



WHITE PLAINS PUBLIC SCHOOLS
WHITE PLAINS HIGH SCHOOL
550 NORTH STREET
WHITE PLAINS, NEW YORK 10605
914-422-2182

Emerly Martinez
Principal

June 2021

Dear Ninth Grade English Honors Student:

We would like to wish you a wonderful, productive summer as you prepare for your first year at White Plains High School. As an incoming English 9 Honors student, you are required to actively read two books from the list provided at the end of this letter. We encourage you to employ close reading strategies while focusing on identifying literary elements.

Within in the first two weeks of school, you will complete a written response based on your selected books. You will be expected to critically analyze your texts and reference specifics characters, details, and events.

We have high expectations for a successful year ahead, and we look forward to seeing you in the fall!

Sincerely,

Monique Adams
Jennifer DeGraphenreed
Cheryl Rosenka
Sarah Jabbour

English 9H Summer Reading Book List

Book Title and Author	Brief Description	Genre
<i>Becoming</i> by Michelle Obama	An intimate, powerful, and inspiring memoir by the former First Lady of the United States.	Memoir
<i>The Poet X</i> by Elizabeth Acevedo	Xiomara Batista feels unheard and unable to hide in her Harlem neighborhood. Although she has learned to let her fists and her fierceness do the talking, Xiomara refuses to be silent in world that may not want to hear her.	Novel in Verse
<i>Dear Martin</i> by Nic Stone	Stone’s debut novel confronts the reality of police brutality, misconduct, and fatal shootings in the U.S., using an authentic voice to accurately portray the struggle of self-exploration African American teens experience every day.	Novel
<i>We Are Displaced: My Journey and Stories from Refugee Girls Around the World</i> by Malala Yousafzai	Yousafzai writes with gut-wrenching detail, showing readers the many complex layers of life as a refugee including the struggle of escape, the frustrations of bureaucracy in the face of mortal danger, and the painful goodbyes along the way.	Memoir
<i>Akata Witch</i> by Nnedi Okorafor	Affectionately dubbed "the Nigerian Harry Potter," Akata Witch weaves together a heart-pounding tale of magic, mystery, and finding one's place in the world.	Fantasy
<i>Ann Frank’s Diary: The Graphic Adaptation</i> by Ari Folman	This is the first graphic edition of <i>The Diary</i> and includes extensive quotation directly from the definitive edition. It remains faithful to the original, while the stunning illustrations interpret and add layers of visual meaning and immediacy to this classic work of Holocaust literature.	Graphic Memoir
<i>Just Mercy</i> by Bryan Stevenson (Young Readers Edition)	A Harvard Law graduate decides to give up a lucrative career to defend prisoners on death row.	Nonfiction
<i>The Distance Between Us</i> by Reyna Grande	Grande’s memoir tells the story of her life before and after she illegally emigrated from Mexica to the United States.	Memoir
<i>Children of Blood and Bone</i> by Tomi Adeyemi	A West African-inspired fantasy novel that conjures a world of magic and danger. The protagonists find themselves on a dangerous quest for power.	Fantasy
<i>Life as We Knew It</i> by Susan Pfeffer	Miranda’s disbelief turns to fear in a split second when a meteor knocks the moon closer to the earth. How should her family prepare for the future when worldwide tsunamis wipe out the coasts, earthquakes rock the continents, and volcanic ash blocks out the sun?	Sci-Fi

