Purpose
The purpose of the Madison City Schools Summer Reading Program is to promote literacy, engage students in meaningful texts, and use these texts to introduce a specified set of College and Career Readiness Standards at the start of each school year.

Text Selection and Reading Requirements
Students will read a selection of texts, which were carefully chosen by committees of teachers from each school and approved by the secondary instructional team at Central Office, over the summer break. Students are expected to invest themselves in the texts over the summer in order to engage in the texts at the start of the new school year with guidance from their teachers. These texts will be used to develop students into critical thinkers.

Summer Reading Unit
Each English department has structured the first unit of the year to introduce students to selected Reading for Literature and Writing standards. These two subsections of the ELA Content CCRS Standards teach students how to engage in a text and write effective analyses of the texts. Teachers will place a large focus on these standards to establish foundational skills that will continue to be developed and reinforced through the remainder of the school year.

The MCS Summer Reading Program was designed so that skills are the focus. The text is the vehicle teachers will use to guide students to becoming effective readers and writers. During the first two weeks of school, students will be led through various activities centered around those foundational CCRS standards, and they will be assessed on those standards at the end of the summer reading unit.
7th grade Scope and Sequence

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DMS 7th Grade Language Arts (All)
*The Cay* by Theodore Taylor

LMS Honors 7th Grade Language Arts
*Uglies* by Scott Westerfeld

LMS Regular 7th Grade Language Arts
*Choose two fiction selections AND two nonfiction selections.*

**Fiction Selections**
"A Retrieved Reformation by O. Henry
"RikkiTikkiTavi" by Rudyard Kipling
"The Fog Horn" by Ray Bradbury

**Nonfiction Selections (from Newsela)**
"Referees get less respect, so youth sports run short of officials"
"White House tells states to give students fewer tests"
"Face value: Emojis spell out emotions in texts, emails"

**Overview of the 7th-grade Summer Reading Unit**
Seventh-grade students will use the summer reading texts to develop their skills in learning how to cite text evidence to support analysis of what the text says and what is inferred from the text. They will also learn how to determine the theme of a text and analyze its development. Seventh graders will delve heavily into informational texts as well, where they will look at how to cite information, determine central ideas, and analyze how an author structures the text to develop ideas. Along with text analysis skills, students will hone their writing abilities by writing informative and explanatory texts, focusing on how to organize their ideas into a cohesive and coherent product. They will learn editing and revision protocols through topics related to the summer reading texts, and they will learn to write for various tasks, purposes, and audiences.
8th grade Scope and Sequence

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DMS 8th Grade Language Arts (All)
*The Wave* by Todd Strasser

LMS Honors 8th Grade Language Arts
*The Adventures of Tom Sawyer* by Mark Twain

LMS Regular 8th Grade Language Arts
*Choose two fiction selections AND two nonfiction selections.*

**Fiction Selections**
"The Lady or the Tiger?" by Frank Stockton
"The Ransom of Red Chief" by O. Henry
"There Will Come Soft Rains" by Ray Bradbury

**Nonfiction Selections**
"Generation Z Teens Stereotyped As 'Lazy And Unaware'" by Julianne Micoleta
"For The Tablet Generation, A Lesson In Digital Citizenship" by Eric Westervelt
"Identifying Teenage Cyberbullying Behavior" by Suren Ramasubbu

**Overview of the 8th grade Summer Reading Unit**
Eighth-grade students will use the summer reading texts to develop their skills in learning how to cite text evidence to support analysis of what the text says and what is inferred from the text. They will also use these texts to determine the theme of a text and analyze its development. The design of this unit teaches students to determine the meaning of words and phrases as well, along with teaching them how to determine how certain words impact meaning and tone. Other analysis skills include teaching students how differences in point of view create various effects in the story. Eighth graders will delve into informational texts, where they will look at how to cite text evidence to support an analysis of the text, but also to study how texts make connections between individuals and ideas. Along with text analysis skills, students will hone their writing abilities by writing informative and explanatory texts, focusing on how to organize their ideas into a cohesive and coherent product. Through the summer reading texts, students will also learn how to produce writing that is appropriate to task, purpose, and audience.
9th grade Scope and Sequence

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BJHS 9th Regular & Pre-AP English 9
*Animal Farm* by George Orwell

JCHS Regular English 9
*A Raisin in the Sun*, by Lorraine Hansberry

JCHS Pre-AP English 9
*Animal Farm*, by George Orwell

Overview of the 9th grade Summer Reading Unit
Ninth-grade students will use the summer reading texts to develop their skills in learning how to cite text evidence to support analysis of what the text says and what is inferred from the text. They will also use these texts to determine the theme of a text and analyze its development. The design of this unit teaches students to determine the meaning of words and phrases as well, along with teaching them how to determine how certain words impact meaning and tone. Students will also be shown how the authors of these texts use structure, order, and time to create various effects throughout the story.

Along with text analysis skills, students will hone their writing abilities by writing informative and explanatory texts, focusing on how to organize their ideas into a cohesive and coherent product. Through the summer reading texts, students will also learn how to produce writing that is appropriate to task, purpose, and audience. In this unit, teachers will show students how to develop and strengthen their writing as well. This involves planning, revising, editing, rewriting, or attempting a new approach. The summer reading unit allows students to also write routinely as the teachers establish how students should approach writing tasks.
10th grade Scope and Sequence

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**BJHS 10th Regular & Pre-AP English 10**
*Flowers for Algernon* by Daniel Keyes

**JCHS Regular English 10**
*A Raisin in the Sun*, by Lorraine Hansberry

**JCSH Pre-AP English 10**
*Flowers for Algernon*, by Daniel Keyes

**Overview of the 10th grade Summer Reading Unit**

Tenth-grade students will use the summer reading texts to continue to develop skills that were introduced in the 9th grade. They will develop their skills in learning how to cite text evidence to support analysis of what the text says and what is inferred from the text. They will also use these texts to determine the theme of a text and analyze its development. The design of this unit teaches students to determine the meaning of words and phrases as well, along with teaching them how to determine how certain words impact meaning and tone. Students will also be shown how the authors of these texts use structure, order, and time to create various effects throughout the story.

