

Central Catholic High School

Summer Reading

2017



Summer Reading Packet

Central Catholic High School Summer Reading Program 2017

The goal of the Summer Reading Program at CCHS is to promote year-round learning and inspire an enjoyment of reading.

There are many questions surrounding the value of summer reading programs. Do they really improve kids' reading skills and increase their desire to read? Do they lead to higher student achievement? Answers to these questions can be found in educational research which for years has indicated that frequent and sustained reading throughout the summer maintains and promotes literacy skills. A landmark study performed in 1978 (The Heyns Study) backs up these claims. The study found that students who read books over the summer, regardless of their income group, gained more in reading achievement than those who did not. In fact, the study showed that students who did not read any over the summer saw their reading skills slip by as much as an entire grade level¹. It is research such as this that has driven the summer reading program at CCHS for the past 17 years.

Reading skills are built through many opportunities over time to read and discuss books, magazines, newspaper articles and even online materials. These opportunities take place both at school and at home. Because year-round learning is vital to students' reading achievement, CCHS recognizes that summer is an ideal time for students to read and maintain or even raise their reading skills. Summer reading is the perfect antidote to "summer learning loss".

It is our hope that with participating in the CCHS Summer Reading Program students will continue to gain skills in reading and will also return to school in the fall prepared to face new and exciting academic challenges.

For the 2017-2018 academic year, students entering grades seven through twelve are required to participate in the Summer Reading Program. The information included in this packet includes: grade level book lists and assessment procedures and instructions (Response to Reading Parts I and II).

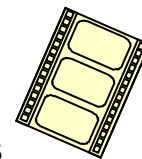
As parents you play an important role in your child's reading life. We appreciate your assistance in helping to support this wonderful program. If you have any questions regarding book lists, assessment procedures or if you have trouble locating a book, please do not hesitate to contact us. Questions can be directed to Gerrie Byrne (gbyrne@htdiocese.org) or Brittany Matte (bmatte@htdiocese.org).

¹ Heyns, Barbara. *Summer Learning and the Effect of Schooling*. New York: Academic Press, 1978.

Reading and Its Effects on Test Scores

Research has shown that students who read on a consistent basis score higher on standardized test scores than students who do not engage in daily reading. Reading outside of school for an average of twenty minutes per day can have a dramatic effect on a student's standardized test scores.²

Minutes Per Day Spent Reading Outside of School	Standardized Test Percentile Achieved
65 minutes	98 th percentile
21.1 minutes	90 th percentile
14.2 minutes	80 th percentile
9.6 minutes	70 th percentile
6.5 minutes	60 th percentile



Books versus Motion Pictures

Popular books are often times optioned for and turned into motion pictures, or movies. It is very tempting for students to “take the easy way out” and simply watch a movie version of a book instead of reading it. Many of the books listed on our Summer Reading list have been made into movies. Students are advised not to watch a movie version of a book prior to reading the original print version. Hollywood versions of books usually leave out key events, make changes that alter the sequence of plot events, make characterization changes and sometimes even leave out characters altogether. If anyone has ever read a book and then watched the movie version they know this to be true. In most cases, the book is said to be “much better than the movie”.

Response to Reading Part I, which consists of a multiple-choice test, is designed to verify that a student has read the original book and not simply watched the movie version. There are questions that can only be answered if a student has read the original book. If after reading the original version of the book a student chooses to watch the Hollywood movie version, this is acceptable. However, students are cautioned to keep in mind that the assessments in Response to Reading Parts I and II will be based on the print version of the book rather than the movie version and students should not confuse the two.

² Anderson, Richard C., Linda G. Fielding, and Paul T. Wilson. “Growth in Reading and How Children Spend Their Time Outside of School.” *Reading Research Quarterly* 23.3 (1988): 285-303. Print .

Important Reminder:

All students, regardless of College Prep or Honors status, will read ONE novel and complete ONE assessment for summer reading.

*High School Students should choose their novel from the appropriate College Prep or Honors list.

*Junior High Students may choose any novel from their upcoming grade level's list.

See Mrs. Matte if you have any questions

Summer Reading 2017- English 7

English 7 Summer Reading List:

Buddy by M.H. Herlong

Book Level: 3.9

Tyrone "Li'l T" Roberts meets Buddy when his family's car accidentally hits the stray dog on their way to church. Buddy turns out to be the dog Li'l T's always wished for--until Hurricane Katrina comes to New Orleans, and he must leave Buddy behind. After the storm, Li'l T and his father return home to find a community struggling to rebuild their lives--and Buddy gone. Li'l T refuses to give up his quest to find his best friend.

