

High School English Department Summer Reading 2011

College Prep English 9

- *Animal Farm* by George Orwell
- 3 novels of your choosing (i.e. chapter books, no picture books ☺)

Honors English 9:

- *Animal Farm* by George Orwell
- *Kidnapped* by Robert Louis Stevenson
- 2 novels of your choosing (i.e. chapter books, no picture books ☺)

College Prep English 10:

- *The House on Mango Street* by Sandra Cisneros
- *The Glass Menagerie* by Tennessee Williams
- 2 novels of your choosing (i.e. chapter books, no picture books ☺)

Honors English 10:

- *Emma* by Jane Austen
- *The House on Mango Street* by Sandra Cisneros
- *The Glass Menagerie* by Tennessee Williams
- 1 novel of your choosing (i.e. chapter book, no picture books ☺)

College Prep English 11:

- *Old Man and the Sea* by Ernest Hemingway
- *A Separate Peace* by John Knowles
- 2 novels of your choosing (i.e. chapter books, no picture books ☺)

AP English Language 11:

- *Reading Lolita in Tehran: a Memoir in Books* by Azar Nafisi (written journal assignment: see Mrs. Fulton)
- *"They Say/ I Say": The Moves That Matter in Academic Writing*, Second Edition by Gerald Graff and Cathy Birkenstein (written journal assignment: see Mrs. Fulton)
- 2 novels of your choosing (i.e. chapter books, no picture books ☺)

College Prep English 12:

- *Never Let Me Go* by [Kazuo Ishiguro](#) OR *Chronicle of a Death Foretold* by Gabriel Garcia Marquez
- 3 novels of your choosing (i.e. chapter books, no picture books ☺)

AP English Literature 12:

- *Daughter of Fortune* by Isabelle Allende (written journal assignment: see Mrs. Fulton)
- *All the Pretty Horses* by Cormac McCarthy (written journal assignment: see Mrs. Fulton)
- *Obasan* by Joy Kogawa (written journal assignment: see Mrs. Fulton)
- 1 novel of your choosing (i.e. chapter book, no picture books ☺)

Dear DCA Parents,

I am sure you are all looking forward to summer break and hopefully the chance for extra family time and some much needed rest. As I was preparing the summer reading I found the following quotes which address two important ways to maintain your child's reading level throughout the summer.

1. *An often overlooked method to improve reading is providing readers with a supply of interesting and accessible books. Research demonstrates that self-selected voluntary reading leads to the greatest gains in reading achievement and other aspects of literacy.*

The studies show that students' who read more, read better; they also write better, spell better, have larger vocabularies, and have better control of complex grammatical constructions (Krashen, 2009).

2. *Educational researchers from the University of Florida show that educators and parents can help their children avoid summer learning loss. The authors cite research suggesting that children who read as few as six books over the summer break can maintain their reading skills at a level achieved in the preceding school year (McGill & Allington, 2003).*

Because of this research that emphasizes the importance of both choice and quantity students will have both a required text and a summer reading list from which they can **choose 3 books**. I am hoping that by increasing the quantity of reading, and giving students a choice, students will maintain their reading level throughout the summer and develop an understanding of the type of independent reading they most enjoy. **The required texts for the summer reading are as follows:**

6th: Hatchet by Gary Paulson

7th: The True Confessions of Charlotte Doyle by Avi

8th: The Outsiders and That Was Then This is Now by S.E. Hinton

When we return to school in the fall students will be writing about and discussing the three books that they choose to read from the reading list. They will not need the books with them but they should know the title, author, main characters and general story line. You do not need to purchase these books feel free to just check them out of the library. Students should have a copy of the required text that they can bring to class the first week. My recommendation is that students read the required text at the end of the summer because there will be in-depth discussion of the book and a test at the beginning of the school year.

Thank you so much for everything you do to support your child's education. Sincerely,

Jessica Carr

Krashen, S. (2004) *The Power of Reading: Insights from the Research*, 2nd edition. Portsmouth, NH: Heinemann.

McGill-Franzen, A., & Allington R. (2003 May/June) "[Bridging the Summer Reading Gap](#) ." *Instructor*, 112 no. 8.

The reading list can be found at the following website

<http://www.pkwy.k12.mo.us/panda/subjectlinks/midreading.html>

Summer Reading List Before entering 6th grade: (Choose 3 books from the list below)

Blackwood: *The Shakespeare Stealer* c1998 *historical fiction, mystery*

Broach: *Shakespeare's Secret* c2005 *mystery*

Carbone: *Stealing Freedom* c1998 *historical fiction, diversity*

Creech: *The Wanderer* c2000 *adventure*

Cushman: *The Ballad of Lucy Whipple* c1996 *historical fiction*

Di Camillo: *The Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup and a Spool of Thread* c2003 *fantasy*