<p><i>Dante and Aristotle Discover the Secrets of the Universe</i> by Benjamin Alire Saenz</p>	<p>Aristotle is an angry teen with a brother in prison. Dante is a know-it-all who has an unusual way of looking at the world. When the two meet at the swimming pool, they seem to have nothing in common. But as the loners start spending time together, they discover that they share a special friendship--the kind that changes lives and lasts a lifetime.</p>	<p>Realistic Fiction/Coming of Age</p>
<p><i>They Both Die at the End</i> by Adam Silvera</p>	<p>This devastating yet uplifting story about two people whose lives change over the course of one unforgettable day reminds us that there's no life without death and no love without loss.</p>	<p>Fantasy</p>
<p><i>Dry</i> by Neil Schusterman and Jarrod Shusterman</p>	<p>When the California drought escalates to catastrophic proportions, one teen is forced to make life and death decisions for her family in this harrowing story of survival.</p>	<p>Dystopian</p>
<p><i>The Iliad: Graphic Novel</i> by Gareth Hinds</p>	<p>More than 3,000 years ago, two armies faced each other in an epic battle that rewrote history and came to be known as the Trojan War. <i>The Iliad</i>, Homer's legendary account of this nine-year ordeal, is considered the greatest war story of all time and one of the most important works of Western literature.</p>	<p>Graphic Novel</p>
<p><i>Eleanor and Park</i> by Rainbow Rowell</p>	<p>Set over the course of one school year in 1986, this is the story of two star-crossed misfits-smart enough to know that first love almost never lasts, but brave and desperate enough to try.</p>	<p>Realistic Fiction/Romance</p>



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Dear Tenth Grade English Honors Student:

We would like to wish you a wonderful, productive summer. As an incoming English 2 Honors student, your summer reading assignment is to read *The Color of Water: A Black Man's Tribute to his White Mother*, by James McBride.

McBride's memoir was a New York Times bestseller for two years, has been translated into more than 16 languages, and has sold more than 2.1 million copies worldwide. It tells the story of James McBride and his white, Jewish mother Ruth, as James goes on a journey to uncover the mystery of his mother's past as well as unlock his true identity. Told in two voices, both that of his mother and his own, *The Color of Water* sets the standard for modern day memoir writing. Most importantly, it is a powerful, resonating exploration of what family really means.

We encourage you to employ the close reading strategies you have learned over the years by **keeping track of the two principal characters and the details of their identities at the beginning, middle, and end of the book.**

Additionally, **you are to write a culminating journal of approximately two pages reflecting on how the two central characters – James and his mother - changed and grew throughout their lives.** Be sure to comment on how specific events and experiences shaped their identities and their understanding of their place in the world. In September, you will be asked to share your observations and apply your knowledge of the book through class activities and assessments.

We hope you enjoy this reading experience. Given that this class is considered a Pre-AP course, we have high expectations for you. We are excited for a successful and curious year together, and we look forward to seeing you in the fall!

Sincerely,

Tracy Alfalla
Meaghan Chase
Alexandra Klemstine
Nicole Reis
Miranda DeMella



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Dear Students:

Greetings! Welcome to English 3 Honors for the 2021-2022 school year. This course is often seen as a bridge to AP Literature, SUPA, and ACE, which are course options with college credit available during senior year. Consequently, this course is more rigorous and will require you to read, analyze, and write across multiple genres: short stories, novels, poetry, essays, speeches, and excerpts from memoirs, biographies, and autobiographies.

Because this course is seen as a pre-AP class, and because of the rigorous expectations in these higher-level classes, one of the course goals is for you to walk into a college-level classroom with a greater sense of mastery in reading, writing, speaking, and critical thinking. For the summer reading assignment, please choose one of the following books to read: *Just Mercy* by Bryan Stevenson **or** *A Lesson Before Dying* by Ernest J. Gaines. You are required to read one of these titles over the summer because of the intense nature of this course. Both books are available at not cost to you on Sora, accessible through the WPHS library website. You can find instructions on how to use Sora by going to the following link: <https://wphslibrary.libguides.com/c.php?g=154422>.

To demonstrate you have read the book, please write us a letter or an essay about your reflection and reaction to it. In your written piece, tell us what you enjoyed about the novel, and discuss the parallels between your book of choice and the Black Lives Matter Movement and/or modern race relations in America. This writing piece should be a minimum of three paragraphs. Please be prepared to submit this written response on the first day of school. Here are some possible questions to help you express your thoughts and opinions:

- What is the Black Lives Matter Movement?
- What is your opinion of the Black Lives Matter Movement?
- Is racism still an issue in America today?
- Will America ever resolve the issue(s) of racism?
- How does the novel you read address race and/or race relations in America?

