

Dear parents/guardians and students,

Happy summer! Every year the students at Sodus Jr./Sr. High School are required to complete a summer reading project. Although this year is very different in many ways, we, the English department, think it is more important than ever for our students to continue reading. As usual, students entering grades 7-12 will be asked to read a minimum of one book this summer and complete a writing assignment.

The summer reading book should be:

- the personal choice of the student—almost anything is acceptable
- at approximately the student's grade-level reading difficulty
- a physical book, an ebook, or an audiobook--all are acceptable
- enjoyable!

Here are a few restrictions:

- Students may not choose a book that will be used in any English class in the coming year.
- Students entering ENG 101 or ENG 103 (college English) must follow the guidelines below.

Finding a book may be more challenging during the pandemic, but there are many online options for buying or borrowing books, including many that are free, like the school library, the Sodus Free Library, or even the New York Public Library. Here are some [directions](#) from our librarian, Ms. Reber, on accessing digital books and audiobooks.

The due date is Monday, **September 14, 2020**. The guidelines are on the back of this letter. The written assignment will count for 10% of the first quarter grade for all students 7-12. Each student only needs to complete one summer reading project, even if she/he will be taking multiple English classes in the fall. *Note: Students in ENG 101 and ENG 103 will complete an essay examination in class when they return in the fall instead of the project outlined on the reverse.*

This reading assignment is available for all students through the Google account provided for them by the school; an invitation to view it can also be found in their email accounts. Additionally, it will be available on the school website. If your children need assistance completing the assignment or finding a book, there is a long list of possibilities on the district website. You are also welcome to contact me or any English teacher via email (dtitlew@soduscscd.org, cosborne@soduscscd.org, mlembke@soduscscd.org, amclaughlin@soduscscd.org, or eportela@soduscscd.org).

Thank you for helping support your children's literacy skills!

Daniel Titlow
ELA Department Chair 7-12

Students in ENG 101 or ENG 103 (college English) MUST choose from the list below. If you are unable to procure any of them, please contact Mr. Titlow or Mrs. Osborne as soon as possible.

All other students are free to read a book of their choice.

Adams, Richard - <i>Watership Down</i>	Fridlund, Emily - <i>History of Wolves</i>
Alvarez, Julia - <i>How the Garcia Girls Lost Their Accents</i>	Gaiman, Neil & Terry Pratchett - <i>Good Omens</i>
Atwood, Margaret - <i>The Testaments</i>	Hamid, Mohsin - <i>Exit West</i>
Austen, Jane - <i>Sense and Sensibility</i>	Jemisin, N.K. - <i>How Long 'til Black Future Month?</i>
Basu, Diksha - <i>The Windfall</i>	Moreno-Garcia, Silvia - <i>Gods of Jade and Shadow</i>
Benjamin, Chloe - <i>The Immortalists</i>	Novik, Naomi - <i>Uprooted</i>
Coates, Ta-Nehisi - <i>Between the World and Me</i>	Plath, Sylvia - <i>The Bell Jar</i>
Dickens, Charles - <i>A Tale of Two Cities</i>	Walker, Alice - <i>The Color Purple</i>
Edugyan, Esi - <i>Washington Black</i>	Whitehead, Colson - <i>The Underground Railroad</i>
El Akkad, Omar - <i>American War</i>	Wilson, August - <i>Fences</i>

Summer Reading Grades 7-12

Respond to the following requirements on separate paper.
Be sure to use complete sentences.

1. Record the title, author, copyright date, and genre of the book.

2. Summarize the content of the book. Who were the important characters? What were the various stages of the primary conflict and how was it resolved?

3. Authors use a variety of strategies in their writing. Which of the following did the author use the most successfully?
 characterization symbolism
 imagery irony
 figurative language vocabulary
Choose one strategy and provide two concrete examples that demonstrate the author's mastery of this strategy.

4. Quote (word for word) a memorable passage from your book. Explain why you think this passage has value and is worth remembering.

5. Identify at least one theme that you discovered in the book. What message or insight did you receive as you read and studied this book?

6. Give your final judgment of the book. Rate it on a scale of 1 to 5 (where 5 is "fantastic" and 1 is "horrible"). Justify your rating. Why isn't it higher? Why isn't it lower?

7. Take one of the questions you answered in writing and create a visual to represent it. You can be as creative and original as you would like; there are a few suggestions below if they are helpful.
 - Facebook profile
 - comic strip
 - visual map of the plot outline
 - redesign of the cover
 - a "Wanted" poster
 - a brochure