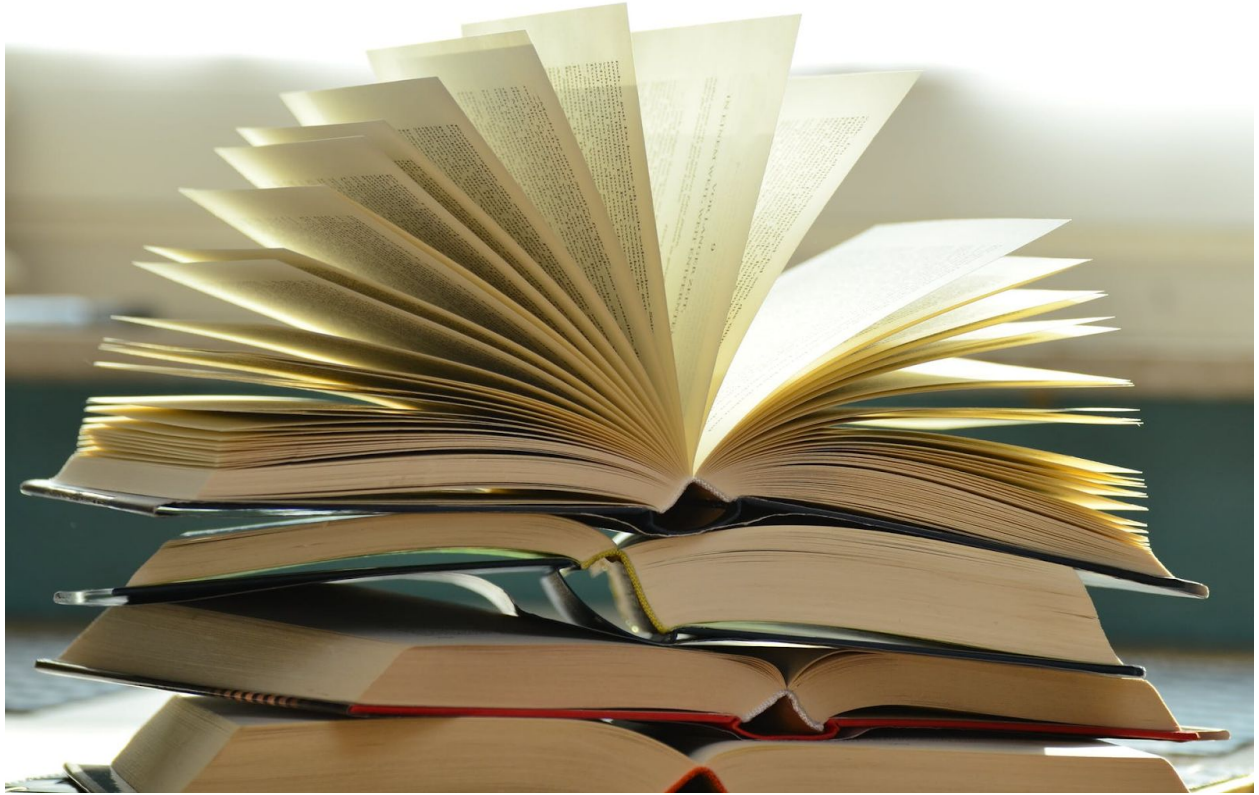


Eastern Regional High School's Summer Reading/Independent Reading Program



Eastern Camden County Regional School District is committed to helping its students develop a lifelong love of reading and learning in order to prepare them for an increasingly competitive workforce. Research shows that students from schools worldwide that foster independent reading programs as part of their established curricula perform better on standardized testing and enjoy more success in degree programs and in careers. An independent summer reading program is an integral part of a school's instructional repertoire.

NOTE: Area libraries and bookstores have copies of the books available for borrowing or purchase. All students will be required to have completed the assigned reading **prior to the start of school** in preparation for an assessment.

Should you have any questions, please contact Yashanta Holloway-Taluy, Vice Principal, Supervisor of English (856) 784-4441 (ext. 1168)



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ENGLISH 1 ADVANCED HONORS (2 pages)

This assignment is a supportive assignment for the first semester. The Summer Reading assessment will be administered in class during the first weeks of school.

Students are to read BOTH titles:

- *Jane Eyre* by Charlotte Bronte
- *The Count of Monte Cristo* by Alexandre Dumas

As you read each novel, create a companion Reader Response Journal. The **left side** of your table must contain quotations / excerpts from the reading with page numbers noted. Should you wish to refer to a particularly large selection, you may paraphrase it.

The **right side** of your table must comment on each of quotations / excerpts. Your right side can respond to questions such as:

- What strikes you about this? Why is it memorable / meaningful to you?
- What does this quotation mean in the context of the story?
 - Is it meaningful to the
 - Plot? Why?
 - Theme? State the theme and explain why.
 - Conflict? Why?
- What does this passage/idea make you think of or remember?
- What else have you read/heard/experienced that connects with this author's ideas?
- Does something about the statement confuse you or lead to further questions? Explain.
- How do you feel about this?

Using the template provided, type out your responses and have the completed assignment prepared to turn in the first week of school. This assignment is meant to help you analyze the text – similar to textual annotation – AND prepare you to write about your selected passages for upcoming assessments. Keep track of which passages you wrote about. Please make sure the work is your own.

Start a new chart for each chapter. There are no minimum or maximum number of entries – the included template is just a guide. If you have no responses for a chapter, complete the title, author, and chapter at the top, and in the first line of the chart type “No response to this chapter.” The best way to guarantee the greatest return for this assignment is to **comment fully** on the passages you include.

Name: _____

Instructor: _____

English 1 Advanced Honors

Due Date: _____

Title, Author and Chapter:		
Page	Quotations	Commentary/Analysis

ENGLISH 1 HONORS (5 pages)

This assignment is a supportive assignment for the first semester. The Summer Reading assessment will be administered in class during the first weeks of school.