In September, you will be asked to demonstrate and apply your knowledge of the book and its connection to modern American race relations by discussing specific details from the text.

We look forward to meeting you in September! Have a safe and healthy summer.

Sincerely,
Jessica Livingston
Patricia Melcher



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Dear AP Language and Composition Students:

This assignment will prepare you for the essentials of AP Language. You'll develop foundational skills so you can be successful in the class. You'll also choose from recent, acclaimed, fascinating non-fiction texts by exemplary authors that will pique your curiosity about society, humanity, technology, the natural world, and identity.

You'll have a chance to show your thinking through a reflective response to be turned in on the first day of school, and to demonstrate your vocabulary acquisition through a quiz when you return in the fall. Are you ready to begin your incredible journey into rhetoric?

Let's go!

1. Learn your Tone Words (See attached list).

We will use these tone words again...and again...and again. Learn them. Know them. These are awesome adjectives you should start to use during your conversations this summer!

2. Choose one book from the following list: <https://tinyurl.com/3APbooklist>

3. Reflection

Respond to the following questions in a two-page write up:

1. What were the main messages of the text?
2. How does the author hope to persuade the audience, in other words, how does he or she seek to influence our thinking or behavior as readers?
3. What is your position on the author's message? What are your areas of agreement and disagreement? Explain your reasoning and opinions, and support it with detailed and thoughtful evidence from your personal experiences, readings, and observations of the world.
4. Make sure this is typed, double spaced, 12 pt., Times New Roman font.

We look forward to meeting you in September!

Sincerely,

Your AP Language Teachers

Ms. DeMella, Ms. Fahey, and Ms. Livingston

English 3AP: Vocabulary List

Directions: As part of your 3AP summer reading assignment, you must learn the following words and definitions. These words will appear on the reading assessment quiz to be given on the second day of the school year in September, and they are crucial background knowledge for this collegiate level course.

Mood and Tone Words

1. **Ambivalent** - having or showing very different feelings (such as love and hate) about someone or something at the same time
 - He felt *ambivalent* about his job. [=he both liked and disliked his job]
 - He has an *ambivalent* relationship with his family.
 - She has a deeply/very *ambivalent* attitude about/to/toward religion.
 - The senator is *ambivalent* about running for president. [=the senator has not decided whether or not to run for president]

2. **Apathetic** - not having or showing much emotion or interest
 - Young people are becoming increasingly *apathetic*.
 - a politically *apathetic* [=indifferent, uninterested] generation
 - the *apathetic* attitude of the public

3. **Baffled** - completely confused
 - a *baffled* look [=a look that shows confusion]
 - His explanation left me feeling even more *baffled*[=*confused*] than I had felt before.

4. **Belligerent** - angry and aggressive :feeling or showing readiness to fight
 - a *belligerent* remark
 - He was drunk and *belligerent*.

5. **Cynical** - believing that people are generally selfish and dishonest
 - *Cynical* people say there is no such thing as true love.
 - People are so *cynical* nowadays.
 - She's become more *cynical* in her old age.

— often + *about*

 - He's *cynical about* marriage.
 - Many young people today are *cynical about* politics.

6. **Contemplative** - involving, allowing, or causing deep thought
 - She's in a *contemplative* mood today. [=she is quiet and thoughtful today]
 - He has lived a quiet, *contemplative* life.
 - a *contemplative* book

7. **Diffident** - lacking confidence : not feeling comfortable around people
 - He becomes *diffident* [=shy, timid] around girls.
 - She has a *diffident* [=reserved] manner.

8. **Didactic** - designed or intended to teach people something

- *didactic* poetry

Connotation - *usually disapproving* — used to describe someone or something that tries to teach something (such as proper or moral behavior) in a way that is annoying or unwanted

- Audiences were turned off by the movie's *didactic* quality.