Funke: *Inkheart* c2003 *fantasy*

Giff: *Nory Ryan's Song* c2000 *historical fiction*

Golding: *The Secret Within* c2002 *realistic fiction*

Haddix: *Double Identity* c2005 *mystery*

Hesse: *Music of the Dolphins* c1996 *realistic fiction*

Holm: *Penny from Heaven* c2006 *historical fiction* Newbery honor winner

Isaacs: *Torn Thread* c2000 *historical fiction*

Kehret: *Abduction!* c2004 *adventure, contemporary realistic fiction*

Levine: *Hana's Suitcase: A True Story* c2002 *biography*

Paratore: *The Wedding Planner's Daughter* c2005 *humor, romance*

Ryan: *Esperanza Rising* c2000 *historical fiction, diversity*

Smith: *Peak* c2005 *adventure, coming-of-age*

Selznick: *The Invention of Hugo Cabret: A Novel in Words and Pictures* c2007 *adventure, mystery* 2008 Caldecott Medal Winner

Whelan: *Angel on the Square* c2001 *historical fiction*

Summer Reading List Before Entering 7th Grade: (Choose 3 books from the list below)

Anderson: *Fever, 1793* c2000 *historical fiction*

Avi: *Crispin: The Cross of Lead* c2004 *historical fiction*

Bradley: *For Freedom: The Story of a French Spy* c2003 *historical fiction*

Caputo: *10,000 Days of Thunder: A History of the Vietnam War* c2005

Carson: *Gifted Hands: The Story of Ben Carson* c1990 *autobiography*

Colfer: *Airman* c2008 *adventure, survival, fantasy*

DuPrau: *The City of Ember* c2003 *fantasy*

Funke: *The Thief Lord* c2001 *adventure, fantasy*

Haddix: *Among the Hidden* c1998 *science fiction, adventure*

Hiaasen: *Hoot* c2002 *mystery, environmental issue*

Hobbs: *Jackie's Wild Seattle* c2003 *adventure*

Horowitz: *Alex Rider Adventures series* *adventure*

Lobel: *No Pretty Pictures: A Child of War* c1998 *autobiography*

Riordan: *The Lightning Thief* c2005 *fantasy*

Roberts: *Undercurrents* c2002 *mystery*

Sachar: *Holes* c1998 *adventure*

Smith: *Cryptid Hunters* c2005 *adventure, mystery*

Weeks: *So B. It* c2005 *contemporary realistic fiction, diversity*

Whelan: *Burying the Sun* c2004 *historical fiction, diversity*

Woodson: *Hush* c2002 *contemporary realistic fiction, diversity*

Summer Reading List Before Entering 8th Grade: (Choose 3 books from the list below)

Bartoletti: *Hitler Youth: Growing Up in Hitler's Shadow* c2005 *nonfiction*

Beals: *Warriors Don't Cry: A Searing Memoir of the Battle to Integrate Little Rock's Central High* c1994 *nonfiction*

Cummings: *Red Kayak* c2004 *contemporary realistic fiction*

Friend: *Perfect* c2004 *contemporary realistic fiction*

Giblin: *Good Brother, Bad Brother: The Story of Edwin Booth and John Wilkes Booth* c2005 *collective biography*

Haddix: *Uprising* c2007 *historical fiction*

Jackson: *I Have Lived a Thousand Years: Growing Up in the Holocaust* c1997 *nonfiction*

McWhorter: *A Dream of Freedom: The Civil Rights Movement from 1954 to 1968* c2004 *nonfiction*

Oppel: *Airborn* c2004 *mystery*

Paolini: *Eragon* c2003 *fantasy*

Park: *When My Name was Keoko* c2002 *historical fiction*

Patent: *Buffalo and the Indians: A Shared Destiny* c2006 *nonfiction*

Peck: *The River Between Us* c2003 *historical fiction, diversity*

Perkins: *The Not-So-Star-Spangled Life of Sunita Sen (Original Title: The Sunita Experiment)* c1993 *diversity*

Rinaldi: *A Break with Charity: A Story about the Salem Witch Trials* c1992 *historical fiction*

Spinelli: *Stargirl* c2000 *contemporary realistic fiction*

Stevenson: *Dr. Jekyll and Mr. Hyde* *classic*

White: *Surviving Antarctica: Reality TV 2083* c2005 *adventure, science fiction*

Blackwood: *The Year of the Hangman* c2002 *alternate history adventure*

ELEMENTARY SUMMER READING LIST 2011-2012

Parents may purchase the assigned reader from a book store, order online, or check the book out from a public library. Students should be prepared to discuss their reading in class during the first few days of school in late August and/or early September.

1st graders – The Night Before First Grade by Natasha Wing
ISBN # 0448437473-10

2nd graders – George Washington and the General's Dog by Frank Murphy.
ISBN # 0-375-81015-3

3rd graders – Squanto – Friend of the Pilgrims by Clyde Robert Bulla
ISBN # 0590440551

4th graders – The Tale of Despereaux by Kate DiCamillo
ISBN # 076361722-9

5th graders – Caddie Woodlawn by Carol Ryrie Brink
ISBN # 0689815212

Middle School English Department Summer Reading - 2011

Please see the attachments containing the required reading list for middle and high school students. All middle school students have 1 mandatory book to read. They will also be required to choose 3 books from a list provided for each grade level for a total of 4 books.