Along with text analysis skills, students will hone their writing abilities by writing informative and explanatory texts, focusing on how to organize their ideas into a cohesive and coherent product. They will also look at how to create effective arguments and use data to support their claims. Through the summer reading texts, students will also learn how to produce writing that is appropriate to task, purpose, and audience. In this unit, teachers will show students how to develop and strengthen their writing as well. This involves planning, revising, editing, rewriting, or attempting a new approach.
11th grade Scope and Sequence

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**BJHS 11th Regular & Honors English 11**
*Of Mice & Men* by John Steinbeck

**BJHS AP Language 11**
*Of Mice & Men* by John Steinbeck
*Their Eyes Were Watching God* by Zora Neale Hurston

**JCHS Regular English 11**
*A Raisin in the Sun*, by Lorraine Hansberry

**JCHS Honors 11 & AP Language 11**
*The Things They Carried*, by Tim O’Brien

**BJHS AP Language Assignment Information:**
*Their Eyes Were Watching God*
Assignment: Annotate your book as you read during the summer
Assessment: Socratic Seminar (after in-class preparation the first week of class)

*Of Mice and Men*
Assignment: Complete a DIDLS analysis as/after you read
Assessment: In-class essay (responding to AP-style rhetorical analysis prompt, using notes)

**JCHS AP Language Assignment Information:**
*The Things They Carried*
Assignment: Annotate your book as you read during the summer
Assessment: In-class essay (responding to AP-style rhetorical analysis prompt)

**Overview of the 11th grade Summer Reading Unit**
Eleventh-grade students will use the summer reading texts to develop their skills in learning how to cite text evidence to support analysis of what the text says and what is inferred from the text. They will also use these texts to determine the theme of a text.
impact of an author’s choice in regards to deciding how to develop and relate elements of the story. Along with these analysis skills, teachers will show students how grasping the point of view requires skills in distinguishing what is directly stated versus what is actually meant in a story. For instance, an author may be use satire, sarcasm, or irony, and the students must be able to identify that stylistic choice and analyze it.

Students will also delve into informational texts in this unit, examining what the text says explicitly and what can be inferred from the text. Teachers will then lead students through how to cite strong and thorough text evidence to support an analysis of the text, too. They will also use informational texts in this unit to learn how to determine two or more central ideas and examine how they interact and build on one another.

Along with text analysis skills, students will hone their writing abilities by writing informative and explanatory texts, focusing on how to organize their ideas into a cohesive and coherent product. Through the summer reading texts, students will also learn how to produce writing that is appropriate to task, purpose, and audience. In this unit, teachers will show students how to develop and strengthen their writing as well. This involves time for research, reflection, and revision.
12th grade Scope and Sequence

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BJHS Regular & Honors English 12
*The Things They Carried* by Tim O'Brien

BJHS AP Literature 12
*How to Read Literature Like a Professor* by Thomas Foster
*The Things They Carried* by Tim O'Brien

JCHS Regular English 12
*A Raisin in the Sun*, by Lorraine Hansberry

JCHS Honors English 12
1984, by George Orwell

JCHS AP Literature 12
1984, by George Orwell
*How to Read Literature Like a Professor*, by Thomas Foster

BJHS AP Literature Assignment Information
*How to Read Literature Like a Professor*
Assignment: Take notes (annotate the text) as you read.

*The Things They Carried*
Assignment: Choose at least five chapters from *How to Read Literature Like a Professor* that apply to *The Things They Carried*. For each chapter that you choose, you should write a one-paragraph response that fully explains the connection you see between that specific chapter and *The Things They Carried*. Please type your responses.

Assessment for both texts: There will be a comprehensive test on both novels after the first two weeks of school.

JCHS AP Literature Assignment Information
1984
Assignment: In a 4-5 paragraph essay response, explain what you think is one of the major meanings of the work (1984). Make specific references to both the novel and to
Overview of the 12th grade Summer Reading Unit
Twelfth-grade students will use the summer reading texts to develop their skills in learning how to cite text evidence to support analysis of what the text says and what is inferred from the text. They will also use these texts to determine the theme of a text and analyze its development. The design of this unit teaches students to determine the impact of an author’s choice regarding how to structure specific parts of a text, for example, when to begin or end a story. Twelfth-grade students will look at the author’s choices and then determine how it contributes to its overall structure and meaning. Along with these analysis skills, teachers will show students how grasping the point of view requires skills in distinguishing what is directly stated versus what is actually meant in a story. For instance, an author may use satire, sarcasm, or irony, and the students must be able to identify that stylistic choice and analyze it.

Students will also delve into informational texts in this unit, analyzing the effectiveness of the structure an author uses in the exposition/argument, and looking at whether the structure makes points clear and engaging. They will also use informational texts in this unit to learn the meanings of words and phrases as they are used in the text, including their figurative and connotative meanings and how an author refines these meanings over the course of the text. Lastly, students will evaluate reasoning in seminal United States texts, specifically looking at constitutional principles and the use of legal reasoning.

Along with text analysis skills, students will hone their writing abilities by writing arguments, learning how to support claims with sound evidence and focusing on how to organize their ideas into a cohesive and coherent product. Through the summer reading texts, students will learn how to produce writing that is appropriate to task, purpose, and audience. In this unit, teachers will show students how to develop and strengthen their writing as well. This involves time for research, reflection, and revision.