

## **2009 SUMMER READING LIST: for entering students in GRADES 6-11**

### **--SUMMER READING '09 FACT LIST--**

- 1) AMSA's 2009 Summer Reading Program will focus on **pleasure reading**, where a broad field of excellent book options is offered, and where students are invited to make their own reading choices from this field. Selections (nearly 60 across all grade-levels) have been culled from multiple educational and child-development resources, and enjoyed input / approval of each member of the English department, the AMSA humanities department, and AMSA administrators.
- 2) Students will choose 2 books in grade six, 3 books in grade seven, and 4 books in grades 8-11: purpose is pleasure reading. For each book read in grades 6, 7, and 8, there will be a brief Fact / Review Sheet for students to fill out -- sample included. (\*Students entering grades 9, 10 and 11 will prepare one literary response to one of the books read. Prompts included below.)
- 3) Students enrolled in the **Grade 11 AP literature** course will participate in the **same summer reading program** as all other grade 11 students. (\*The AP Literature Course Book List is separate, and will be provided to AP Students by end May on teacher webpages, Edline, AMSA website, and hard copy.)
- 4) **Families may purchase summer books online, at their local bookstores, Amazon.com, obtain at local libraries, etc. Borders in Marlborough will stock most titles.**
- 5) The **AMSA LITERATURE Book List is separate from Summer Reading**. This list will be available in late May '09 via link in ED Updates and on the AMSA website. Hard copies will be provided to all students.
- 6) Families experiencing financial hardship are encouraged to apply to AMSA'S BOOK SCHOLARSHIP PROGRAM for summer reading or grade-level literature. Contact Ann Richards, Director of Operations at [a.richards@amsacs.org](mailto:a.richards@amsacs.org) for more information.



### SUMMER BOOK LIST –Students Entering Grade 6, 2009

Select two (2) book titles *of your choosing* from among ANY listed below:

FICTION:

- Bridge to Terabithia* / Patterson
- Maniac Magee* / Spinelli
- The Watsons Go To Birmingham* / Curtis
- Shiloh* / Naylor
- Sadaki and Thousand Paper Cranes* / Coerr

CLASSICS:

- The Red Pony* / Steinback

FANTASY:

- Ella Enchanted* / Levine
- The Boggart* / Cooper
- Mrs. Frisby and the Rats of NIMH* / O'Brien

NONFICTION:

- Pearl Harbor is Burning! A Story of WWII* / Kudlinski

SUMMER READING ASSIGNMENT: Fill out ONE Review Sheet for each book read.

#### *Sample* of Summer Reading Book Review

Student Name: \_\_\_\_\_ Grade Entering: \_\_\_\_\_

Book Title: \_\_\_\_\_ Author: \_\_\_\_\_

Genre: \_\_\_\_\_ Number of Pages: \_\_\_\_\_

Write a one-paragraph summary of the book:

\_\_\_\_\_

What did you like most about this book? Why?

\_\_\_\_\_

What did you like least about this book? Why?

\_\_\_\_\_

If you could ask the author one question, what would it be?

\_\_\_\_\_

To whom would you recommend this book and why?

\_\_\_\_\_

Of 5 stars, I give this book \_ stars. (one = lowest; five = highest)

Why did you give this book the star rating you gave it?

\_\_\_\_\_

Parent/Guardian Signature:

*My child has read the book listed above and completed the book review to the best of his/her ability.*

**SUMMER BOOK LIST –Students Entering Grade 7, 2009**

Select 3 book titles *of your choosing* from among ANY listed below:

FICTION:

*Tangerine* / Bloor

*Holes* / Sachar

*True Confessions of Charlotte Doyle* / Avi

*Lyddie* / Patterson

*Walk Two Moons* / Creech

CLASSICS:

*Where the Red Fern Grows* / Rawls

ADVENTURE:

*Call of the Wild* / London

FANTASY:

*The Hobbit* / Tolkien

*Tuck Everlasting* / Babbitt

SUMMER READING ASSIGNMENT: Fill out ONE Review Sheet *for each book read*.

*Sample* of Summer Reading Book Review

Student Name: \_\_\_\_\_ Grade Entering: \_\_\_\_\_

Book Title: \_\_\_\_\_ Author: \_\_\_\_\_

Genre: \_\_\_\_\_ Number of Pages: \_\_\_\_\_

Write a one-paragraph summary of the book:

\_\_\_\_\_

What did you like most about this book? Why?

\_\_\_\_\_

What did you like least about this book? Why?

\_\_\_\_\_

If you could ask the author one question, what would it be?

\_\_\_\_\_

To whom would you recommend this book and why?

\_\_\_\_\_

Of 5 stars, I give this book \_ stars. (one = lowest; five = highest)

Why did you give this book the star rating you gave it?

\_\_\_\_\_

Parent/Guardian Signature:

\_\_\_\_\_

*My child has read the book listed above and completed the book review to the best of his/her ability.*



## SUMMER BOOK LIST –Students Entering Grade 8, 2009

Select (4) book titles *of your choosing* from among ANY listed below:

*A Connecticut Yankee in King Arthur's Court* by Mark Twain

*A Day No Pigs Would Die* by Robert Newton Peck

*Animal Farm* by George Orwell

*Buried Onions* by Gary Soto

*House on Mango Street* by Sandra Cisneros

*The Good Earth* by Pearl S. Buck

*The House of the Scorpion* by Nancy Farmer

*The Metamorphosis* by Franz Kafka

Any historical fiction by G.A. Henty:

Appropriate historical titles for entering gr. 8: *The Dragon and the Raven*, *Beric the Briton*, *Wulf the Saxon*, *For the Temple*, *In Freedom's Cause*, *St. George for England*, *A Knight of the White Cross*, *At Agincourt*

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**SUMMER READING ASSIGNMENT:** Fill out ONE Review Sheet *for each book read*.

