



## 2019 Summer Reading: Directions for English 12

### What will we have to read?

You'll read a minimum of two books this summer. One of the two books must be in the **nonfiction** genre, the second (and any additional books you read) are completely your choice. You should look for books that are close to your Lexile range (check Lexile.com) so that you continue on your path to reading growth. If you aren't sure what to read for your nonfiction selection, check out the summaries and reviews on amazon or goodreads to match the book with your interests. On Amazon, you can read excerpts from books to see if you would enjoy the author's style.

Below is a list of *suggestions*. These are NOT required. You must just choose ONE nonfiction book!

### Suggested nonfiction authors and titles :

Trevor Noah (*Born a Crime: Stories from a South African Childhood*)  
Buzz Bissinger (*Friday Night Lights*)  
Katherine Boo (*Beyond the Beautiful Forevers*)  
Aziz Anasari (*Modern Romance*)  
Truman Capote (*In Cold Blood*)  
Firoozeh Dumas (*Funny in Farsi*)  
Barbara Ehrenreich (*Nickel and Dimed*)  
Anderson Cooper (*Dispatches from the Edge*)  
Malcolm Gladwell (*Outliers, The Tipping Point*)  
Neil Gaiman (*View from the Cheap Seats*)  
Erik Larson (*The Devil in the White City, Dead Wake, In the Garden of Beasts*)  
Michael Lewis (*Moneyball, The Blind Side, The Big Short*)  
James McBride (*The Color of Water: A Black Man's Tribute to his White Mother*)  
Peggy Orenstein (*Cinderella Ate my Daughter*)

Richard Preston (*The Hot Zone*)  
Sonia Nazario (*Enrique's Journey*)  
Bill Nye (*Undeniable*)  
Amy Ellis Nutt (*Becoming Nicole: The Transformation of an American Family*)  
Mary Roach (*Stiff: The Curious Lives of Human Cadavers*)  
Eric Schlosser (*Fast Food Nation*)  
Rebecca Skloot (*The Immortal Life of Henrietta Lacks*)  
Cheryl Strayed (*Wild*)  
Malala Yousafzai (*I am Malala*)  
Alexandra Robbins (*The Overachievers, Pledged*)  
Roxane Gay (*Bad Feminist, Hunger: A Memoir of My Body*)  
Che Guevera (*The Motorcycle Diaries*)  
AJ Jacobs (*The Year of Living Biblically, Know-it-all*)

**When we return to school, you'll be writing about your free-choice book and you'll be handing in the below assignment for your nonfiction book. If you hand in the below assignment for your free-choice book you will NOT RECEIVE CREDIT, which will be sad for both of us.**

**These will be the first English 12 grades of the semester. If you have questions over the summer about your choice or the nonfiction assignment, please email me at [dunnj@carmenhighschool.org](mailto:dunnj@carmenhighschool.org).**

### So, what do I have to do?

For this assignment, you need to explain the following about your *non-fiction book*:

- 1) What did you learn from having read this book?
- 2) How was your point of view changed from having read this book?

Your response:

- Should use at least *five* pieces of properly cited textual evidence
- Should be at least 2 pages in length
- May be handwritten or typed
- Again, **MUST** be about your nonfiction book
- Must state the title and author of your book at the top of the page
- Will be graded based on the rubric below

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Falls Below Expectations</b>	<b>Does Not Meet Expectations</b>
<b>Focus (15)</b>	Responds to a text, shows strong emphasis on reflection, shows evidence of comprehension of reading material, shows thorough thoughtfulness about the reading material and does not merely summarize points made in the reading.	Some reflection on text but has emphasis on summary, shows evidence of comprehension of reading material, shows some thoughtfulness about the reading material	Includes more summary, little reflection, shows little evidence of comprehension of reading material, shows little thoughtfulness about the reading material and often merely summarizes points made in the reading.	Little or no reflection, shows no evidence of comprehension of reading material, shows no thoughtfulness about the reading material and merely summarizes points made in the reading.
<b>Evidence (15)</b>	Uses specific examples from the text to support reflection, uses at least five quotations from the text and explains how it supports assertion, has supporting details and examples that demonstrate making meaningful connections, either drawn from readings, in-class work, or personal experience.	Uses specific examples as support, uses three or four examples from the text, has some supporting details and examples, but they are not necessarily well connected to the reading	Needs support with specific examples, has few details or examples, but they are not necessarily well-connected to the reading.	No details or examples
<b>Organization (10)</b>	One to two pages written consisting of introduction, conclusion, 2-3 paragraphs, and uses clear transitions.	One to two pages written consisting of introduction, conclusion, body paragraphs. Transitions are used, but may be awkward.	Almost one page written, introduction and conclusion are present. May not have transitions.	Less than one page, may be all one paragraph, no transitions.
<b>Conventions (10)</b>	Uses correct grammar, punctuation, and page citation with very few errors	Has a few errors, but generally correct grammar, punctuation, and citations	Has many errors that may impede understanding	Reflection is difficult to read due to the amount of errors