Swindle by Gordon Korman

Book Level: 4.9

After unscrupulous collector S. Wendell Palamino cons him out of a valuable baseball card, sixth-grader Griffin Bing puts together a band of misfits to break into Palomino's heavily guarded store and steal the card back, planning to use the money to finance his father's failing invention, the Smart Pick fruit picker.

Woods Runner by Gary Paulsen

Book Level: 5.5

From his 1776 Pennsylvania homestead, thirteen-year-old Samuel, who is a highly-skilled woodsman, sets out toward New York City to rescue his parents from the band of British soldiers and Native Americans who kidnapped them after slaughtering most of their community.

Dark Water Rising by Marian Hale

Book Level: 5.9

While salvaging and rebuilding in the aftermath of the Galveston flood of 1900, sixteen-year-old Seth proves himself in a way that his previous efforts never could, but he still must face his father man to man.

The Lion, The Witch, & The Wardrobe by C.S. Lewis

Book Level: 6.1

Four adventurous siblings—Peter, Susan, Edmund, and Lucy Pevensie—step through a wardrobe door and into the land of Narnia, a land frozen in eternal winter and enslaved by the power of the White Witch. But when almost all hope is lost, the return of the Great Lion, Aslan, signals a great change . . . and a great sacrifice.

A Night To Remember by Walter Lord

Book Level: 5.3 (NonFiction)

First published in 1955, *A Night to Remember* remains a completely riveting account of the *Titanic's* fatal collision and the behavior of the passengers and crew. Some sacrificed their lives, while others fought like animals for their own survival.

Summer Reading 2017-English 8

English 8 Summer Reading List:

Escaping into the Night by D. Dina Friedman

Book Level: 5.2

Thirteen-year-old Halina Rudowski narrowly escapes the Polish ghetto and flees to the forest, where she is taken in by an encampment of Jews trying to survive World War II.

My Side of the Mountain by Jean Craighead George

Book Level: 5.2

Written in the form of a diary, this story relates the days of a young boy in the Catskill Mountains.

Schooled by Gordon Korman

Book Level: 4.9

Cap lives in isolation with his grandmother, a former hippie, but when she falls from a tree and breaks her hip, Cap is sent to a foster home where he has his first experience in a public school.

Miss Spitfire: reaching Helen Keller by Sarah Miller

Book Level: 5.8 (Nonfiction)

At age twenty-one, partially blind, lonely but spirited Annie Sullivan travels from Massachusetts to Alabama to try and teach six-year-old Helen Keller, who has been deaf and blind since age two, self-discipline and communication skills. Includes historical notes and timeline.

Tangerine by Edward Bloor

Book Level: 4.3

Twelve-year-old Paul, who lives in the shadow of his football hero brother Erik, fights for the right to play soccer despite his near blindness and slowly begins to remember the incident that damaged his eyesight.

God's Smuggler by Brother Andrew with John & Elizabeth Sherrill

Book Level: NL (Nonfiction)

As a boy, Brother Andrew dreamed of being an undercover spy working behind enemy lines. As a man he found himself working undercover for God. His was a mission filled with danger, financed by faith, supported by miracles.

Summer Reading 2017-English I

English I College Prep Summer Reading List:

Anne Frank and Me by Cherie Bennett

Book Level: 4.2

After suffering a concussion while on a class trip to a Holocaust exhibit, Nicole finds herself living the life of a Jewish teenager in Paris during the Nazi occupation.

The Contender by Robert Lipsyte

Book Level: 4.5

After a successful start in a boxing career, a Harlem high school dropout decides that competing in the ring isn't enough of life and resolves to aim for different goals.

Heaven is For Real: a little boy's astounding story of his trip to Heaven and back by Todd Burpo

Book Level: 6.3 (Nonfiction)

Heaven Is for Real is the true story of the four-year old son of a small town Nebraska pastor who during emergency surgery slips from consciousness and enters heaven. He survives and begins talking about being able to look down and see the doctor operating and his dad praying in the waiting room. The family didn't know what to believe but soon the evidence was clear.

English I Honors Summer Reading List:

The Book Thief by Markus Zusak

Book Level: 4

It is 1939. Nazi Germany. Death has never been busier. Liesel Meminger is a foster girl living outside of Munich, who scratches out a meager existence for herself by stealing when she encounters something she can't resist—books. With the help of her accordion-playing foster father, she learns to read and shares her stolen books with her neighbors during bombing raids as well as with the Jewish man hidden in her basement.

