

HCS Secondary Summer Reading List 2018-2019

Each student must read **one book**, from the list (*Honor students must choose from the Honors Group list*) according to their incoming grade. Students must complete **four of the five** assignments from the summer reading packet.

New students beginning after the first day of school must complete all summer reading and assignments within three weeks of their registration. Students returning from the 2018-2019 school year, regardless of registration timing, must complete the summer reading assignments on the regular assigned due date, which is the **second week of school**.

Entering 6th Grade

Group A: *The Call of the Wild* by Jack London or *From the Earth to the Moon* by Jules Verne

Entering 7th Grade

Group A: *Where the Red Fern Grows* by Wilson Rawls or *Island of the Blue Dolphins* by Scott O'Dell or *White Fang* by Jack London.

Entering 8th Grade

Group A: *Little Women* by Louisa May Alcott or *Divine Obsession* by Rob Hensser or *The Adventures of Tom Sawyer* by Mark Twain.

Entering 9th Grade

Group A: *The Hound of the Baskervilles* by Sir Arthur Conan Doyle or *Sappique* by Catherine Fisher.

Group A Honors: *Pygmalion* by George Bernard Shaw or *Rebecca* by Daphne Du Maurier.

Entering 10th Grade

Group A: *An Enemy of the People* by Henrik Ibsen or *The Importance of Being Earnest* by Oscar Wilde.

Group A Honors: *Cyrano de Bergerac* by Edmond Rostand or *Othello* by William Shakespeare.

Entering 11th Grade

Group A: Students will complete *The Count of Monte Cristo* by Alexander Dumas.

Group A Honors: Students will complete *The Count of Monte Cristo* by Alexander Dumas.

Entering 12th Grade

Group A: *The Picture of Dorian Gray* by Oscar Wilde or *Much Ado About Nothing* by William Shakespeare.

Group A Honors: *Emma* by Jane Austin or *Brave New World* by Aldous Huxley.

SUMMER READING ASSIGNMENT EXPLANATION & EXAMPLES

VITAL INFORMATION:

1. Middle and High School English students: read **ONE** book from the Summer Reading List.
2. Complete **FOUR** of the following five options from the assignment packet for your book:
 - Assignment 1: Reading Vocabulary
 - Assignment 2: Plot
 - Assignment 3: Connections
 - Assignment 4: Book Review
 - Assignment 5: Creativity Box
3. **TOTAL:** Four different assignment options for one book.

HELPFUL HINTS:

- An easy way to prepare for these assessments is to answer the questions as you read or annotate your book with sticky notes or highlighters. If you do this, you will not have to go searching for the information you read a few weeks prior to starting the project.
- To earn full credit for each answer, you must use grammatically correct and structurally sound sentences, as well as detailed answers and specific examples from the books. See the examples if you are unsure what this “looks like.”
- When a box is provided for your answer, the teacher anticipates that it will take you that much space to answer the question or respond to the statement completely.
- This is a formal writing assignment. Use formal language appropriate for your audience.
- Assignments are due **BY SECOND WEEK** of school. Assignments turned in after that time will earn partial credit or zeroes.
- Summer reading entries turned in based on class novels read the previous year will not be accepted.
- Completed summer reading assignments must be **EMAILED to jmachado@horebchristianschool.org**.
- If you lose or misplace these instructions over the summer OR if you need additional information and help, click on the Summer Reading Information Link on the Horeb Christian School Website.

OPTION I: READING VOCABULARY

1. Choose at least **FIVE** words that were challenging or unfamiliar to you. If there were no unfamiliar or challenging words, **DO NOT CHOOSE THIS OPTION.**
2. **DO NOT CHOOSE PROPER NOUNS** for any of your words.
3. If you struggle to find a word in the dictionary, you may not have the base form. For example, if you can't find the word "miscellany" in the dictionary, try the base form, which is "miscellaneous."
4. Write the complete sentence(s) from the book that includes the word with which you are unfamiliar. **You may have to write more than one sentence to make sure the context of the word is clear!**
 - a. Underline the word to make it easy for your teacher to spot.
 - b. Write the page number on which the word and sentence can be found.
5. Use a dictionary to define the word based on the way it is used in the book. Do not use a word to define itself. (Example: miscellaneous: any group of miscellaneous items.)
6. Write an original sentence using the word the way it is used in the book.
7. Underline the word to make it easy for your teacher to spot.
8. Context clues, that help define the word within the sentence, will help your teacher understand that you really know what the word means.

Sample of Reading Vocabulary answer:

Then there was the horse. It was a very valuable horse, and Maurice was very, very sorry to turn it loose. But as Peaches point out, it was a highwayman's horse, with a very ornate saddle and bridle. Trying to sell it here could be dangerous (26).

Dictionary Definition: ornate -- elaborately or sumptuously adorned, often excessively or showily so

Original sentence: Her wedding dress was incredibly ornate with its seed pearls, layers of lace, and sparkling rhinestones sewn into the skirt.

NOTE: The word ornate has more than one meaning. The dictionary I used offered these definitions:

1. elaborately or sumptuously adorned, often excessively or showily so: They bought an ornate Louis XIV sofa.
2. embellished with rhetoric; florid or high-flown: an ornate style of writing.

For the example, I chose to use Definition #1, because that is the one most closely related to the use of the word in the book.

From *The Amazing Maurice and his Educated Rodents* by Terry Pratchett (Discworld Series)

OPTION II: PLOT:

Answer the following questions related to the book's plot. For each, use specific examples from the book (either summarize, quote, or explain) that illustrate the aspect of plot. **NONE OF THESE ARE ONE-WORD OR ONE-SENTENCE ANSWERS.**

1. Explain what got you interested in the novel – what caught your attention. Use examples from the text.
2. Explain the main problem in the novel. Use examples from the book.
3. Explain the climax of the story. Use examples from the book.
4. Explain the resolution of the story. Use examples from the book.

