



## Summer Reading 2018

Bishop Kearney requires students to read at least two books over the summer months. One of these books will be required, while the other book can be chosen off the list per incoming grade level

1. **Required Book** – Expect an in-class Assessment during the first week of School
2. **Book of Choice** – Create a dialectical journal (see pages 9-10 for instructions)

Reading over the summer provides a myriad of benefits, including vocabulary enhancement, the continuing development of analytical and communication skills, and the strengthening of student writing. Studies show that reading also reduces stress and increases empathy. Plus, reading is fun! It is in this spirit that Bishop Kearney requires students to **read at least two books over the summer months. One of these books will be required, while the other book can be chosen off the list per incoming grade level.**

For your book of choice, you will need to create a dialectical journal and have it ready to turn in through turnitin.com during the first week of school. See page 8-9 for dialectical journal instructions and examples.

For the required book, expect an in-class assessment during the first week of school.

Please note that students going into AP Language and AP Literature will have different summer reading assignments and projects.

### **Grade 6- required: *The Trumpet of the Swan* by E.B. White**

*The Phantom Tollbooth* by Norton Juster

*The Misadventures of Benjamin Bartholomew Piff* by Jason Lethcoe

*Savvy* by Ingrid Law

*A Single Shard* by Linda Sue Park

Any book written by Avi

*The Westing Game* – Ellen Raskin (Mystery)--**Recommended by Mr. Simoni**

*Homeless Bird*, by Gloria Whelan--**Recommended by Ms. Yatteau**

*Flipped* by Wendelin Van Draanen - **Recommended by Mrs. Aldridge**



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### Grade 7 - required: Paul Fleischman's *Seedfolks*

[Firegirl](#), by Tony Abbott

[Rules](#), by Cynthia Lord

[Jeremy Fink and the Meaning of Life](#), by Wendy Mass

[The Girl Who Drank the Moon](#), by Kelly Barnhill

[Gossamer](#) by Lois Lowry--**Recommended by Mrs. Aldridge**

[My Brother Sam is Dead](#) by James Lincoln Collier--**Recommended by Ms. Yatteau**

[The Witch of Blackbird Pond](#) by Elizabeth George Speare--**Recommended by Mrs. Aldridge**

*Tangerine*-Edward Bloor

*Ghost*-Jason Reynolds

*Slam*-Walter Dean Myers



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### Grade 8: Required Reading-A Wrinkle in Time by Madeleine L'Engle

*Loser*, by Jerry Spinelli

*The Inquisitor's Tale, or, the Three Magical Children and Their Holy Dog*, by Adam Gidwitz

*Booked*, by Kwame Alexander

\*Any Kwame Alexander book

*Fast Break*-Mike Lupica

*Dream On, Amber*, by Emma Shevah

*Ashes of Roses* by Mary Jane Auch--**Recommended by Ms. Yatteau**

*Touching Spirit Bear* by Ben Mikaelson--**Recommended by Mrs. Aldridge**

*The Fires of Jubilee, by Stephen Oates*--**Recommended by Mr. Goetz**



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**Grade 9: Required Reading:** John Boyne's [\*The Boy In the Striped Pajamas\*](#)

**Grade 10: Required Reading:** Robert Cormier's [\*The Chocolate War\*](#)

Grades 9-10 suggested reading:

[\*The Curious Incident of the Dog in the Night-Time\*](#), by Mark Haddon

[\*The Alchemist\*](#), by Paulo Coelho

[\*The House On Mango Street\*](#), by Sandra Cisneros

[\*Monster\*](#), by Walter Dean Myers

[\*The Lovely Bones\*](#), by Alice Sebold

[\*A Long Way Gone: Memoirs of a Boy Soldier\*](#), by Ishmael Beah (memoir)

