

MAST@FIU Biscayne Bay Campus

Summer Reading Assignment – Non-AP/ Non-DE Students

Below are the assigned summer reading texts per grade level. Students are encouraged to choose the assignment option from the list provided that best fits their interests and ability to communicate an appropriate, thorough, and thoughtful approach to the assignment. Note that each option has a label for its learning/ teaching modality. All assignments are due in the first week of school.

Grade Level	Assigned Summer Reading Text
English 1 Honors (9 th Grade)	<i>Night</i> (Elie Wiesel)
English 2 Honors (10 th Grade)	<i>1984</i> (George Orwell)
English 3 Honors (11 th Grade)	<i>Frankenstein</i> (Mary Shelley)
English 4 Honors (12 th Grade)	<i>The Count of Monte Cristo</i> (Alexander Dumas)

WHERE TO FIND THE TEXTS:

- Texts are found ONLINE at <http://read.dadeschools.net/indexsec.html> .
 - Select 'TeenBookCloud' and search for the assigned reading.
- *Night* can be found at the following link:
<https://docs.google.com/viewer?a=v&pid=sites&srcid=Z2FwcHMuZ2pwcY5vcmd8bWNncmVnb3JtfGd4OjVmNWVmNjhiNjIjYmJmZy>

ASSIGNMENT OPTIONS:

Using the assigned grade level text in the above chart, **choose one (1) Summer Reading Assignment** option:

- Make a timeline of the major events in the book you read. Be sure the divisions on the timeline reflect the time period in the plot. For each major event, create a short summary statement. Use drawings or magazine cutouts to illustrate each event along the time line. **(Drawing/ Tactile Creativity)**
- Take 3x5 index cards and summarize the major events of the story on one side. On the other, analyze the importance of what happened and the reasons they happened. Think of how each event contributes to the evolution of characters, pushes the plot forward, and contributes to themes, mood, and tone. **(Academic)**
- Imagine that the book you are reading has been challenged by a special interest group. Write a letter defending the book, using specific evidence from the book to support your ideas. You create the special interest group and the issue that they have with the text you read. Ensure that the letter communicates a thoughtful and complete understanding of the text. **(Creative Writing/ Argumentative)**
- Write a character diary, writing at least eight journal entries as if you are the main character in the story. Write down events that happened during the story and reflect on how they affected the character and why. **(Creative Writing/ Autobiographical)**
- Create a board game about a book you have read. Document each step of the board game creation process, including the development of the game mechanic, the rule book (which includes the game overview or backstory, game objective, game end conditions, and game play instructions/ game flow or an explanation of each turn for each player), the execution of the prototype game, and the play testing. **(Engineering/ Logic/ Scientific Process)**

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Summer Reading Assignments – Advanced Placement English Language and Composition

All students enrolled in Advanced Placement English Language and Composition should complete the following assignment due on the first week of school.

TEXT OPTIONS:

All students will **read two (2) texts this summer**, one mandatory and the other chosen from the list below:

Mandatory Summer Reading Text (Must read)	The Underground Railroad (Colson Whitehead) Fiction
Optional Summer Reading List (Choose one)	<ul style="list-style-type: none">• Savage Inequalities (Jonathan Kozol) Nonfiction• The Omnivore’s Dilemma (Michael Pollan) Nonfiction• A Long Way Gone: Memoirs of a Soldier Boy (Ishmael Beah) Nonfiction• Silent Spring (Rachel Carson) Nonfiction• In Cold Blood (Truman Capote) Nonfiction• The Idiot (Elif Batuman) Fiction• The Kite Runner (Khaled Hosseini) Fiction• Americanah (Chimamanda Ngozi Adichie) Fiction• Candide (Voltaire) Fiction• The Jungle (Upton Sinclair) Fiction• Reservation Blues (Sherman Alexie) Fiction• Between the World and Me (Ta-Nehisi Coates) Essays• Consider the Lobster and other Essay (David Forster Wallace) Essays• Me Talk Pretty One Day (David Sedaris) Essays

ASSIGNMENT:

1. For each text, students will create a Double Entry Journal. Instructions for the Double Entry Journal can be found at this link: <https://drive.google.com/file/d/1DN6h7EoOTRdHufsWhqKX-L1OkcWK9KNP/view?usp=sharing>
2. Students will be using their Summer Reading texts for a Semester 1 Project, so it is imperative that they fully and engage in the messages being communicated in the texts that they read. There will be NO reading time given for the project as students will be expected to have completed BOTH summer texts.