Sample of Plot answer:

What “hooked” me about *Death Masks* by Jim Butcher was the opening chapter in which Harry Dresden, wizard and Chicago PD consultant, sat on the stage of a talk show. The host was a caricature of real-life talk show hosts like Jerry Springer (rather than Oprah), and Harry struggled to control his magical energy that had a habit of shorting out electrical machines such as the studio's lights, the host's microphone, and the television cameras. The other guests on the panel were a psychic medium and a priest, and when the priest tried to hire Harry to find the Shroud of Turin, which had been stolen, during a commercial break, I couldn't wait to find out what happened next.

OPTION III: CONNECTIONS:

Answer the following questions. For each, use specific examples from the book (either summarize, quote, or explain) that illustrate the aspect of plot. **NONE OF THESE ARE ONE-WORD OR ONESENTENCE ANSWERS.** You should have **FOUR** paragraphs when you are finished, one each for setting, genre, character, and plot.

- 1) What connection can you make between this book's **SETTING, GENRE, AND CHARACTER** and:
 - a. Other books you have read? Or,
 - b. Other movies you have seen? Or,
 - c. To your own personal experiences?
- 2) Use examples from the book.
- 3) Do not use a type of connection more than once. For example, setting and genre cannot both be related to the “Harry Potter” movies. Find a different type of connection for each aspect about which you write.

Sample of SETTING entry answer:

One setting in *Death Masks* by Jim Butcher is the Underground. This secret place, beyond the tunnels of Chicago’s old subway systems, is home to magical creatures such as fairies, trolls, demons, and other monsters of fantasy. The Underground is described as “endless”, with weird fungi, bugs, and other “underworldly things.” This reminds me of the city-below-the-city in Neil Gaiman’s *Neverwhere* because both settings feature an above-ground world where people go about their daily lives, and the secret underground world full of dark and scary beings. Bad things always seem to happen in these hidden worlds.

From *Death Masks* by Jim Butcher (*Dresden Files Series*, #5)

Now that I have used the book *Neverwhere* as a comparison, I need to find other books, movies, or life experiences for the rest of my connections.

OPTION IV: BOOK REVIEW:

Explain three parts of your book that other students will find interesting: one from the beginning, one from the middle, and one from the end.

Sample of Book Review answer:

Tell about a part at the MIDDLE of the book that would be interesting to other students.	Explain why this part of the book would be interesting to other students.
A part of <i>To Kill a Mockingbird</i> by Harper Lee that would interest other students occurs during the trial of Tom Robinson in the middle of the novel. Atticus Finch, the lawyer, is defending Tom, a black man, from charges that he tried to have a relationship with Mayella Ewell, a white woman, during the Great Depression. The girl testified that Tom hit her with his right hand, but when Atticus asked Tom to stand up, his right arm was limp and	The shock of the proof that Tom Robinson could not possibly have hit the girl with his right hand will interest other students because most of us have been caught lying to our parents, and we know the feeling. Also, the reader always knew Tom was innocent, but s/he now has proof and prays even harder that Tom is set free.

useless from a birth defect. He could not possibly have hit her with his right hand.	
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Would you recommend this book to other middle school students? Explain why or why not. Be specific or you will not get full credit.

Sample of Book Review answer:

I would not recommend *To Kill a Mockingbird* to any student who is not a “good reader.” The vocabulary is difficult and stopping to figure out what the words mean interrupts the flow of reading, which means that I was often confused about what was happening. It was much better when I just skipped the hard words and got the “gist” of the story, but I wonder what I missed in the plot because I was so hung up on the struggle with vocabulary.

From *To Kill a Mockingbird* by Harper Lee

OPTION V: CREATIVITY BOX:

This is your chance to show what you know in a creative way. Have fun!

II. PLOT:

1. Explain what got you interested in the novel – what caught your attention (the “hook”). Use examples from the text.
2. Explain the main problem (the conflict”) in the novel. Use examples from the book.
3. Explain the climax of the story Use examples from the book.
4. Explain the resolution of the story. Use examples from the book.

III. CONNECTIONS:

1. Compare this book's **SETTING** to other books, movies, or life experiences. You might want to start by describing the setting and then writing, "This reminds me of... because..."

2. Compare this book's **GENRE** to other books, movies, or life experiences. You might want to start by describing the genre and then writing, "This reminds me of... because..."

3. Compare this book's **CHARACTER** to other books, movies, or life experiences. You might want to start by describing the character and then writing, "This reminds me of... because..."

IV. BOOK REVIEW:

Tell about a part at the BEGINNING of the book that would be interesting to other students.	Explain why this part of the book would be interesting to other students.
Tell about a part at the MIDDLE of the book that would be interesting to other students.	Explain why this part of the book would be interesting to other students.

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V. BOOK REVIEW (continued):

Tell about a part at the END of the book that would be interesting to other students.	Explain why this part of the book would be interesting to other students.

Would you recommend this book to other middle school students? Explain why or why not. Answer must be in paragraph form with a topic sentence and at least five supporting sentences.

VI. CREATIVITY BOX:

Choose one of the following: draw your favorite scene from the novel and **explain why it is your favorite**, **write a letter** to one of the characters (proper friendly letter format), **compose a poem** that could be printed on the back cover of the novel, or, **explain how posters** persuade people to buy things, then design a poster for this book.