Students are to read **BOTH** a FICTION and a NON-FICTION TITLE.

Fiction:

- *The Hate U Give* by Angie Thomas
- *Dreamland Burning* by Jennifer Latham
- *They Both Die in the End* by Adam Silvera

Nonfiction:

- *The Other Wes Moore* by Wes Moore
- *The Blind Side* by Michael Lewis
- *The Color of Water* by James McBride

As you read each novel, create a companion Reader Response Journal based on the themes indicated. The **left side** of your table must contain quotations/excerpts from the reading with page numbers noted. Should you wish to refer to a particularly large selection, you may paraphrase it.

The **right side** of your table must explain each of the quotations/excerpts. Explain what is happening in the context of the story at the time, and explain how and why it fits the indicated theme.

Using the template provided, type out your responses and have the completed assignment prepared to turn in the first week of school. This assignment is meant to help you analyze the text – similar to textual annotation – AND prepare you so that you are able to write about your selected passages for upcoming assessments. Keep track of which passages you wrote about. Please make sure the work is your own.

There are no minimum or maximum number of entries – the samples included are just a guide. However, the best way to guarantee the greatest return for this assignment is to **comment fully** on the passages you include.

Name: _____

Instructor: _____

English 1 Honors

Due Date: _____

Title and Author of Fiction Work:

Theme: Isolation / Loneliness		
Page	Quotations	Commentary/Analysis

Theme: Decisions, and Their Effects (positive and negative)		
Page	Quotations	Commentary/Analysis

Theme: Family / Friendship		
Page	Quotations	Commentary/Analysis

Theme: Inequality		
Page	Quotations	Commentary/Analysis

Title and Author of Non-Fiction Work:

Theme: Isolation / Loneliness		
Page	Quotations	Commentary/Analysis

Theme: Decisions, and Their Effects (positive and negative)		
Page	Quotations	Commentary/Analysis

Theme: Family / Friendship		
Page	Quotations	Commentary/Analysis

Theme: Inequality		
Page	Quotations	Commentary/Analysis

ENGLISH 1 ACCELERATED (3 pages)

All English 1 Accelerated students are to complete the summer reading BEFORE the first day of classes. All students will be required to complete a written assessment on the novels during the first weeks of school.

ACCELERATED

- *Animal Farm* by George Orwell

Your Name: _____

English 1 Accelerated Fiction Assignment

Book Title: _____

Author's Name: _____

Your chosen book presents important issues in unique circumstances. Reflect on those issues in terms of connections you make to the reading. While you read, and after you finish reading, note your responses to the following questions. Include examples from the novel (direct quotes or paraphrases / summaries, with page numbers where info can be found) with your notes/responses, where applicable.

Personal Reflection

- ❖ Why did you choose this book from the list? What specifically influenced your decision?
- ❖ What did you know about the the novel before you started reading?

Characters

- ❖ Which character can you best relate to, and why?
- ❖ How are the secondary characters important to the story?
- ❖ Describe the most important relationships in the story. Give names, connection, and a description of each relationship and its importance to the story.

Plot

- ❖ Was the plot moved forward by decisions of the characters, or were the characters at the mercy of the plot? Explain your choice.
- ❖ Was the story chronological? How does that help or hinder the story?

Point of View

- ❖ What type of narration is used? How does this effect the story and your appreciation of the book? In other words, how would the story be different if a different narration were used?

Setting

- ❖ Is the author's description of the landscape/community well done? Could you visualize the setting? Provide an example or two.
- ❖ Does the author provide enough background information for you to understand the events in the story? Explain your response.

Literary Elements

- ❖ Define *theme*. What are two major themes of the story? Explain how each is revealed within the novel.
- ❖ Define *tone*. Did you think the tone of the story is sad, funny, touching, moving, disturbing...something else? Provide examples.
- ❖ Define *mood*. *What* feelings are you left with after reading, and why? Be specific.

Writing Style

- ❖ Is the author's writing style easy to understand? Provide two examples.
- ❖ Are the characters and dialogue believable or realistic? Provide two examples.
- ❖ Does the author use cliffhanger endings for chapters or sections? What about the story made you want to continue reading?

Relationship to self

- ❖ How are the issues presented in the story relevant to your life? Describe more in specifics than in generalities.
- ❖ How are the themes from the novel evident in today's society? Describe more in specifics than in generalities.

Relationship to Companion Piece

- ❖ Describe a relationship to other novels you have read.

ENGLISH 1 COLLEGE PREP (1 page)

All College Prep students will be required to complete a written assessment on the summer reading during the first week of school. Students are to complete the summer reading for the first day of classes.

While you read, and after you finish reading, note your responses to the following questions. Include examples from the story (direct quotes or paraphrases / summaries, with page numbers where info can be found) with your notes/responses, where applicable. Bring these responses for the first day of class.

Students must choose ONE short story and ONE nonfiction article to read. After reading BOTH, answer the following questions in complete sentences.

SHORT STORY SELECTIONS (read one)

["Beware of the Dog," by Roald Dahl](#)

["Doby's Gone," by Ann Petry](#)

["The Circuit," by Francisco Jimenez](#)

["The Scarlet Ibis," by James Hurst](#)

["Through the Tunnel," by Doris Lessing](#)

NON-FICTION SELECTIONS (read one)

["The #1 Trait That Determines Long Term Success"](#)

["Which Traits Predict Success?"](#)

["Without This One Thing, You Probably Won't Succeed"](#)

["Grit Means Getting Up Close and Personal With Failure"](#)

Personal Reflection

- ❖ What is “grit?” Write your own definition based on the readings.
- ❖ Describe how one character in the story that you read demonstrates grit.
- ❖ Why will grit be important in your life as you enter high school? Provide specific examples.

