

Coronado High School English Department 2024-2025 Suggested Summer Reading List

The suggested summer reading texts for honors, Advanced Placement, and Dual Enrollment English courses are detailed below. In addition, a list of active reading strategies is included. Students are encouraged to implement the strategies while reading to aid them in the comprehension of the given text and future analysis assignments. Students will be given two full weeks of school prior to any assignments and/or assessments over the suggested works.

Incoming English 9 Honors Students Suggested Text: No

Incoming English 10 Honors Students Suggested Text: No

Incoming English 10: AP Seminar Students Suggested Text: No

Incoming English 11 Honors Students Suggested Text:

During the 1st Quarter, our outside reading book will be a student selected biography focused on the life of an American. In order to allow for students transferring into our district, we will begin assessing this reading mid-quarter. Our suggestion is that students select the biography, complete the parent permission form, and begin reading during the summer. Click on the link below for the biography criteria and pertinent information:

[English 11H American Biographies Reading List](#)

Incoming English 12 Honors Students Suggested Text:

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

Born a Crime is a collection of personal stories about growing up in South Africa during the last gasps of apartheid and the tumultuous days of freedom that came with its demise. Already known for his incisive social and political commentary, here Noah turns his focus inward, giving readers an intimate look at the world that shaped him. These are true stories, sometimes dark, occasionally bizarre, frequently tender, and always hilarious. Whether subsisting on caterpillars during months of extreme poverty or making comically hapless attempts at teenage romance, from the time he was thrown in jail to the time he was thrown from a speeding car driven by murderous gangsters, the experiences covered in this book will shock and amaze, even as they leave you rolling on the floor with laughter. (Description is from Amazon.)

Incoming AP Language and Composition Students Suggested Text:

The Anthropocene Reviewed: Essays on a Human-Centered Planet by John Green. No digital copies are allowed. (Suggested assignment: Track evidence that Green references in his essays to strengthen his message. Make a list in a Google document for future use in the fall of 2024.)

The Anthropocene is the current geologic age, in which humans have profoundly reshaped the planet and its biodiversity. In this remarkable symphony of essays adapted and expanded from his groundbreaking podcast, bestselling author John Green (writer of *The Fault in Our Stars*) reviews different facets of the human-centered planet on a five-star scale—from the QWERTY keyboard and sunsets to Canada geese and *Penguins of Madagascar*.

Funny, complex, and rich with detail, the reviews chart the contradictions of contemporary humanity. As a species, we are both far too powerful and not nearly powerful enough, a paradox that came into sharp focus as we faced a global pandemic that both separated us and bound us together.

John Green's gift for storytelling shines throughout this masterful collection. *The Anthropocene Reviewed* is an open-hearted exploration of the paths we forge and an unironic celebration of falling in love with the world. (Description is from Amazon.)

Incoming AP Literature and Composition Students Two Suggested Texts:

Student choice: *1984* by George Orwell OR *Brave New World* by Aldous Huxley

1984, George Orwell's bleakly dystopian novel about the dangers of totalitarianism, warns against a world governed by propaganda, surveillance, and censorship.

Brave New World, a dystopian novel set in a futuristic World State, whose citizens are environmentally engineered into an intelligence-based social hierarchy, the novel anticipates huge scientific advancements in reproductive technology, sleep-learning, psychological manipulation and classical conditioning that are combined to make a dystopian society which is challenged by only a single individual: the story's protagonist.

Incoming English 101/102 Dual Enrollment Students Suggested Text: No

Active Reading Strategies Use these strategies before, during, and after reading to support your comprehension of the given text.

BEFORE READING

➤ Examine the front and back covers (books) ➤ Read the title and any subtitles ➤ Examine the illustrations ➤ Examine the print (bold, italics, etc.) ➤ Examine the way the text is set up (book, short story, diary, dialogue, etc.) ➤ As you examine and read these, write questions, and make predictions and/or connections near these parts of the text.

DURING READING

Mark in the text:

➤ Characters (who) ➤ When (setting) ➤ Where (setting)
➤ Vocabulary ➤ _____ Important information

Write in the margins:

➤ Summarize ➤ Make predictions ➤ Formulate opinions ➤ Make connections ➤ Ask Questions ➤ Analyze the author's craft ➤ Write reflections/reactions/comments ➤ Look for patterns/repetitions

AFTER READING – Preparing to write an essay!

➤ Reread annotations—draw conclusions ➤ Reread introduction and conclusion—try to figure out something new ➤ Examine patterns/repetitions—determine possible meanings ➤ Determine what the title might mean

Elements to look for and note in the text:

Connect: Make a personal connection to the passage by relating the quote to something in your life from your past or present or from another literary work which you have read.

Clarify: Answer earlier questions that you recorded and/or confirm or disaffirm earlier predictions that you made.

Determine Importance: Determine the significance of the passage. How is the passage hooked to other important events in the story? What does the passage reveal about the theme?

Literary Terms: Identify the literary device being used and offer your interpretation of the language and the impact on the work.

Predict: Using information given in the plot or the action, predict events that you anticipate will occur.

Question: Ask something about the passage- who, what, when, where, why, and how.

Reflect: Pay close attention to the dialogue used between characters. What do you think each character's dialect (grammar, vocabulary, pronunciation) reveals about his or her background, ethnicity, education, or upbringing?

Rhetorical Device: Identify the rhetorical device being used and offer your interpretation of its impact on the work.

Visualize: Does the passage paint a picture in your mind? Draw a graphic representation of the passage or describe what you see.