9. **Disdainful** - feeling strong dislike or disapproval for something or someone you think does not deserve respect : feeling or showing disdain

- He looked at the waiter with a *disdainful* glare.
- a *disdainful* attitude toward authority

— often + *of*

- a critic who is *disdainful of* all modern art

10. **Dejected** - sad because of failure, loss, etc.

- The *dejected* players left the field.
- She's been so *dejected* [=depressed, unhappy] since her sister moved away.

11. **Derisive** - formal

: the feeling that people express when they criticize and laugh at someone or something in an insulting way

- *derisive* [=scornful] laughter
- a *derisive* [=derogatory] term

12. **Droll** - having an odd and amusing quality

- a *droll* little man with a peculiar sense of humor
- a book of *droll* stories

13. **Empathetic** - understanding and sharing another person's experiences and emotions

- He was very *empathetic*. He felt great *empathy* with/for/toward the poor.

14. **Fawning** - disapproving

: trying to get the approval of an important or powerful person by giving that person praise, special attention, etc.

- a sports star surrounded by *fawning* fans

15. **Flippant** -

: lacking proper respect or seriousness

- He made/gave a *flippant* response to a serious question.

16. **Furtive** -

: quiet and secret; trying to avoid being noticed

- He cast a *furtive* glance in our direction.

- We exchanged *furtive* smiles across the table.
- *furtive* movements

17. **Harried** - bothered by many problems or worries : very worried or anxious

- *harried* shoppers/travelers

18. **Indignant** -

: feeling or showing anger because of something that is unfair or wrong : very angry

- She wrote an *indignant* letter to the editor.
- He was/got/became very *indignant* about/over the changes.
- an *indignant* tone of voice

19. **Morose** - of a person : very serious, unhappy, and quiet

- He became *morose* and withdrawn and would not talk to anyone.

2: very sad or unhappy

- *morose* song lyrics
- *morose* thoughts

20. **Obsequious** - *disapproving*

: too eager to help or obey someone important

- She's constantly followed by *obsequious* assistants who will do anything she tells them to.

21. **Patronizing** - *disapproving*

: showing that you believe you are more intelligent or better than other people

- She spoke to us in a *patronizing* [=condescending] tone.
- a *patronizing* smile

22. **Pedantic** - *disapproving*

: annoying other people by correcting small errors and giving too much attention to minor details

- a *pedantic* teacher
- a *pedantic* insistence on following the rules exactly

23. **Pessimistic** - having or showing a lack of hope for the future : expecting bad things to happen

- I'm *pessimistic* about our chances of winning. [=I don't think we'll win]
- Most doctors were *pessimistic* that a cure could be found.
- The film gives a very *pessimistic* view of human nature.
- He has an extremely negative and *pessimistic* attitude.

— opposite [OPTIMISTIC](#)

24. **Plaintive** - *formal*

: expressing suffering or sadness : having a sad sound

- a *plaintive* [=mournful, sorrowful] sigh
- We could hear the *plaintive* cry of a wounded animal in the woods.

25. **Pompous** - *disapproving*

: having or showing the attitude of people who speak and behave in a very formal and serious way because they believe that they are better, smarter, or more important than other people

- a *pompous* [=self-important] politician
- a *pompous* remark
- She found it difficult to talk about her achievements without sounding *pompous*.

26. **Sardonic** - *formal*

: showing that you disapprove of or do not like someone or something : showing disrespect or scorn for someone or something

- The movie is a *sardonic* look at modern life.
- *sardonic* humor/comments
- a *sardonic* expression/smile

27. **Sadistic** -

: enjoyment that someone gets from being violent or cruel or from causing pain

— compare [MASOCHISM](#)

- *sadistic* behavior
- a *sadistic* criminal

28. **Supercilious** -

: having or showing the proud and unpleasant attitude of people who think that they are better or more important than other people

- a *supercilious* professor
- a *supercilious* tone/attitude
- *supercilious* behavior



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Emerly Martinez
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Dear AP English Students:

Welcome to AP English Literature and Composition. This course is a reading-intensive course that will place many demands on you, and those demands will begin with your work this summer.