Things Fall Apart by Chinua Achebe

Book Level: 5.9

Achebe's novel portrays the collision of African and European cultures in people's lives. Okonkwo, a great man in Igbo traditional society, cannot adapt to the profound changes brought about by British colonial rule. Yet, as in classic tragedy, Okonkwo's downfall results from his own character as well as from external forces.

The Uglies by Scott Westerfield

Book Level: 5.2

Just before their sixteenth birthdays, when they will be transformed into beauties whose only job is to have a great time, Tally's best friend runs away and Tally must find her and turn her in, or never become pretty at all.

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Catching Fire by Suzanne Collins (Hunger Games Trilogy, Book 2)

Book Level: 5.3

By winning the annual Hunger Games, District 12 tributes Katniss Everdeen and Peeta Mellark have secured a life of safety and plenty for themselves and their families, but because they won by defying the rules, they unwittingly become the faces of an impending rebellion

Summer Reading 2017-English II

English II College Prep Summer Reading List:

Slam! by Walter Dean Myers

Book Level: 4.5

Sixteen-year-old "Slam" Harris is counting on his noteworthy basketball talents to get him out of the inner city and give him a chance to succeed in life, but his coach sees things differently.

A Bend in the Road by Nicholas Sparks

Book Level: 5.3

North Carolina deputy sheriff Miles Ryan, heartbroken over his wife's death in a hit-and-run accident two years earlier, considers love again when he meets his son's second-grade schoolteacher, Sarah--but he soon finds that his wife's death was anything but an accident and danger is not far away.

Bleachers by John Grisham

Book Level: 5.2

When his old coach dies, high school football star Neely Crenshaw returns to his hometown after fifteen years, reunites with his former teammates, and struggles to resolve his mixed feelings about the man.

English II Honors Summer Reading List:

Getting Away With Murder: by Chris Crowe

Book Level: 7.1 (Nonfiction)

When fourteen-year-old Emmett Till was murdered for whistling at a white woman, the crime and its aftermath shocked the nation. This compelling, photo-illustrated text examines the case and its impact on the Civil Rights Movement.

The Chocolate War by Robert Cormier

Book Level: 5.4

A high school freshman discovers the devastating consequences of refusing to join in the school's annual fund raising drive and arousing the wrath of the school bullies.

In His Steps: by Charles Sheldon

Book Level: NL (Nonfiction)

In His Steps takes place in the railroad town of Raymond. The main character is the Rev. Henry Maxwell, pastor of the First Church of Raymond, who challenges his congregation to not do anything for a whole year without first asking: "What Would Jesus Do?"

This Thing Called the Future by J.L. Powers

Book Level: 4.5

Fourteen-year-old Khosi's mother wants her to get an education to break out of their South African shantytown, although she herself is wasting away from an untreated illness, while Khosi's grandmother, Gogo, seeks help from a traditional Zulu healer.

Summer Reading 2017- English III

English III College Prep Summer Reading List:

The Christopher Killer: a forensic mystery by Alane Ferguson

Book Level: 5.1

On the payroll as an assistant to her coroner father, seventeen-year-old Cameryn Mahoney uses her knowledge of forensic medicine to catch the killer of a friend while putting herself in terrible danger.

Iron Heart: The True Story of How I Came Back From the Dead by Brian Boyle

Book Level: 6.3 (Nonfiction)

The author details his tragic near-death automobile accident, painful recovery, and how he was able to bring his body back to a physical state able to compete in a triathlon in Kona, Hawaii.

Ender's Game by Orson Scott Card

Book Level: 5.5

In order to develop a secure defense against a hostile alien race's next attack, government agencies breed child geniuses and train them as soldiers. Is Ender the general Earth needs?

Sarah's Key by Tatiana de Rosnay

Book Level: 4.3

American journalist Julia Jarmond researches the brutal 1942 Nazi roundup in Paris and stumbles upon a connection between her family and one of the victims, which compels Julia to learn more about the girl's life.

Speak by Laurie Halse Anderson

Book Level: 4.5

A traumatic event near the end of the summer has a devastating effect on Melinda's freshman year in high school.

English III Honors Summer Reading List:

Remember Sara by C.S. Bills

Book Level: NL

Mt. Carmel Monastery, with its stone towers, seems more like a castle tour stop than a place Sara, high-powered cardiac surgeon recently suffering from a massive panic attack, might find healing. But its abbess/therapist is Sara's last hope. Can Mother Elizabeth dispel the darkness in Sara's mind? A promise of healing and love await her. If only Sara can remember...

