

High School Summer Reading Guide:

Summer reading is one of essential elements of what we are trying to accomplish in the English Language Arts department. We are trying to encourage our students to have a lifelong love of reading and learning. We recognize that books assigned during the school year have to compete with the pressures of a rigorous academic and extracurricular life here at SMA. Summer is the perfect time to enjoy a fine example of literature or history in a friendly, familiar, and family filled environment. Therefore, we have chosen books which reflect our desire to have students love and appreciate their summer reading experience while reading great works that are not only age appropriate and accessible but are also books they will enjoy reading. Too often we expect reading to be a chore because of the pressures of the school year and the intensity of the text itself. In contrast, summertime is an opportunity to relax with a book and have the chance to interact with it in a personal way. To develop a love for reading, we must embrace the idea that we can read for pleasure and the books we choose for summer reading reflect our desire to build interest in reading through great, and more importantly, enjoyable stories.

Summer Reading:

Reading proficiency and comprehension is a major element of what we are trying to accomplish in the English Language Arts classes. We want to encourage our students to be lifelong readers and learners. The literature assigned during the school year has to compete with a rigorous academic and extracurricular schedule. Therefore, summer is the perfect time to enjoy a fine example of literature or history in a friendly, familiar, and family-filled environment. To advance this goal, we have chosen books which reflect our desire to have students value and appreciate their summer reading experience. We encourage parents or guardians to be actively involved in this reading process.

Use the questions as a guide for writing your responses. Please write **one response paper for each of the books you read**. You need to read the two required texts and choose one of the additional texts provided below. By the end of the summer, you should have read a total of three books.

There are three questions for you to answer and you should anticipate writing a minimum of **200 words for each question**. Your responses should be typed and printed at the start of the school year. Your responses will be due at the beginning of your **second meeting in your English class**. Since the purpose of the response paper is to help you during class discussion of the text, reference the text often in your responses. Use standard MLA formatting for textual references.

The summer reading assignments will count for your first assignment grade of the school year.

******Note:** Do not use Cliff Notes, Sparknotes, movies, or any other substitute/aid materials. SMA's desire is for each student to enjoy these works and appreciate their role in history. Please use the ISBN number to access the appropriate versions.

Consider the following questions when writing your written response for each book that you read this summer:

1: What is the main idea or theme of the book? In other words, define the moral or the message of this text. Why is important that someone of your age group read this material? Choose one brief passage that seems to exemplify this idea and provide a few key details.

2: What did you learn from this book? How do you anticipate this lesson being valuable to your academic career? Provide specific evidence from the text to support your statements.

3: As you read the book, how did it change a view, idea, or understanding you previously held? Describe how it revealed something new to you (whether it is about the period covered in the book or yourself).

If this text did not change a view that you currently hold, why do you agree with the themes and ideas presented in this piece of literature? Do you think this piece of literature should be required for everyone to read? Why or why not?

Ninth Grade:

Ninth Grade (Generals) Required Reading	Ninth Grade (Honors) Required Reading	Additional Reading for Ninth Grade
<p><i>A Tale of Two Cities</i> (Charles Dickens)</p> <p><i>The God Who is There</i> (Francis Schaeffer)</p>	<p><i>The Abolition of Man</i> (C. S. Lewis)</p> <p><i>C.S. Lewis for the Third Millennium: Six Essays on the Abolition of Man</i> (Peter Kreeft)</p>	<p><i>Of Mice and Men</i> (John Steinbeck)</p> <p><i>Pride and Prejudice</i> (Jane Austen)</p> <p><i>The Jungle Book</i> (Rudyard Kipling)</p>

Tenth Grade:

Tenth Grade (Generals) Required Reading	Tenth Grade (Honors) Required Reading	Additional Reading for Tenth Grade
<p><i>That Hideous Strength</i> (C.S. Lewis)</p> <p><i>Le Morte d' Artur</i> (Sir Thomas Malory)</p>	<p><i>A History of the English Church & People</i> (Venerable Bede)</p> <p><i>Two Lives of Charlemagne</i> (Einhard & Notker the Stammerer)</p>	<p><i>The Hunchback of Notre Dame</i> (Victor Hugo)</p> <p><i>Joan of Arc</i> (Mark Twain)</p> <p><i>Moby Dick</i> (Herman Melville)</p>

Eleventh Grade:

Eleventh Grade (Generals) Required Reading	Eleventh Grade (Honors) Required Reading	Additional Reading for Eleventh Grade
<p><i>Anthologized Sermons</i>, (George Whitefield)</p> <p><i>Anthologized Sermons</i>, (John Wesley)</p>	<p><i>Anthologized Sermons</i>, (George Whitefield)</p> <p><i>Anthologized Sermons</i>, (John Wesley)</p>	<p><i>Murder on the Orient Express</i>, (Agatha Christie)</p> <p><i>The Sound and the Fury</i> (William Faulkner)</p> <p><i>Grapes of Wrath</i> (John Steinbeck)</p>

Twelfth Grade:

Twelfth Grade (Generals) Required Reading	Twelfth Grade (Honors) Required Reading	Additional Reading for Twelfth Grade
<p><i>The Alchemist</i> (Paulo Coelho)</p> <p><i>Brave New World</i> (Aldous Huxley)</p>	<p><i>The Alchemist</i> (Paulo Coelho)</p> <p><i>Brave New World</i> (Aldous Huxley)</p>	<p><i>Frankenstein</i> (Mary Shelley)</p> <p><i>The Picture of Dorian Gray</i> (Oscar Wilde)</p> <p><i>The Canterbury Tales</i> (Geoffrey Chaucer)</p>