ENGLISH 2 ADVANCED HONORS (1 page)

(read two books)

The Iliad **OR** *The Odyssey* by Homer (Robert Fagles' translation)

AND

Richard III by William Shakespeare

All English 2 Advanced Honors students are to complete the summer reading **BEFORE** the first day of classes. All students will be required to complete a written assessment on the literature during the first weeks of school.

ENGLISH 2 HONORS (2 pages)

All Quiet on the Western Front by Erich Maria Remarque

As you read *AQWF*, provide contextual examples of each of the following themes identified within the book as preparation for your in-class essay. Specific examples, including character names and quotations, will better prepare you for the prompts given in September. For any quoted material, be sure to include respective page numbers. Should you need any additional information regarding the themes below, feel free to research their individual meanings. Abbreviated points and quotations are acceptable. * Note: Clear and specific examples equate to stronger responses.

<p>The Destructiveness of War</p>	
--	--

<p>The Lost Generation</p>	
---------------------------------------	--

Camaraderie	
--------------------	--

Shared Humanity	
------------------------	--

Loss of Innocence	
--------------------------	--

The Corrupting Effect of Power	
---	--

ENGLISH 2 ACCELERATED (1 page)

A Separate Peace by John Knowles

All English 2 Accelerated students are to complete the summer reading BEFORE the first day of classes. All students will be required to complete a written assessment on the literature during the first weeks of school.

ENGLISH 2 COLLEGE PREP (1 page)

Speak by Laurie Halse Anderson

All English 2 College Prep students are to complete the summer reading BEFORE the first day of classes. All students will be required to complete a written assessment on the literature during the first weeks of school.

ENGLISH 3 AP: LANGUAGE AND COMPOSITION (1 page)

(read both books)

The Adventures of Huckleberry Finn by Mark Twain

AND

The Age of Innocence by Edith Wharton

ENGLISH 3 HONORS AND ACCELERATED (8 pages)

The Catcher in the Rye by J. D. Salinger

Introduction to the Novel:

The Catcher in the Rye is an example of a bildungsroman; a novel about the moral and psychological growth of the main character transitioning into adulthood. It is the story of Holden Caulfield, an unstable 16-year-old boy who has just been expelled from prep school and sets off to explore NYC before returning home. Confused and disillusioned, he searches for truth and rails against the “phoniness” of the adult world. He ends up exhausted and emotionally ill, in a psychiatrist’s office. The events are related after his recovery. (Information sourced from britannica.com)

Part 1: The Plot

In the spaces provided below, summarize each chapter of the novel in 3 – 5 sentences.

Chapter 1:	Chapter 2:
Chapter 3:	Chapter 4:
Chapter 5:	Chapter 6:

Chapter 7:	Chapter 8:
Chapter 9:	Chapter 10:
Chapter 11:	Chapter 12:
Chapter 13:	Chapter 14:

Chapter 15:	Chapter 16:
Chapter 17:	Chapter 18:
Chapter 19:	Chapter 20:
Chapter 21:	Chapter 22:

Chapter 23:

Chapter 24:

Chapter 25:

Chapter 26:

Part 2: Characterization

In the spaces provided below, take notes as you read about the different characters in the novel. Be sure to include examples of both direct and indirect characterization, and to cite page numbers where your examples can be found.

Character:	Direct Characterization:	Indirect Characterization:
Character:	Direct Characterization:	Indirect Characterization:
Character:	Direct Characterization:	Indirect Characterization:

Character:	Direct Characterization:	Indirect Characterization:
Character:	Direct Characterization:	Indirect Characterization:
Character:	Direct Characterization:	Indirect Characterization:

Part 3: Short Responses

Respond to the following questions in paragraph form. Use textual evidence for support.

1. Identify two internal and two external conflicts Holden encounters throughout the novel.

2. Identify and explain 4 themes in the novel. Be sure to include how Salinger develops these themes throughout the text.

3. Identify and explain 4 symbols in the novel. Be sure to include how Salinger develops each symbol throughout the text.

4. How does Holden relate to his little sister, Phoebe? Why (and how) does his relationship with her affect his decisions, his philosophy on life, and his actions?

5. What is the role of women in the novel? Is love relevant? Are relationships meaningful?

6. What is the author's purpose for writing the novel?

ENGLISH 3 COLLEGE PREP (1 page)

Morrie: In His Own Words by Morrie Schwartz

Full Text: [Morrie: In His Own Words](#)

Mrs. Christine Leason: cleason@eccrsd.us and Mrs. Darlene Walker: dwalker@eccrsd.us

Introduction:

We all know someone who struggles with a personal challenge, whether it is physical/medical, emotional, mental, social, a learning disability, or otherwise. Each of these individuals is a fighter, a survivor, a role model, and an inspiration in his/her own way.

As a prelude to this unit and as a pathway towards an eventual topic for your Junior Research Essay, **you will be required to read Morrie Schwartz's autobiography, *Morrie: In His Own Words: Life Wisdom from a Remarkable Man***. You will be introduced to beloved college professor, Morrie Schwartz, while he bravely battles ALS/Lou Gehrig's Disease. Throughout the course of the novel, he shares his final lesson: "Once you learn how to die, you learn how to live."

Objectives and Directions:

During the first week of school, we will complete a class brainstorming activity and a Google Slides presentation about this novel. **While reading, please take notes on the following points of interest:**

- A. identify Morrie's daily challenge/problem and its obstacles;
- B. explain how Morrie lives each day as an inspiration to others;
- C. Select three (3) of Morrie's aphorisms (lessons) from the novel to support your ideas. In a paragraph (3-5 full, complex sentences each), reflect upon what that aphorism means to you and to an individual whom you consider inspirational. What lessons do you appreciate from these short, wise sayings?

In class, we will also read Mitch Albom's moving memoir, *Tuesdays with Morrie*. This novel will add an extra layer to your understanding of Morrie and his struggles, while also providing some inspiration we all need to get through difficult days.