Their Eyes Were Watching God by Zora Neale Hurston

Book Level: 5.6

This book is an American classic about a young black woman and her coming to an understanding about love and happiness.

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A Streetcar Named Desire by Tennessee Williams

Book Level: 9

It is a very short list of 20th-century American plays that continue to have the same power and impact as when they first appeared—57 years after its Broadway premiere, Tennessee Williams' *A Streetcar Named Desire* is one of those plays. The story famously recounts how the faded and promiscuous Blanche DuBois is pushed over the edge by her brutal brother-in-law, Stanley Kowalski.

Fahrenheit 451

Book Level: 10

Nowadays firemen start fires. Fireman Guy Montag loves to rush to a fire and watch books burn up. The system was simple. Everyone understood it. Books were burning, along with the houses in which they were hidden. Then he met a seventeen-year old girl who told him of a past when people were not afraid, and a professor who told him of a future in which people could think, and Guy Montag suddenly realized what he had to do!

The Last Lecture

Book Level: NL (Nonfiction)

When Randy Pausch, a computer science professor at Carnegie Mellon, was asked to give such a lecture, he didn't have to imagine it as his last, since he had recently been diagnosed with terminal cancer. But the lecture he gave—"Really Achieving Your Childhood Dreams"—wasn't about dying. It was about the importance of overcoming obstacles, of enabling the dreams of others, and of seizing every moment.

Summer Reading 2017- English IV

English IV College Prep Summer Reading List:

Lord of the Flies by William Golding

Book Level: 5.0

After a plane crash strands them on a tropical island while the rest of the world is ravaged by war, a group of British schoolboys' attempts to form a civilized society but descends into brutal anarchy.

Ruined: a novel by Paula Morris

Book Level: 6.0

Rebecca moves to New Orleans to stay with her aunt in a scary old house while her father is traveling, and while most kids at school treat her poorly, a mysterious girl named Lisette shows her the hidden nooks of the city and reveals shocking truths about Rebecca's own history.

Wintergirls by Laurie Halse Anderson

Book Level: 4.1

Eighteen-year-old Lia comes to terms with her best friend's death from anorexia as she struggles with the same disorder.

Kidnapped by Robert Louis Stevenson

Book Level: 5.6

A sixteen-year-old orphan is kidnapped by his villainous uncle, but later escapes and becomes involved in the struggle of the Scottish highlanders against English rule.

English IV Honors Summer Reading List:

Dracula by Bram Stoker (Unabridged)

Book Level: 6.6

An evil count in Transylvania leads an army of human vampires that prey on people.

The Shack by William P. Young

Book Level: NL

After Missy is abducted during a vacation and evidence of her murder shows up at a shack in the forests of Oregon, Mackenzie Philips, her father, receives a strange note inviting him to return to the scene of the tragedy where he wrestles with nightmarish religious questions.

The Hobbit by J.R.R. Tolkien

Book Level: 6.6

The adventures of the well-to-do hobbit, Bilbo Baggins, who lived happily in his comfortable home until a wandering wizard granted his wish.

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Jane Eyre by Charlotte Bronte

(Unabridged)

Book Level: 7.9

When a penniless governess falls in love with the brooding master of Thornfield, she is unaware of the tragic events that will follow.

We Are All The Same: A Story of A Boy's Courage And A Mother's Love by Jim Wooten

Book Level: NL (Nonfiction)

The extraordinary story of the little South African boy whose bravery and fierce determination to make a difference despite being born with AIDS has made him the human symbol of the world's fight against the disease, told by the veteran American journalist whose life he changed.

The Screwtape Letters by C.S. Lewis

Book Level: 9

This classic satire on human weakness features Screwtape, an elderly devil, who writes letters to his novice nephew Wormwood, instructing him on how to best tempt his "patient" (a wayward soul on earth) into the bosom of "our Lord below."

Response to Reading

Because students are required to participate in the Summer Reading Program, assessment is a necessary tool to validate and evaluate students' reading experiences. Summer reading counts as a major grade in a student's Reading or English class; therefore, it is important that all students complete the required reading and corresponding assessment activities.

Response to Reading is divided into two parts. Part I and Part II are described in detail below. Students are required to complete **both parts** of the Response to Reading in order to have the potential to earn the maximum amount of points allowed. Students who do not complete both parts of the Response to Reading could have their summer reading grade adversely affected since the assessment would be incomplete.

Response to Reading Part I: Multiple Choice Test

After choosing and reading the novel from the appropriate grade-level list, each student will complete a 10-question multiple choice test that corresponds to the book they read. The test is worth a total of 50 points.