As you know, the AP examinations are administered in May, and this, consequently, gives us less time to prepare for the test than is enjoyed by many school districts throughout the country. So, we have to make sure that we already have some momentum when we begin in September.

To that end, we are requiring that you read the novels **All the Light We Cannot See by Anthony Doerr** and **The Things They Carried by Tim O'Brien**, works that in very different ways examine the effect of war on individuals. We recommend that, if possible, you acquire your own copies of these books so that you may mark them up (highlight, underline, and write thoughts in the margins). To deepen your appreciation for the texts, allow yourself time to reread passages and chapters, as needed. This practice will prepare you for both the rigor of the texts we will read next year and the style of close reading you are required to do on the AP Literature Examination. (You can even purchase a used copy from Amazon or from Thrift Books.)

Assignment:

For each book, please compose **three response and analysis sheets** as follows:

<p>-<i>The Things They Carried</i>: Response 1, chapters 1-7 Response 2, chapters 8-14 Response 3, chapters 15-21</p>	<p>-<i>All the Light We Cannot See</i>: Response 1, "7 August 1944"- "Exodus" Response 2, "Saint Malo" - "The Arrest of the Locksmith" Response 3, "The Fort of La Cite" -"Light"</p>
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Guidelines (please read carefully!)

Your response and analysis sheets should be similar to "journal entries" you may have written for English classes in the past.

-**Each** sheet should be about one page in length, double-spaced, 1" normal margins, 12-point font, **375 word minimum!**

-You should NOT summarize what you have read. Assume the person reading your piece knows the plot of the story and does not need it explained.

-You SHOULD offer your thoughts, reactions to and analysis of what you have read. Here are some "ways in," prompts to consider:

- What did this section of the novel get you thinking about and/or questioning? Explain.
- What observations can you make about the style of the writing? How does style impact meaning?
- What role does the narrative perspective/point-of-view play in your understanding of the characters and themes? Be specific and elaborate on your ideas.

- Choose a line or lines that you feel are especially important. Share the line or lines and analyze the language. Why are these lines important? What do they help you to understand about the story?
- Which literary devices stand out or catch your attention the most in this section of the novel? Quote from the text, describe, and explain.
- Sometimes texts serve as both a mirror and a window. We can see elements of ourselves and our identities in the details, events, or characters but they also show us a world that is different from our own. How does this section of the novel serve as a mirror or a window for you?

Use the summer productively! We will be reading across genres and time, and many of the works planned for the course are challenging either because of their content or style. Eighteenth and Nineteenth Century prose, for example, employs long, complicated sentences; classical drama uses dramatic forms radically different from the ones commonly used today. After summer reading is completed, you may want to refer to the website mentioned below to find a list of other texts that have often appeared on the AP exam. You simply cannot read too many books!

Among the works planned for the year are the following:

King Lear by William Shakespeare
Death of a Salesman by Arthur Miller
Pride and Prejudice by Jane Austen
Jane Eyre by Charlotte Bronte
Dubliners by James Joyce
Selected short stories
Selected poetry

Poetry is a focus of the course, and students taking AP English should be interested in learning more about poetic devices, forms, and strategies for inquiry.

This class is designed for students who love to read and write, and who apply themselves to every text with which they are presented. **The student who is passionate about a wide range of literature is the ideal student for this class.** Please be serious about setting up a practical reading plan for the summer months. The AP exam is very challenging, and to be successful you will need to be able to draw on a wealth of literature – not movies, not *Spark Notes* – and an understanding of literary techniques. Close, careful, sustained reading is the only way you’ll be able to adequately prepare yourself for the AP test. Moreover, reading challenging texts closely will prepare you for the rigor you will encounter in your college classes.

So, enjoy your summer (hey, reading is fun!), and we’ll see you in September.