[\*The Fault in Our Stars\*](#), by John Green

[\*The Catcher In the Rye\*](#), by JD Salinger

[\*All The Bright Places\*](#), by Jennifer Niven

[\*We Were Liars\*](#), by E. Lockhart

[\*My Sister's Keeper\*](#), by Jodi Picoult

[\*The Book Thief\*](#), by Mark Zusak

[\*The Bean Trees\*](#), by Barbara Kingsolver

[\*Heart of Darkness\*](#), by Joseph Conrad

[\*The Martian\*](#), by Andy Weir--**Recommended by Mrs. Hansen**

[\*Sold\*](#) by Patricia McCormick--**Recommended by Ms. Yatteau**

[\*The Age of Miracles\*](#), by Karen Thompson Walker--**Recommended by Mrs. Hansen**

[\*The Count of Monte Cristo\*](#) – Alexandre Dumas (History/Revenge)--**Recommended by Mr. Simoni**

[\*The Chosen\*](#), [\*I Am Asher Lev\*](#), [\*I Am the Clay\*](#), [\*Davita's Harp\*](#), all by Chaim Potok--**Recommended by Mrs. Feller**



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**Grade 11: Required Reading: Nathaniel Hawthorne's [The Scarlet Letter](#)**

**Grade 12: Required Reading: Kurt Vonnegut's [Cat's Cradle](#)**

### Grades 11-12 suggested reading:

[A Thousand Splendid Suns](#), by Khaled Hosseini

[The Kite Runner](#), by Khaled Hosseini

[The Life of Pi](#), by Yann Martel

[Dreams From My Father](#), by Barack Obama (non-fiction)

[Fast Food Nation](#), by Eric Schlosser (non-fiction)

[All The Light We Cannot See](#), by Anthony Doerr

[One Flew Over the Cuckoo's Nest](#), by Ken Kesey

[Outliers: The Story of Success](#), by Malcolm Gladwell

[Old School](#), by Tobias Wolff

[Ghostbread](#), by Sonja Livingston (non-fiction/memoir)

[Prodigal Summer](#), by Barbara Kingsolver--**Recommended by Mrs. Dobbins** (one of her "Top Five Books Of All Time!")

[I am Malala: The Girl Who Stood Up For Education and was Shot by the Taliban](#), by Malala Yousafzai (non-fiction)--**Recommended by Mr. LaLiberte**

[The Color of Water: A Black Man's Tribute to his White Mother](#), by James McBride (non-fiction)--**Recommended by Mr. LaLiberte**

[Teacher Man](#), by Frank McCourt (memoir)--**Recommended by Mr. LaLiberte**

[Moneyball: The Art of Winning an Unfair Game](#)-- Michael Lewis (Baseball/Statistics/Economics)--**Recommended by Mr. Simoni**



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[Blink: The power of Thinking Without Thinking](#) – Malcolm Gladwell (Business/Motivation)--Recommended by Mr. Simoni

[Room](#), by Emma Donoghue

[Extremely Loud and Incredibly Close](#), by Jonathon Safran Foer

[The Color Purple](#), by Alice Walker

[Angela's Ashes](#), by Frank McCourt (memoir)

[The Road](#), by Cormac McCarthy

[Never Let Me Go](#), by Kazuo Ishiguro

[Small Great Things](#), by Jodi Picoult

[The Joy Luck Club](#), by Amy Tan

[The Handmaid's Tale](#), by Margaret Atwood

[Oryx and Crake](#), by Margaret Atwood

[Siddhartha](#), by Herman Hesse

[Admissions Confidential: An Insider's Account of the Elite College Selection Process](#), by Rachel Toor (non-fiction)

[Atonement](#), by Ian McEwan

[Unbroken](#) – Laura Hillenbrand (WWII Survival Story)--Recommended by Mr. Simoni

[A Short History of Nearly Everything](#) – Bill Bryson (Science/Humor)--Recommended by Mr. Simoni

[Born to Run](#) – Christopher McDougall (Running)--Recommended by Mr. Simoni

[Drive: The Surprising Truth About What Motivates Us](#) – Daniel Pink (Business/Motivation)--Recommended by Mr. Simoni

[Rich Dad, Poor Dad](#) - Robert Kiyosaki  
(Personal Finance, Business) - Recommended by Mr. Boon



