

Will Rogers College High School & Junior High
Summer Reading Selections and Rationale for School Year 2017-18

At WRCHS we are devoted to academic rigor in all content areas. Per our mission statement, “The Will Rogers experience empowers ALL students to be college and career ready through high standards and academic excellence.” For all four levels of AP preparation, the WRCHS English department members have selected summer reading novels and created an assignment that establishes course expectations and introduces essential reading, writing, and thinking skills that will be developed throughout the year.

Recent research suggests that lengthy vacations from regular reading create in students a “summer slide”—a significant drop in reading skills. Similar to athletes who fail to train in off-season, students who stop reading for several months often find their reading abilities quite out-of-shape upon returning to school. To fend off “summer slide,” our high school employs the tactic of providing summer reading. For each level of AP preparation, we assign one novel and a dialectical journal*. A complete and thorough reading of the novel and a complete and thorough fulfillment of the journal are required for the first day of school. Students will turn in their journal and should expect a cursory quiz over the novel on the first day.

The following are the novels for AP preparation:

Entering 9th:

Pre-AP I: *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie

Entering 10th:

Pre-AP II: *The Curious Incident of a Dog in the Night-Time* by Mark Haddon

Entering 11th:

AP Language & Composition: *The Crucible* by Arthur Miller

Entering 12th

AP Literature & Composition: *Frankenstein* by Mary Shelley

The following is a description of the dialectical journal required for all grade levels:

*A dialectical journal must accompany each novel as its paired assignment. In these interactive and reflective journals, students are asked to engage with the novel—to have a conversation with themselves about the book as they read it. For each chapter, students should generate a minimum of one page of notes in the journal; the notes will include questions they have about what they’re reading, notes on favorite or key passages, prediction, and notes on vocabulary, characters, themes/motifs (as they notice them developing), etc. An exemplar of one chapter’s dialectical journal backs this page.

A journal that is just summary will receive a Zero.

Students should use a composition notebook and skip pages (so we can add annotations in class as we discuss the novel during “second reading”) as they complete the task.