Sincerely,
 AP Literature Teachers:

Gia LoScalzo
gialoscalzo@wpcsd.k12.ny.us

Olympia Cykiert
olympiacykiert@wpcsd.k12.ny.us

P.S. For a list of texts that have appeared on the AP exam in the past, check out this link:

<https://www.crowleyisdtx.org/cms/lib5/TX01917780/Centricity/Domain/882/AP%20lit-%201971-2017-Titles%20from%20Open%20Response%20Questions.pdf>

We expect that you all will be reading additional books this summer, so consider choosing a few more from the list!

Writing Tips: Please use this as a checklist as you proofread your essay

- 1) Always connect or introduce quotes; do not just drop them into your writing.
- 2) Review the run-on sentence rule. Avoid comma splices and review the proper use of semi-colons.
- 3) Be sure to have a strong and specific thesis that is not obvious, that is interpretive in nature, and that passes the “so what?” test.
- 4) Avoid contractions in formal academic writing.
- 5) Do not use “you” or “I” in your essay. The tone should be analytical and objective; the point of view should be the third person throughout.
- 6) Avoid the passive voice.
- 7) Edit to remove unnecessary words. **If your idea can be expressed succinctly in five words, do not use ten.** This will improve your writing style, a focus of our work this year. (For more on this, check out a nifty little book called *Style: Lessons in Clarity and Grace* by Williams and Colomb or the classic writing manual *The Elements of Style* by Strunk and White.)
- 8) Proofread for subject-verb agreement and pronoun-antecedent agreement. Use “The OWL at PURDUE” to revisit the rules if you are uncertain about them.
- 9) Be mindful of your diction; choose words appropriate to the academic task at hand. Avoid colloquialisms. At the same time, remember that your goal is to communicate clearly.
- 10) Do not summarize the plot. Be sure that you are focused on reader response and analysis.
- 11) Do not use the language of review: “In his *wonderful* novel...,” “The *masterfully* written text...,” etc. Stick to analysis.
- 12) Always, always, always proofread more than once.

Good writing is rewriting.

Summer Reading Overview

- Students will read required texts, *All the Light We Cannot See* & *The Things They Carried*.
- Students will write a total of six response and analysis sheets (journal entries) about their reading.
- Students will read additional books for pleasure this summer, as well as the school-wide title.
- The writing is due on the first day of school in September. It's important to our first week of classwork, so be prepared.
- Questions can be addressed to Ms. LoScalzo at gialoscalzo@wpcsd.k12.ny.us or Ms. Cykiert at olympiacykiert@wpcsd.k12.ny.us



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Emerly Martinez
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June 2021

Dear Syracuse University Project Advance Student:

Welcome to SUPA, a first-year college course in academic writing and textual studies that all Syracuse freshmen take as part of their baccalaureate studies at Syracuse University. You will find this college course enjoyable, challenging, and useful. SUPA will intellectually challenge you, requiring you to deeply explore and thoroughly interact with college-level subject matter. This college course will prepare you to transition from high school to college, and you will earn 6 college credits.

In preparation for this year, please read:

Bird by Bird: Some Instructions on Writing and Life, by Anne Lamott

Available from the WPHS Library through the Sora reading app

As both a memoir and a writing how-to book, this text will anchor our year as a community of readers, writers, and revisers of analytical and creative work. The following passage explains the meaning of the title:

“Thirty years ago my older brother, who was ten years old at the time, was trying to get a report written on birds that he’d had three months to write, which was due the next day. We were out at our family cabin in Bolinas, and he was at the kitchen table close to tears, surrounded by binder paper and pencils and unopened books about birds, immobilized by the hugeness of the task ahead. Then my father sat down beside him put his arm around my brother’s shoulder, and said, ‘Bird by bird, buddy. Just take it bird by bird.’”

In preparation for the school year, please write a **1.5-2-page reflection** (400-500 words) in which you reflect on this quotation. Have you ever left a major project until the last minute? Why? When have you approached a task “bird by bird”? What did you learn about the task – and yourself – in the process? **This assignment is due the first week of school.**

We look forward to a SUPA year together!

Sincerely,

Seren Cepler & Amy Estersohn
Adjunct Instructors,
Syracuse University