Mandatory Reading:

6th: Hatchet by Gary Paulson

7th: The True Confessions of Charlotte Doyle by AVI

8th: The Outsiders and That Was Then This is Now by S.E. Hinton

Assignment 1: The Dialectical Journal – Reading *Lolita in Tehran* by Azar Nafisi

A dialectical journal is a conversation between you and what you are reading. You simply write down passages that make you think or interest you and write about your thoughts. This process is an important way to understand a piece of literature. By writing about literature, you make your own meaning of the work in order to truly understand it.

This assignment does not need to be typed; it is recommended that you get a spiral notebook that you can use solely for these journal entries. You may use one notebook for both of the novels. If you are someone who prefers to type your assignments, that is certainly acceptable. This assignment is designed to encourage active reading habits by requiring you to pause and reflect as you read. Because this is a journal assignment, less emphasis is placed on whether your responses are “right” or “wrong,” and more emphasis is placed on how much you authentically engage with the text.

- **Read *Reading Lolita in Tehran* and complete 25 journal entries**
- Each entry must be 1/2 page hand-written (single spaced) or 1/2 page typed (double spaced, Times New Roman, 12 pt. font).
- By doing this assignment you will gain insight into the plot, action, and significance of events and details in the novel
- Journals are evaluated on the quality of your responses
- Select important passages related to characters, plot, setting, theme, tone, figures of speech, etc.
- Be sure to record the page number of each entry
- Write a response to each entry you make – note the characters and who was speaking about them, what you think about them, for example
- Simply read, think, and write as much as you can – questions, comments, and ideas are all appropriate
- Note when things do not make sense: be specific about what confuses you
- Note ways in which the story teaches you about life or makes a connection to another work of art or even another academic discipline
- Note your initial reaction to the reading
- Offer your interpretation of the text – and evidence for your interpretation

Each page of your journal should be formatted into two (2) columns. The first column is for your passage (be sure to include page numbers), and a second column for your all-important comments about the passage (formatting is like the *Inferno* Journals except the length requirement for the AP journal is a half page per entry).

Helpful Tips

- Include quotes about the writer/author that describe him/her
- Theme or life lesson – Find a quote that proves your point
- Passages that show author’s style of writing – description, cause/effect, problem/solution, narration, example, compare/contrast, process/analysis, division/classification, or argument/persuasion. Back up with examples from the book.
- Describe the time period (quotes)
- Describe the setting (quotes)
- What is the author’s reason for writing the book?

Assignment 2: Writing Exercises – “They Say/ I Say”: The Moves That Matter in Academic Writing, Second Edition by Gerald Graff and Cathy Birkenstein

- Read *They Say, I Say: The Moves That Matter in Academic Writing Second Edition*
- Read the Introduction and Chapters 1-10 and do the following exercises:
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 - ✓ Introduction: Ex. 2
 - ✓ Chapter 1: Exercise 1
 - ✓ Chapter 2: Exercise 2
 - ✓ Chapter 3: Exercise 2: Using your research paper topic from this year or some other topic on which you have quotations and information available, write a paragraph in which you use three quotations, introducing each one in a different one of the ways discussed in this chapter. Follow each quotation with an explanation or discussion of it, using three different ways to introduce your explanation or discussion.
 - ✓ Chapter 4: Exercise 2
 - ✓ Chapter 5: Exercise 1
 - ✓ Chapter 6: Exercise 1
 - ✓ Chapter 7: Exercise 2: Using one of the pieces of writing you did for a previous chapter or your persuasive essay from last year.
 - ✓ Chapter 8: Exercise 1
 - ✓ Chapter 9: Exercise 1: You will share the paragraphs with a classmate the first week of school in August.
 - ✓ Chapter 10: Exercise 1
- We will read chapters 11-14 and complete the remaining exercise at the beginning of the school year.

Assignment 3: Read TWO novels (i.e. chapter books, no picture books ☺) Choose two books that interest you (similar to our final reading assignment for Honors English 10). You do not have a formal assignment on these books, but you will be asked to answer questions about your books when classes reconvene in August.

Here are the specifics on the books:

- *They Say/ I Say”: The Moves That Matter in Academic Writing*
 - Second Edition
 - Written by Gerald Graff and Cathy Birkenstein
 - Published December 2009
 - ISBN 978-0-393-93361-1
- *Reading Lolita in Tehran: A Memoir in Books*
 - Written by Azar Nafisi
 - Published November 2008
 - ISBN 978-0812979305
- Two novels of your choosing

Yes, you will be reading a total of 4 books this summer - 2 that I have picked and 2 that you will pick. As always, if you need extra assistance *please* email me: jafulton@desertchristianacademy.org

Journals are due the first day of school: Monday, August 22

The Books:

- *All the Pretty Horses* by Cormac McCarthy
- *Daughter of Fortune* by Isabelle Allende
- *Obasan* by Joy Kogawa
- One novel of your choosing (i.e. a chapter book, no picture books ☺) Choose one book that interests you (similar to our final reading assignment for AP Lang). You do not have a formal assignment on this book, but you will be asked to answer questions about your book when classes reconvene in August.

Yes, you will be reading a total of 4 books this summer – 3 that I have picked and 1 that you will pick.