Mrs. Walker and I absolutely LOVE these books, and we can not wait for you to share your thoughts with us. Happy Reading! ~ Dr. Leason

ENGLISH 4 AP: LITERATURE AND COMPOSITION (3 pages)

Welcome to AP Literature and Composition, 2018-2019

“A book...can be a star, explosive material, capable of stirring up fresh life endlessly, a living fire to lighten the darkness, leading out into the expanding universe.” - Madeleine L’Engle

Philip Roth, a prolific 20th century American novelist, said in a 2009 interview that he predicts that in twenty-five years, the novel will be a thing of the past. He states:

To read a novel requires a certain amount of concentration, focus, devotion to the reading. If you read a novel in more than two weeks you don't read the novel really. So I think that kind of concentration and focus and attentiveness is hard to come by – it's hard to find huge numbers of people, large numbers of people, significant numbers of people, who have those qualities. (Flood, Alison. “Philip Roth Predicts Novel Will Be Minority Cult Within 25 Years.” The Guardian. Guardian News and Media Limited, 26 October 2009. Web. 16 May 2015.)

Only **YOU** can take a stand and help save the novel! Actually, it may be more comfortable to take a seat and help save the novel—your favorite seat: a seat that is comfortable, but not so comfortable that you doze off—a seat that is away from the bustle of the house, away from the hustle of your cell phones and other electronic devices. This is a way to thoroughly immerse yourself, worry free, in the three (3) required novels.

The summer is a perfect time to allot two weeks to reading each book as we begin our journey through these seminal works (see page 2 for Eastern’s summer reading titles for AP Literature and Composition).

We will spend many weeks processing, analyzing, discussing, and writing about these works, so *real* reading rather than *fake* reading will ensure your success. Plan ahead so that you avoid the temptation to let Sparknotes do your reading and thinking for you! You know yourself well enough to decide how much and what kind of writing to do alongside your first read-throughs, but your guiding principle **MUST** be to pay attention to 1) **WHAT** the author says, 2) **HOW** and **WHY** s/he says it, and 3) **HOW** and **WHY** you think the way you do about the book. Simple as that—don’t worry about impressing yourself or anyone else with fancy literary language. . .yet ☺.

If you are reading this, chances are you are taking more than one AP class, and you will have other significant demands on your summer time. Plan ahead. Use the calendar on page 3 of this handout to sketch out your plan, and stick to it. Email us over the summer if you have questions or simply want to share some insights.

SINCERELY,
Mrs. Pomerantz (spomerantz@eccrsd.us)
Mrs. Steller (psteller@eccrsd.us)

AP LITERATURE & COMPOSITION REQUIRED SUMMER READING LIST:

Titles are chosen to help us discuss and answer one of our essential questions: “What are some major differences between 19th and 20th century British novels, and what do these differences indicate?” Pay particular attention to narrator, plot/structure, character development, and theme. We will, of course, discuss and analyze the works thoroughly together in September.

Thomas Hardy: *The Mayor of Casterbridge*

Virginia Woolf: *To The Lighthouse*

Ian McEwan: *Atonement*

**TIPS FOR SUCCESS IN
ADVANCED PLACEMENT LITERATURE & COMPOSITION**

Look up unfamiliar vocabulary – If you don’t understand the vocabulary used in a work of literature, you are more likely to miss the essential meaning and the author’s purpose. Many words have multiple meanings/nuances of meaning, and understanding them will enrich your experience. Perhaps keep a running journal.

Look up allusions that are prerequisite to finding full value in an AP Literature curriculum: Familiarity with the references below will help you in your enjoyment and understanding of the literature we will study throughout the year. Give the following terms and tales a quick “google” if they seem “Greek” to you!

Biblical:

Creation of Adam and Eve (Genesis 2:1-24)

The Fall of Man (Genesis 2: 8, 22-25, 3)

Cain and Abel and the Mark of Cain (Genesis 4:1-26 and Genesis 5:1-32)

The Ten Commandments (Exodus 20:1-26; Deuteronomy 5:1-33)

Birth of Christ (The Three Magi) (Matthew 2:2-12)

Judas’ Betrayal of Jesus (New Testament) (Matthew 26: 14-16)

The Crucifixion of Christ (Matthew 27: 32-56)

Epics: Homer’s *Odyssey* and *Iliad* (ancient Greece), *Aeneid* (ancient Rome),
Gilgamesh (ancient Mesopotamia)

Mythological figures: Antigone Medea Oedipus Icarus
Medusa Prometheus Zeus Pygmalion

Thank you! Have a wonderful summer. We very much look forward to a wonderful year together.

JULY 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

ENGLISH 4 HONORS (1 page)

(read one book)

Jane Eyre by Charlotte Bronte

OR

Angela's Ashes by Frank McCourt

Rationale

Part of the human condition is personal growth. Growth often means that one struggles with a personal challenge often caused by circumstances outside of one's control. His or her perseverance is often associated with the transition between childhood and adulthood.

The summer reading selections are examples of coming of age literature. We will use your summer reading choice to instruct/review key elements to literary analysis. It is essential that you read thoroughly and take notes on essential elements of literary analysis.

Notes should be completed THOROUGHLY! Your job is to PROVE that you read the book by providing details.

Things you will need to understand upon your return to school:

1. **MLA Citation**: Be able to provide the correct MLA citation for the work you read. In the medium in which you read it. (print or electronic) **Reference this website for help: <https://owl.english.purdue.edu/owl/resource/747/01/>**
2. **Setting(s)**: Where and when significant action takes place. You should have multiple settings listed.
3. **Main Character(s)**: Make a list of the characters in the book. Describe each character using indirect characterization. To do this properly, focus on what the character says as well as his/her actions. What inferences could you make about the character based on this information? **Reference this website for help with in-text citations: <https://owl.english.purdue.edu/owl/resource/747/02/>.**
4. **Theme**: Hardships the protagonist endures, the impact of growing up within a dysfunctional environment, etc. Clearly identify the themes portrayed in the work and cite textual evidence to support.

