

Central Catholic High School

8th - 12th grade

Summer Reading 2021



Summer Reading Packet

Central Catholic High School

8th - 12th grade

Summer Reading Program 2021.

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 19 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 2021-2022 academic year, students entering grades eighth through twelve are required to participate in the Summer Reading Program. The information in this packet includes: grade level book lists and assessment procedures and instructions.

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 Constance Wallace (cwallace@hdiocese.org).

¹Heyns, 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

²Anderson, 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 .

Books versus Motion Pictures

Popular books are oftentimes 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".

Program Requirements

All students, regardless of College Prep or Honors status, will read ONE novel from the appropriate grade level list and complete a reader's response journal. Students are to purchase a copy of the chosen book from the list.

Students, as you read, you are to annotate the text identifying important sections, quotes, and key passages. Write any questions you may have while reading in the margins. Circle any new vocabulary words. These annotations will assist in completing the reader's response journal as well as the project when you return to school.

A reader's response journal is similar to a diary; however, the information you include will be your reactions, feelings, and thoughts about the novel, rather than about your personal life. A reader's response journal allows you to keep track of parts of the novel you enjoyed, did not enjoy, or did not understand. You must adhere to the following when completing your response journal:

1. **Ninth through twelfth graders need at least 8 entries.** Prior to reading, choose the spots you will stop to make a journal entry. Spread them throughout the book. You may want to divide it by page numbers or by chapters. You decide; make sure you divide the book into at least 8 sections for your entries. **Eighth graders only need 6 entries.**
2. In the entry, you may write about anything that interests you such as a character, the setting, a conflict, etc.
3. There is no limit to the length of your entries; however, you must write a **minimum 5-7 sentence paragraph** for each entry. Keep in mind that these entries will assist you in book discussions and project assessment when you return to school. Take time to think carefully about what you are writing. Write complete, grammatically correct, organized responses. This means that you will have to explain your thoughts and opinions and provide support from the novel to support your response. It is also a good idea to cite the pages or chapters that correspond to your responses.
4. One of your responses should focus on how the character grows or changes over the course of the story. Use evidence to support your response.
5. The following are some possible response starters for your entries:

**My favorite character/s.... *The part I liked the best... *It was or was not fair when ... *I was surprised... *I don't really understand... *What impressed me was... *The author could have... *One thing that confused me... *When I finished reading, I thought... *I wonder about... *If I were the author...*

6. You may also choose to make up your own response starter. You may choose to use a quote

from the novel as your response starter.

7. Your journal entries must be neat and legible.
8. Do NOT summarize the chapters. A reader's response journal is YOUR REACTIONS to the reading.
9. Journals should be handwritten. Be sure to put your name and the date at the top of each entry.

Bring your novel and response journal on the first day of school. Journals will be collected the first day of school (August 6) by their reading teacher (grade 8) or English teacher (grades 9-12) and count as a **25 point minor grade**. Late journals will be accepted the next school day but will lose 5 points. The student will complete a Response to Reading Project in class the first week of school which will count as a **75 point major grade**. (Teachers will provide more information on the first day of class when they collect journals.)

Students failing to participate in the Summer Reading Program by reading a novel from the list and completing the Reader's Response Journal will report after school to read the novel and complete the necessary components for half credit.

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.

For the 2021-2022 school year, response to reading consists of the Reader's Response Journal completed during the summer while reading the novel and the project which will be completed in class.

Summer Reading - Reading 8

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.

Summer Reading - English I

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.

The Book Thief by Markus Zusak

Book Level: 4

It is 1939. 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.

Summer Reading - English II

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.

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.

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?"

Summer Reading - English III

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.

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.

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.

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!

Summer Reading - English IV

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.

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.

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.

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 Project Tasks

The student must choose one project they wish to complete from the list below. The project is worth a 75 point major grade. **These projects will be completed IN CLASS the first week of school.**

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 you believe this scene is significant • Writing must be a minimum of three paragraphs, 100 words each. • Examples of visual representation: diorama, comic strip, storyboard, paintings, sculptures • 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 <i>FOUR</i> 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 THREE entries, 150 words each • Each entry must show understanding of the character and include at least <i>one important quote</i> 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!

Response to Reading Project Rubric

(8th - 12th grade)

<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>
Image Depiction	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 4	
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 3	
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 4	
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>			

JOURNAL ENTRY TEMPLATE

Book Title: _____

Author: _____

Journal Entry # _____

Chapters/Pages: _____

Prompt: (see suggestions in the packet or create your own based upon character, plot, setting, etc. Your prompt is the main idea of your personal response below.)

Write a 5-7 sentence personal response to the section of the novel using your stated prompt.