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*The Millionaire Next Door: The Surprising Secrets of America's Wealthy* -

Thomas Stanley/William Danko (Personal Finance/Business) - **Recommended by Mr. Boon**

*Survival of the Sickest* by Dr. Sharon Moalem--**Recommended by Mrs. Greanier**

*We Are Called to Rise* by Laura McBride--**Recommended by Mrs. Aldridge**

*The Nightingale*, by Kristin Hannah--**Recommended by Mrs. McKee**

*The Underground Railroad*, by Colson Whitehead--**Recommended by Mrs. McKee**

*The Invention of Wings*, by Sue Monk Kidd--**Recommended by Mrs. McKee**

*The Boys In the Boat*, by Daniel Brown (non-fiction)--**Recommended by Mrs. McKee**

*Into Thin Air*, by John Krakauer (non-fiction)--**Recommended by Mr. Goetz**

*The Man*, by Irving Wallace--**Recommended by Mr. Goetz**

*Educated*, by Tara Westover (memoir)

*Station Eleven*, by Emily St. John Mandel



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### READING TIPS

As you read your required book and your book of choice, you should **ACTIVELY** read for comprehension. Here are some tips for annotating your book:

- 1) Think of annotation as part of active reading--something you do for yourself to stay engaged while you read and to create a record that will help you think and write about your book later. Learn to do this in a way that leaves a useful record of your reading experience but that does not interfere with that experience. You can achieve this balance. It just takes practice!
- 2) Use a pen so you can make circles, brackets, and notes. If you like highlighters, use one for key passages.
- 3) Mark passages that jump out at you because they suggest an important theme or idea - or for any other reason. Mark things that puzzle, intrigue, please or displease you. Note patterns such as repeated images or phrases. Ask questions, make comments - talk back to the text.
- 4) At the end of chapters, quickly write a bulleted list of key plot events. This practice helps you think about what happened and identify patterns. You will end up with a convenient record of the whole plot.
- 5) Circle words you want to learn or words that jump out at you for some reason. If you don't want to stop reading, just guess. Later, look up the word and jot down a relevant meaning.



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### DIALECTIC JOURNAL TIPS

As you read your book of choice from the recommended list, you will also keep a dialectic journal. Please type this journal, as it will be due electronically during the first week of school.

**These journals will consist of 20 quotations/passages from your book to which you will critically respond. Responses should be approximately 60 words in length.** The dialectic journal should be constructed in the following manner:

#### Quote:

“Write the quote from the book on the left side of the paper with correct page number citation (176).

#### Response:

Your response and analysis of the quote should be written on the opposite side of the page. You have several ways to respond to a text. Here are some suggestions:

- \* Raise questions about the beliefs or values implied in the text.
  - \* Give your personal reactions to the passage
  - \* Discuss the words, ideas, or actions of the author or a character
  - \* Discuss what it reminds you of from your own personal experience
  - \* Write about what it makes you think or feel
  - \* Argue with the speaker or character
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### Basic Responses:

- raise questions about the beliefs and values implied in the text
- give your personal reaction to the text
- discuss the words, ideas, or actions of the author and/or characters
- tell what it reminds you of from your own experience
- agree or disagree with a character or the author

### Higher Level Responses include the basic elements AND:

- analyze the text for use of literary devices (tone, style, imagery, etc.)
- Make connections between different characters or events in the text
- make connections to a different text (or film, song, etc...)
- discuss the words, ideas or actions of the author
- consider an event or description from the perspective of a different character
- analyze a passage and its relationship to the book as a whole

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### Example Dialectic Journal Entry:

#### Quote:

“The snow was like a carpet, very gentle, very warm”(83).

#### Response:

I can picture the men standing in the concentration camp, watching the snow blanket the ground. It is silent there. Weisel describes the snow as being “gentle” and “warm.” This comparison is not what one would expect. Standing barefoot in the snow would be painful. The cold would cut deep into one’s feet. So why does he say warm? Maybe his feet are numb from the pain. The comparison creates a sense of peace, a moment without terror or fear. It is as if he is home again, safe and warm.