Memorable Plot Points: As you read, take notes on the memorable points in the work. You should focus on what is significant in the book as well as what interests you as a reader.

ENGLISH 4 ACCELERATED (1 page)

(read one book)

Angela's Ashes by Frank McCourt

OR

Curious Incident of the Dog in the Nighttime by Mark Haddon

Rationale

Part of the human condition is personal growth. Growth often means that one struggles with a personal challenge often caused by circumstances outside of one's control. His or her perseverance is often associated with the transition between childhood and adulthood.

The summer reading selections are examples of coming of age literature. We will use your summer reading choice to instruct/review key elements to literary analysis. It is essential that you read thoroughly and take notes on essential elements of literary analysis.

Notes should be completed THOROUGHLY! Your job is to PROVE that you read the book by providing details.

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1. **MLA Citation**: Be able to provide the correct MLA citation for the work you read. In the medium in which you read it. (print or electronic) **Reference this website for help:** <https://owl.english.purdue.edu/owl/resource/747/01/>
2. **Setting(s)**: Where and when significant action takes place. You should have multiple settings listed.
3. **Main Character(s)**: Make a list of the characters in the book. Describe each character using indirect characterization. To do this properly, focus on what the character says as well as his/her actions. What inferences could you make about the character based on this information? (Reference this website for help with in-text citations: <https://owl.english.purdue.edu/owl/resource/747/02/>).
4. **Theme**: Hardships the protagonist endures, the impact of growing up within a dysfunctional environment, etc. Clearly identify the themes portrayed in the work and cite textual evidence to support.

Memorable Plot Points: As you read, take notes on the memorable points in the work. You should focus on what is significant in the book as well as what interests you as a reader.

ENGLISH 4 COLLEGE PREP (10 pages)

Eastern Camden County Regional School District is committed to helping students develop a lifelong love of reading and learning in order to prepare them for an increasingly competitive workforce. Research shows that students from schools that foster free-choice independent reading programs as part of their established curricula perform better on standardized testing and enjoy more success in degree programs and in careers. A free-choice independent summer reading program is an integral part of the English 4, CP instructional repertoire.

With that freedom comes responsibility. Our goal for the year in English 4, CP is to help students achieve “Mastery through Independence and Personal Responsibility”: mastery in school and mastery in life. When the school year begins, students will collaborate with teachers to develop a personalized curriculum within the grade 12 English curriculum that will help them develop reading, writing, speaking, and listening skills relevant to their next steps in life.

Summer reading is the first step: students **MUST** choose and read a book over the summer months: **any book**. Major categories are listed on the next page. Specific book recommendations are made on pages 3 - 8. All titles can be found through a link (page 3) to the Young Adult Library Services Association’s (YALSA) comprehensive website.

- Students are encouraged to look at many books and give careful consideration to choosing a book they will read and LOVE.
- Students must not choose titles that have been taught within the English 9-11 curriculum or as part of their curriculum in earlier grades. Student must pick a book they have not yet read.
- The list provided does not list number of pages, but a longer book that students love will be an effortless read, while a shorter book that does not capture students’ interest can be torturous.
- There will be graded activities and assessments during the first few weeks of school: a literature circle, a poster or diorama, and a brief analysis paper (written and revised in class; the focus will be on analysis, writing, revision, and presentation skills).
- Students will work together with teachers during the first few weeks of school to determine how their summer reading book will become part of their curriculum for the year.
- Finally, page 9 of this document contains a blank summer calendar so students can plan and track reading deadlines. **START reading EARLY in the summer. Books must be CAREFULLY read by the first day of school.**

**English 4 CP
Summer Reading Titles:**

Students are free to choose a book that reflects their reading levels and interests. The list below identifies major categories students can choose from and a link to the comprehensive website of the Young Adult Library Services Association (YALSA is a division of the American Library Association).

Categories

Fiction (any topic/genre)

Nonfiction (any topic/genre)

Graphic Novels

Poetry Anthologies and Collections

****Students may use print or digital copies of texts; however, print copies are encouraged when possible.**

Hyperlink to “YALSA’s Book Awards and Booklists”

<http://www.ala.org/yalsa/booklistsawards/booklistsbook>

This website is easy to navigate. In addition to award-category booklists of titles with special appeal to teen and young adult readers AND books specifically chosen for their appeal to “reluctant readers,” the website has the following specialized links:

1. Ethnic and Multicultural Information Exchange Round Table (EMIERT): administers the Coretta Scott King Award.
2. Gay, Lesbian, Bisexual, and Transgender Round Table (GLBTRT): administers the Rainbow List.
3. Feminist Task Force of the Social Responsibilities Round Table: administers the Amelia Bloomer Book List.

See pages 3 - 8 for a list of books. Entries are copied from the YALSA website. Students are expected to choose a book from this list; however, students may search the YALSA website for additional titles and email the teacher at spomerantz@eccrsd.us for approval of any titles not listed.

FICTION TITLES: “(RR)” designates titles recommended for “reluctant readers,” a category of high-interest, moderate reading level books.

Dear Martin by Nic Stone, Crown Books for Young Readers/ Penguin Random House. 2017. \$17.99. ISBN: 9781101939499. After Justyce is handcuffed when simply trying to help his girlfriend in a parking lot, he begins keeping a journal of sorts in honor of Dr. Martin Luther King, Jr. When a needless shooting takes the life of someone close to him, Justyce questions whether Martin's visions of peace are possible. (RR)

Goodbye Days by Jeff Zentner, Crown Books for Young Readers. 2017. Carver's three best friends are killed in a car accident soon after he sends the driver a text message, and grief and guilt take their toll. When the grandmother of one of his deceased friends asks for a “goodbye day,” Carver agrees, hoping for closure.

