

GHS English Department SUMMER READING PROGRAM



OVERVIEW:

Reading is a necessary skill for all lifelong learners. Statistics have suggested that the more students read the higher they may score on the PSAT/SAT. Research has also noted that practice with reading may result in better use of the spoken and written word and prepares students for success in college and in life.

With these ideas in mind, Gaithersburg High School's Summer Reading Program has become an integral part of our students' educations. To help our young scholars learn to appreciate the value and importance of reading, options have been provided in genre and content. Students are encouraged to consult with their teachers, parents/guardians, school media specialists, and the MCPS Summer Reading website to select an option that will best suit their needs and interests. To aid all in this process, parents are asked to complete the "Parental Acknowledgement of Summer Reading" form, which students must submit to teachers on the first day of classes. Additional copies are available in the English office and on the school website.

Students must have readings and the related assignments completed by the first day of school. Assignments will be collected and an assessment will be given during the first week of school. For further information, please contact the school's English Resource Teacher.

A SPECIAL NOTE TO PARENTS:

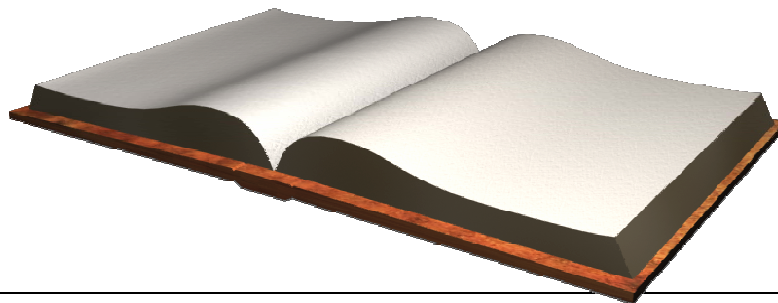
This task is intended to serve as an opportunity to help your child connect with texts and to find the joy in reading. Please help your child select texts that he or she finds engaging, that are at an appropriate reading level, and that meet both school standards for classroom use as well as your family's personal standards of appropriateness. Should you need assistance in selecting or finding a text(s), please contact the English Resource Teacher or consult the MCPS Summer Reading website for suggestions.

Summer Reading Options:

Students may choose from the following options:

- **Option 1:** Select a work of 75 pages or more that is in some way related to your Academy and/or an interest that you have. This text should be one that you think will be interesting, fun, or rewarding to read. It should be an age-appropriate novel, biography, play, collection of short stories or poems, etc. – the point is that it is a text that YOU think you might enjoy, that is appropriate for sharing in a school setting, and that is *approved by your parent*. A list of recommended (but not required) titles can be found on the GHS website and the MCPS Summer Reading website.
 - ✓ **Accompanying Assignment (Option 1):** As a record for yourself and your teacher, please complete the “Summer Reading Organizer” handout for Option 1. Copies are available from your English teacher and on the GHS website.
- **Option 2:** Choose 10 substantive articles or essays from magazines or newspapers that are in some way related to your Academy and/or various interests that you have. These texts should be ones that grab your attention and that you feel might be appealing or enjoyable to read. Articles or essays may be on a variety of topics and come from a number of sources, but each one must be appropriate for sharing in a school setting and *approved by your parent*. A list of recommended (but not required) titles can be found on the GHS website and the MCPS Summer Reading website.
 - ✓ **Accompanying Assignment (Option 2):** As a record for yourself and your teacher, please complete the “Summer Reading Organizer” handouts for Option 2. Copies are available from your English teacher and on the GHS website. You must complete one handout for each article read.

Please note that regardless of which option is chosen, the accompanying assignment handout(s) must be completed and submitted by the first day of classes. Students may be assessed further on these readings during the first week of school via essays, presentations, group discussions, etc. A list of common literary and rhetorical terms can be found on the school website for further reference.



Parental Acknowledgement of Summer Reading



Student Name: _____
(please print)

Grade: _____
(09-10)

Please circle the option selected and complete bibliographic information:

Option 1 – _____
(title of text) (author)
Number of pages: _____

Option 2 –	<i>Name of Newspaper or Magazine</i>	<i>Title of Article</i>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

Date assignment was begun: _____

Date assignment was completed: _____

Parent Name: _____ (please print)

I am aware of the requirements of the GHS Summer Reading program and give approval for my child to read the texts named above to fulfill these requirements.

Parent Signature

Phone

Name: _____

Grade: _____

Summer Reading, Option 1 (Reading Organizer)

Directions: Complete the chart below as you read the text you have selected.

Topic	Response	Textual Reference/Example
Bibliographic Information (title, author, date)		
Reason why you selected this text		
Brief Plot Summary and Conflict		
Setting		
Theme		
Main Characters and Characterization		

Topic	Response	Textual Reference/Example
<p>Symbolism in the text</p>		
<p>Important Quote #1</p>	<p>Explain why you selected this quote:</p>	<p>Write the quote and page number:</p>
<p>Important Quote #2</p>	<p>Explain why you selected this quote:</p>	<p>Write the quote and page number:</p>

LITERARY TERMS

characterization: the means by which the author reveals the personality or characteristics of a character

conflict: an internal or external clash of opposing purposes, viewpoints, or forces in a text which causes tension or suspense

imagery: the words or phrases that summon up the picture in the mind

motive: the reasons, either revealed or hidden, for a character acting as he does

plot: the structure of what occurs in the story (exposition, rising action, climax, falling action, resolution)

setting: the place and time of a story, poem, novel, or play

symbolism: something specific standing for a concept or an idea; a literary symbol, for example, may be a thing (an old tower) or an action (climbing stairs), and is so used that it becomes highly suggestive (Climbing stairs, for example, may symbolize the struggle to gain wisdom.)

theme: the underlying idea or ideas of a literary work



Name: _____

SOAPSTone

The acronym “SOAPSTone” is a helpful way for you to remember essential elements for analysis of texts such as essays, articles, and other non-fiction works. Use the descriptions provided to complete the “Summer Reading Organizer” for **Option 2** of the summer reading requirement. You must complete one organizer for each article or essay read. Please note that you may recreate the chart on your own paper if you do not have multiple copies of the organizer.

Speaker—the voice that tells the story—includes name of author as well as important facts about author that help assess assumptions underlying his or her position

Occasion—the time and place of the piece—the context that encouraged the writing to happen—usually both a large and an immediate occasion

Audience—the group of readers to whom the piece is directed

Purpose—the reason behind the text—what the speaker wants the audience to think or do

Subject—the general topic, content, and ideas contained in the text

Tone—the attitude of the author—helps to extend meaning beyond the literal

Use the space below to keep track of the articles you read:

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Name: _____

Grade: _____

Summer Reading, Option 2 (SOAPSTone Organizer)

Term/Element	Response	Textual Support/Example
Speaker		
Occasion		
Audience		
Purpose		
Subject		
Tone		

* You may recreate this chart on your own paper.