote.

Write an artist's statement explaining your choices. Be sure to begin by summarizing the connection among the book you chose, the work you created, and the quote you were assigned.

7. **(This choice is for grades 7-12 only.)** Write a composition showing the connection of your book to the quote. MLA format. 700 words minimum. The connection must be evident and the focus of the thesis of your composition. The composition must contain the quote and evidence from the text to help explain your thesis and show your connection.
8. Maybe there's a project we haven't imagined. If you have an idea other than the ones already on this page, email your idea to your ELA teacher for approval by August 1, 2020 (see list of teacher emails below). You will still have to write an artist's statement explaining your choices. Be sure to begin by summarizing the connection among the book you chose, the project you created, and the quote you were assigned.

To get a different project approved, or if we can help in any other way, please see the following list for the appropriate email.

3rd Grade, Mrs. Carden jan.carden@fwafa.org

4th Grade, Mrs. Austin tammy.austin@fwafa.org

5th Grade, Mrs. Umholtz beth.umholtz@fwafa.org

6th Grade, Mrs. Herrera debby.herrera@fwafa.org

7th Grade Pre-AP, Mrs. Brittain anna.brittain@fwafa.org

8th Grade Pre-AP, Mrs. Brittain anna.brittain@fwafa.org

English I Pre-AP, Ms. Walterscheid jamie.walterscheid@fwafa.org

English II Pre-AP, Mrs. Cook leslie.cook@fwafa.org

English III Honors, Ms. Walterscheid jamie.walterscheid@fwafa.org

AP Language and Composition, Ms. Walterscheid jamie.walterscheid@fwafa.org

English IV Honors, Mrs. Cook leslie.cook@fwafa.org

AP Literature and Composition, Mrs. Cook leslie.cook@fwafa.org

English Department Chair, Mrs. Cook leslie.cook@fwafa.org

(PROJECT RUBRIC ON NEXT PAGE)

The project consists of both the creative project and the artist’s statement (except in the case of the composition.) The project this summer asks for the student to make the connection between the chosen book and the guiding quote. This means that the student is being asked to think critically and find that connection--there is no single right answer for this, so be creative. All projects are graded as ORIGINAL creative works. If an idea is borrowed, please give credit to the original artist, as well as giving credit to music used if applicable. Plagiarism will be considered a “zero” until a new project is submitted for no more than a 70.

	4	3	2	1	0
Required elements	The project contains all of the elements stated in the requirements.	The project is missing 1 element.	The project is missing 2 elements.	The project is missing 3 or more.	The project has none of the required elements.
Knowledge of concept	Project showcases knowledge of the chosen book, quote, and art, and demonstrates critical thinking.	Project showcases mostly correct knowledge and some critical thinking.	Partially correct knowledge. Some critical thinking.	Lack of knowledge. Lack of critical thinking.	Nothing provided for evaluation. Does not attempt.
Creative connection of the quote to the text	The creative project focuses on the connection between the guiding quote and the chosen book, which is evident and shown via the chosen art form.	Connection between chosen book and quote is less evident in the art form and requires some explanation.	Connection is weak and requires much explanation and clarification.	Connection is not evident to the audience even after explanation and clarification.	There is no connection present.
Explanation of artistic choices in the artist’s statement (Grade level appropriate writing)	Begins with required information from directions. Clearly and completely explains the artistic choices and analyzes the effectiveness of the choices.	Not as clearly explained, Some analysis is there.	Explanation confusing.	Attempts.	No attempt.
Grammar/ Mechanics	Few errors which do not detract at all from understanding. Obvious proof-reading.	Errors detract slightly. Some evidence of proof-reading.	Errors detract. Little evidence.	No evidence of proof reading.	No artistic statement or composition.