Heaven by Angela Johnson, published by Simon & Schuster Books for Young Readers. *You never know what's gonna come down -- in Heaven.* At fourteen, Marley knows she has Momma's hands and Pops's love for ice cream, that her brother doesn't get on her nerves too much, and that Uncle Jack is a big mystery. But Marley doesn't know all she thinks she does, because she doesn't know the truth. And when the truth comes down with the rain one stormy summer afternoon, it changes everything. It turns Momma and Pops into liars. It makes her brother a stranger and Uncle Jack an even bigger mystery. All of a sudden, Marley doesn't know who she is anymore and can only turn to the family she no longer trusts to find out.

The Hate U Give by Angie Thomas, published by Balzer + Bray, an imprint of HarperCollins Publishers. Starr Carter has learned to live in two worlds, managing her life as a prep-school student by day while returning each night to the low-income neighborhood she calls home. After witnessing the murder of her unarmed friend Khalil by a police officer, these two worlds collide, and Starr must decide what risks she is willing to take to pursue justice.

The Language of Thorns: Midnight Tales and Dangerous Magic by Leigh Bardugo, Illus. by Sara Kipin. Macmillan/Imprint. 2017. Traditional fairy tales are refreshingly twisted, re-created, and wrapped in gorgeous illustrations in this stand-alone collection of six short stories. The world-building will be familiar to Bardugo's fans, and readers new to her Grishaverse have the pleasure of knowing they can take further excursions into this world.

Long Way Down by Jason Reynolds, Simon & Schuster/Atheneum. 2017. Will's brother has been shot. In this free-verse novel, Will steps into an elevator ready to head downstairs and to follow the rules he's been taught and avenge his brother's death, when he encounters the ghosts of victims of a chain reaction caused by a shooting.

Malagash by Joey Comeau, published by ECW Press (9781770414075). Already grieving for her dying father, Sunday plans to release a computer virus that memorializes his words and laugh. But she begins to realize that to fully understand him, she needs to embrace his relationships with other family members.

Miles Morales: Spider-Man by Jason Reynolds, Marvel Press. 2017. \$17.99. ISBN: 9781484787489.

Meet Miles Morales, a half black, half Puerto Rican high school junior in Brooklyn, New York. Only his father and his best friend, Ganke, know the truth: Miles is Spider-Man. When his spidey-sense keeps going off during school, it may be time to suit up and take care of business. (RR)

Patina by Jason Reynolds, Atheneum/Caitlyn Dlouhy Book/ Simon & Schuster. 2017. \$16.99. ISBN: 9781481450188. Ghost, Patina, Sunny, and Lu are back on the track. This time, Patina narrates her story. Insight into her world shows the pressure she puts upon herself to come in first and to do everything she can for her family, because Patty "ain't no junk". (RR)

She Rides Shotgun by Jordan Harper, published by Ecco, a division of HarperCollins Publishers (9780062394408). Polly, an 11-year-old girl with “gunfighter eyes,” her teddy bear, and her estranged father suddenly find themselves struggling for survival in a world ruled by gangs. Fast-paced and thrilling, this will get even reluctant readers' hearts racing. (RR)

What Girls Are Made Of by Elana Arnold, Lerner/Carolrhoda Lab. 2017. Sixteen-year-old Nina experiences sex, betrayal, loss, and a dysfunctional home life, all while trying to understand what it means to be female in the world and whether love can ever be truly unconditional.

NONFICTION TITLES

42 Is Not Just a Number: The Odyssey of Jackie Robinson, American Hero by Doreen Rappaport, Candlewick. 2017. \$15.99. ISBN: 9780763676247. Outstanding athlete, exceptional courage AND restraint in the face of violent hatred, Jackie Robinson is a hero for all ages. (RR)

Game Changers: The Unsung Heroines of Sports History by Molly Schiot, 2016. 309p. Simon & Schuster, \$25.00 (978-1-5011-3709-9). Gr.7-up. Across sports, nations, and decades, these profiles call attention to celebrated and lesser-known women pioneers.

Radioactive!: How Irène Curie and Lise Meitner Revolutionized Science and Changed the World by Winifred Conkling, 2016. 227p. Workman Publishing/Algonquin Young Readers, \$17.95 (978-1-61620-415-0). Gr.7-up. While Irène Curie co-discovered artificial radioactivity and Lise Meitner co-discovered nuclear fission, both women and their significant scientific work were frequently challenged, undervalued, and disrespected by sexist institutions and individuals.

Trainwreck: The Women We Love to Hate, Mock, and Fear... and Why by Sady Doyle, 2016. 320p. Melville House, \$25.99 (978-1-61219-563-6). Gr.10-up. From Mary Wollstonecraft to Britney Spears, the sexist construction of the “trainwreck” frames Doyle’s examination of our expectations of women.

Vincent and Theo: The Van Gogh Brothers by Deborah Heiligman, published by Godwin Books/Henry Holt, an imprint of Macmillan Children's Publishing Group. The bond between brothers was never stronger. Drawing on their lifelong correspondence, Heiligman plumbs their journey from an ascetic upbringing in a Protestant parsonage to the auction houses of Europe as Theo develops business acumen, all the while supporting volatile Vincent's groundbreaking artistic endeavors both materially and emotionally. Their devotion to each other was so profound that there could have been no Vincent van Gogh without Theo.

The Whydah: A Pirate Ship Feared, Wrecked, and Found by Martin W. Sandler, published by Candlewick Press. Cinematic portrayals of the high seas can't touch the rollicking realities of life aboard the Eighteenth century ship, The Whydah. This transporting look at the peculiar society of the piratical brotherhood, peppered with first-hand accounts, has much to tell us about successful maritime strategies for maintaining a reign of terror, the Whydah's wreck and the house-to-house search it inspired, and the truths that artifacts recovered from its discovery off Cape Cod revealed about the golden age of piracy in the American colonies.