Students will complete the test portion of the novel on the first full day of school during English class.

Response to Reading Part II: Project

This portion of the assessment process is designed to allow students to ***apply their knowledge of the book*** by completing a project. The student will choose the project they wish to complete.

The list of projects can be found on the following page. Each project will be graded on the following criteria: ability to follow directions, neatness/appearance, grammar and mechanics, knowledge of content.

The projects will be due on student **ORIENTATION DAY: August 7th (all grades)**. All activities are to be placed in a ***manila folder*** bearing the student's name. All written assignments must be typed and follow proper rules of grammar and English mechanics. Please no posters.

Response to Reading Part II: Project

The student must choose one project they wish to complete from the list below. The project is worth 50 points.

TASK	DESCRIPTION
Visual Representation	<p>Make a visual representation of a part of the book:</p> <ul style="list-style-type: none"> • Explain in writing what scene(s) is being depicted and why: • Writing must be a minimum of three paragraphs, 100 words each. • Examples of visual representation: diorama, comic strip, storyboard. • NO POSTERS!
Book Jacket	<p>Create a NEW and UNIQUE book jacket for the book you read.</p> <ul style="list-style-type: none"> • Cover: a creative illustration, title and author • Inside left flap: Synopsis of the book; minimum of 150 words, include information about the plot, setting and characters • Inside right flap: Biography of the author; minimum of 100 words • Back: A personal critique of the book; minimum of 100 words • NO POSTERS!
Newspaper	<p>Design the front page of a newspaper to reflect key events in the book.</p> <ul style="list-style-type: none"> • Create a name for your newspaper. • Include images. • Must include at least three different types of NEWS articles using information from the book. Each article must be 100 words in length. • Examples of news articles include: news events, conflict, obituaries, setting. • NO POSTERS!
Diary Entry	<p>Write three diary entries from the point of view of a main character.</p> <ul style="list-style-type: none"> • Minimum of 150 words per entry. • Each entry must show understanding of the character and include at least one important quote from the book. • Each entry must also have a picture (hand-drawn or computer generated) that relates to the entry. • Reference the page number of the quote within the entry. • Combine the diary entries in such a way that it resembles a real diary. A piece of paper with three entries is not sufficient. Create a "diary." • NO POSTERS!
Movie Ad	<p>Create a movie <i>advertisement</i>/poster for the book.</p> <ul style="list-style-type: none"> • The movie "poster" (although the size of a piece of paper) must be in color. Images can be computer-generated. • Include a critique of the book on the ad. This critique should be a short advertisement that encourages people to read the book. Maximum of 3 sentences • On a separate sheet of paper, in paragraph form, choose three characters from the book and explain their <i>importance to the story</i>. Include who you would "cast" to play them in the "movie" and explain why using their character traits as evidence. • Each paragraph should be minimum 100 words • NO POSTERS!

*****Both Response to Reading Part I and Part II must be completed for a student to gain credit. A student may not only complete Response to Reading Part II.**

***** Projects should be NO LARGER than 8x11 and NO SMALLER than 5x7!**

Response to Reading Part II: Project Rubric

<u>CATEGORY</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>POINTS EARNED</u>	<u>TOTAL POINTS</u>
Visual Component	Demonstrates superior knowledge of the novel	Adequately demonstrates knowledge of the novel	Mostly demonstrates knowledge of the novel	Somewhat demonstrates knowledge of the novel	Demonstrates little to no knowledge of the novel		x 2
Written Component	Provides an excellent explanation of the connection between the visual and the novel	Adequately explains the connection between the visual and the novel	Mostly explains the connection between the visual and the novel	Somewhat explains the connection between the visual and the novel	Does not explain the connection between the visual and the novel		x 2
Grammar/Mechanics	Almost no grammatical or mechanical errors; writer's meaning is clear	Some grammatical or mechanical errors, but the writer's meaning is clear	Some grammatical or mechanical errors that affect the writer's meaning	Many grammatical or mechanical errors that somewhat affect the writer's meaning	Numerous and distracting grammatical and mechanical errors		x 2
Following Directions	Project follows all given directions in a sufficient way	Project mostly follows given directions	Project somewhat follows given directions	Project follows few given directions	Project does not follow given directions		x 2
Visual Appearance	Project is visually appealing and neatly done.	Project is mostly visually appealing and neatly done.	Project is somewhat visually appealing and neatly done	Project is somewhat visually appealing, but not neatly done.	Project is not visually appealing and is not neatly done.		x 2
					<u>TOTAL POINTS:</u>		