LGBTQ TITLES

Fiction

The Great American Whatever by Tim Federle, 2016. 278p. Simon & Schuster, \$17.99 (9781481404099). Grades 9+. After spending 6 months alone grieving over the loss of his sister, Quinn's best friend forces him out to a party where he meets and falls for the older and more experienced Amir.

True Letters from a Fictional Life by Kenneth Logan, 2016. 323p. HarperCollins Children's Books/HarperTeen, \$17.99 (9780062380258). Grades 9+. The real James Liddell is hidden inside his desk. His friends see his girlfriend, athleticism, and confidence as givens, but the letters inside tell another story.

Weird Girl and What's His Name by Meagan Brothers, 2015. 320p. Three Rooms Press, \$16.95 (9781941110270). Grades 9+. Lula and Rory have two things in common: their love for X-Files and the fact they don't fit in in their small town of Hawthorne, North Carolina. They share everything with one another, until Lula finds out Rory has a few secrets hidden up his sleeve, making Lula reconsider her sexuality and their friendship.

Without Annette by Jane B. Mason, 2016. 325p. Scholastic, \$18.99 (9780545819954). Grades 9+. Josie and her girlfriend Annette escape Annette's alcoholic mother and their small town, but suddenly closeted and excluded from Annette's new circle, the private boarding school in Connecticut is not what Josie thought it would be.

Nonfiction

LGBTQ+ Athletes Claim the Field: Striving for Equality by Kirstin Cronn-Mills and Alex Nelson, 2016. 103p. Lerner Publishing Group/Twenty First Century Books, \$34.65 (9781467780124). Grades 7+. The stories of LGBTQ+ athletes, past and present, who have struggled for inclusion in competitive sports.

Saving Alex: When I Was Fifteen I Told My Mormon Parents I Was Gay, and That's When My Nightmare Began by Alex Cooper, 2016. 248p. HarperCollins/HarperOne, \$24.99 (9780062374608). Grades 9+. Alex Cooper tells the true story of her time in an unlicensed conversion program and the fight to live openly gay in her conservative surroundings.

CORETTA SCOTT KING AWARD WINNER 2018

Piecing Me Together by Renée Watson, published by Bloomsbury Children's Books. An inspiring tale in which Watson pulls the reader into Jade's world by sharing Jade's love for the Spanish language and providing a different, yet necessary story of Black womanhood.

Renée Watson is an author, educator, and activist from Portland, Oregon, who now lives in New York City. Watson has taught creative writing and theater in public schools and community centers throughout the U.S. for over twenty years. She often focuses on the lived experiences of Black girls and women.

"Watson brings us a coming-of-age tale that eloquently explores the many facets of Jade, a brilliant and creative teen on the brink of young adulthood," said Coretta Scott King Book Awards Jury Chair Sam Bloom.

GRAPHIC NOVELS

American Born Chinese by Gene Luen Yang and Lark Pien, 2006. Roaring Brook Press/ First Second, paper, \$16.95. (978-1-59643-152-2). Three seemingly unrelated tales expose an unexpected connection to form a tale of self-acceptance and identity.

Black Panther, Book One: A Nation Under Our Feet by Ta-Nehisi Coates and Brian Stelfreeze, 2016. Illus. Marvel Comics. \$16.99. 9781302900533. A new era begins for the Black Panther! MacArthur Genius and National Book Award-winning writer T-Nehisi Coates takes the helm, confronting T'Challa with a dramatic upheaval in Wakanda that will make leading the African nation tougher than ever before. When a superhuman terrorist group that calls itself The People sparks a violent uprising, the land famed for its incredible technology and proud warrior traditions will be thrown into turmoil. If Wakanda is to survive, it must adapt--but can its monarch, one in a long line of Black Panthers, survive the necessary change? Heavy lies the head that wears the cowl!

El Deafo by Cece Bell, Amulet Books. 2014. Bell shares the story of a childhood illness (meningitis) that would render her deaf. She focuses on the struggles and insecurities of starting school and making friends.

The Zabime Sisters by *Aristophane*, Trans. by Matt Madden. First Second, 2010. \$16.99. 9781596436381. Experience the first day of summer vacation with three sisters on their island home of Guadelupe. On the first day of summer vacation, teenaged sisters M'Rose, Elle, and Céline step out into the tropical heat of their island home and continue their headlong tumble toward adulthood. Boys, schoolyard fights, petty thievery, and even illicit alcohol make for a heady mix, as The Zabime Sisters indulge in a little summertime freedom.

POEM COLLECTIONS/ANTHOLOGIES: Students must read the entire collection/anthology.

The 100 Best African American Poems by Nikki Giovanni

Poetry ISBN 9781402221118

This anthology, edited by award-winning poet Nikki Giovanni, contains more than one hundred poems by classic and contemporary African-American poets. Also included with the text is an audio CD with some selections of poetry read aloud.

Above the Dreamless Dead: World War I in Poetry and Comics by Chris Duffy

Nonfiction ISBN 9781626720657

A collection of World War I trench poetry and lyrics interpreted by modern cartoonists.

Electric Arches by Eve L. Ewing

Poetry ISBN 9781608468560

Wielding words and images like lasers, and bending genres to her will, Ewing's poetry and prose tells stories both personal and universal. With humor and gravitas, this collection spotlights the joy, cruelty, and struggle of life.

How I Discovered Poetry by Marilyn Nelson (The book, not her single poem by the same title!)

Nonfiction, Poetry, Memoir ISBN 9780147510051

Jazz by Walter Dean Myers

Poetry ISBN 9781430100171

Illustrations and rhyming text celebrate the roots of jazz music.

The Lightning Dreamer: Cuba's Greatest Abolitionist by Margarita Engle

Nonfiction, Poetry ISBN 9780547807430

Through her poetry, young Tula is liberated and inspired to become an abolitionist and feminist in nineteenth-century Cuba.

October Mourning: A Song for Matthew Shepard by Leslea Newman

Nonfiction, Poetry ISBN 9780763658076

Turn Me Loose: The Unghosting of Medgar Evers by Frank X. Walker

Poetry ISBN 9780820345413

The tragedy of Evers's death is revealed through poems in the voice of his widow, brother, the wives of his killer, and the killer himself.

Zombie Haiku: Good Poetry for Your...Brains by Ryan Mecum

Horror, Thriller ISBN 9781600610707

Zombie, Werewolves Things With Wings. Who knew zombies could be so poetic?

BIOGRAPHY

The Boy on the Wooden Box: How the Impossible Became Possible... on Schindler's List by Leon Leyson, Simon and Schuster/Atheneum. 2015. 231pp. ISBN: 978-1442497825. Ten-year-old Leon watched as the Nazis took over his hometown of Krakow. Forced with his family to move to the ghetto, they were ultimately saved – on Schindler's List.

Discovering Wes Moore by Wes Moore, Random House/Ember. 2013. 160pp. ISBN: 978-0385741682.

Wes Moore grew up in poverty, but through his supportive family and discipline learned in military school was able to graduate college and become a Rhodes Scholar. As an adult, he learns of another Wes Moore whose childhood resembled his, but who ended up serving a life sentence in prison.

The Distance Between Us: A Memoir by Reyna Grande, Simon and Schuster/Pocket Books/Washington Square Press. 2013. 325pp. ISBN: 978-1451661781. Reyna longs for her family to be reunited after her mother and father leave Mexico for the United States, but when she is finally able to join them, it is not the happy reunion she expects.

MENTAL HEALTH: INVISIBLE WOUNDS

Belzhar by Meg Wolitzer, Penguin/Speak. 2015. 266pp. ISBN: 978-0142426296. Jam Gallahue doesn't see herself ever moving forward after the death of her boyfriend, Reeve. Not knowing what else to do, her parents send her to a boarding school for traumatized teens. Can a journal assignment with a magical twist help her get her life back together, or will she end up spiraling even further downward?

Elena Vanishing by Elena and Claire Dunkle, Chronicle Books. 2016. 292pp. ISBN: 978-1452152141. Well-written and compelling, this title focuses on several mental illnesses including OCD, in addition to Anorexia. As a memoir, there is a depth and grit only found in personal accounts and does not gloss over how difficult it is to treat this illness.

The Last Time We Say Goodbye by Cynthia Hand, HarperCollins/HarperTeen. 2016. 390pp. ISBN: 978-0062318480. Many times, the wounds we cannot see are those left after a traumatizing incident, accident, or loss. Showcasing grief at its grittiest, this book explores loss, grief and guilt as an extension of invisible wounds.

STRANGER IN A STRANGE LAND

All Fall Down by Ally Carter, Scholastic. 2015. 310pp. ISBN: 9780545654807. Grace witnessed a horrific event and now is being shipped off overseas to live with her grandfather in the hopes of making Grace forget about the past.

Away Running by David Wright and Luc Bouchard, 2016. 297pp. ISBN: 978-1459810464. Matt, a privileged, white Canadian, and Free, an African-American high school student from Texas, travel to Paris and end up playing American football for the poor, immigrant suburb of Villeneuve.

The Fire Horse Girl by Kay Honeyman, Scholastic. 2016. 321pp. ISBN: 978-0545403115. Jade Moon knows she doesn't fit in as a Chinese girl in 1923 America. However, her zodiac sign is the Fire Horse, which makes her stubborn and creative enough to invent a new life.

The Notorious Pagan Jones by Nina Berry, Harlequin/Harlequin Teen. 2016. 400pp. ISBN: 978-0373211906. A fateful car accident turns film star Pagan Jones from America's Sweetheart into a notorious bad girl. She gets a chance to leave juvie and restart her career with a new film--with the catch that she has to go to West Berlin to film it.

Written in the Stars by Aisha Saeed, Penguin Books/Speak. 2016. 304pp. ISBN: 978-0147513939. Naila is the American daughter of Pakistani immigrants, and when they catch her breaking their rules, it's off on a family trip to Pakistan to turn Naila back to her parents' idea of a good Pakistani girl (and suitable bride).

CHILLERS AND THRILLERS

The Dogs by Allan Stratton, Sourcebooks/Sourcebooks Fire. 2015. 258pp. ISBN: 978-142621010. Cameron and his mom have been running from his psychotic father for years. When they move into a farmhouse in rural Illinois, Cameron starts seeing ghosts, often accompanied by the braying of dogs. As he digs deeper into the mystery surrounding the farmhouse, Cameron starts questioning the truth and his own sanity.

Ten by Gretchen McNeil, HarperCollins/Balzer & Bray. 2013. 294pp. ISBN: 978-0062118790. When Meg and Minnie plan a party (including boys) out on Henry Island, they don't plan on the presence of a killer. Inspired by Agatha's Christie's *And Then There Were None*. This story will leave readers guessing the killer's identity.

YOUR NAME: _____

DIRECTIONS:

Begin next year with 10 bonus points on September's 100-point summer reading discussion & project grade!

1. Write down the title of the book you think you MIGHT want to read over the summer here:
2. Mark your reading days on the calendar with the number of minutes you spent reading and put a + if you love the book, a – if you don't (p.s.---if you have 3 minuses, PLEASE change books!), and a ? if you are not sure whether or not you like it.

JULY 2019						
SUNDA Y	MONDA Y	TUESDA Y	WEDNESDA Y	THURSDA Y	FRIDA Y	SATURDA Y
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST 2019						
SUNDA Y	MONDA Y	TUESDA Y	WEDNESDA Y	THURSDA Y	FRIDA Y	SATURDA Y
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24

25	26	27	28	29	30	31
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