### *Sample* of Summer Reading Book Review

Student Name: \_\_\_\_\_ Grade Entering: \_\_\_\_\_

Book Title: \_\_\_\_\_ Author: \_\_\_\_\_

Genre: \_\_\_\_\_ Number of Pages: \_\_\_\_\_

Write a one-paragraph summary of the book:

\_\_\_\_\_

What did you like most about this book? Why?

\_\_\_\_\_

What did you like least about this book? Why?

\_\_\_\_\_

If you could ask the author one question, what would it be?

\_\_\_\_\_

To whom would you recommend this book and why?

\_\_\_\_\_

Of 5 stars, I give this book \_ stars. (one = lowest; five = highest)

Why did you give this book the star rating you gave it?

\_\_\_\_\_

Parent/Guardian Signature:

\_\_\_\_\_

*My child has read the book listed above and completed the book review to the best of his/her ability.*



## SUMMER BOOK LIST –Students Entering Grade 9, 2009

Select four (4) book titles *of your choosing* from among ANY listed below:  
**GRADE 9**

### FICTION

Don Quixote (Miguel de Cervantes)  
*The Pearl* (J. Steinbeck)  
*Night* (E. Weisel)  
*Dawn* (E. Weisel)  
*The Bean Trees* (Barbara Kingsolver)  
*Things Fall Apart* (Chinua Achebe)  
*A Tale of Two Cities* (C. Dickens)  
*The Mists of Avalon* (M. Bradley)  
*Fahrenheit 451* (R. Bradbury)  
*The Secret Life of Bees* (S. Kidd)

### DRAMA

*The Glass Menagerie* (T. Williams)  
*Our Town* (T. Wilder)  
*The Madwoman of Chaillot* (J. Giraudoux)  
*Othello* (William Shakespeare)

### NON-FICTION

*Hiroshima* (J. Hersey)  
*Travels with Charley* (J. Steinbeck)

**Summer Reading Assignment: Select ONE book which provides you with the best information to answer ONE of the following open response questions in a well-constructed five-paragraph composition.**

**WRITING PROMPT** Works of literature often feature characters with the ability to inspire or lead others. From a work of literature you have read in or out of school, select a character with the ability to inspire or lead others. In a well-developed composition, identify the character, describe how the character inspires or leads others, and explain why this character's ability is significant to the meaning of the work of literature.

**WRITING PROMPT** Heroism can mean different things to different people. Literature is full of characters that can be considered heroic. From a work of literature you have read in or out of school, select a character that, in your opinion, is heroic. In a well-developed composition, identify that character and explain why he or she is heroic.

**WRITING PROMPT** The protagonist is the main character in a work of literature who often changes in some important way by the end of the work. From a work of literature you have read in or out of school, select a protagonist who changes in some important way by the end of the work. In a well-developed composition, identify the protagonist, and explain why the protagonist changes in some important way by the end of the work.



## SUMMER BOOK LIST –Students Entering Grade 10, 2009

Select a minimum of four (4) book titles *of your choosing* from among ANY listed below: (exception: the two non-fiction are books we'll use as 'texts' that we hope students might obtain).

GRADE 10 NONFICTION: (encouraged for in-class use)

*Writing Down the Bones* – Natalie Goldberg

*On Writing* – Steven King

*From the following genres, please select at least four pieces for summer reading.*

FICTION

*Catch-22* – Joseph Heller

*Slaughterhouse Five* – Kurt Vonnegut

*Wuthering Heights* – Charlotte Bronte

*Ceremony* - Leslie Marmon Silko

*As I Lay Dying* – William Faulkner

*Bless Me Ultima* – Rudolfo Anaya

*Dr. Jekyll and Mr. Hyde* – Robert Louis Stevenson

*1984* – George Orwell

*Siddhartha* – Herman Hesse

DRAMA

*Romeo and Juliet* – William Shakespeare

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**Summer Reading Assignment: Select ONE book which provides you with the best information to answer ONE of the following open response questions in a well-constructed five-paragraph composition.**

**WRITING PROMPT** Works of literature often feature characters with the ability to inspire or lead others. From a work of literature you have read in or out of school, select a character with the ability to inspire or lead others. In a well-developed composition, identify the character, describe how the character inspires or leads others, and explain why this character's ability is significant to the meaning of the work of literature.

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**WRITING PROMPT** The protagonist is the main character in a work of literature who often changes in some important way by the end of the work. From a work of literature you have read in or out of school, select a protagonist who changes in some important way by the end of the work. In a well-developed composition, identify the protagonist, and explain why the protagonist changes in some important way by the end of the work.



## SUMMER BOOK LIST –Students Entering Grade 11, 2009

Select minimum of four (4) book titles *of your choosing* from among ANY listed below: (exception: the two non-fiction are books we'll use as 'texts' that we hope students might obtain).

NONFICTION (encouraged for in-class use)

*Writing Down the Bones* – Natalie Goldberg

*On Writing* – Steven King

FICTION -- Choose 4

*Wuthering Heights* – Charlotte Bronte

*Ceremony* - Leslie Marmon Silko

*As I Lay Dying* – William Faulkner

*Bless Me Ultima* – Rudolfo Anaya

*Native Son* – Richard Wright

*The Things They Carried* - Tim O'Brien

*Dr. Jekyll and Mr. Hyde* – Robert Louis Stevenson

*The Awakening* – Kate Chopin

*Love in the Time of Cholera* – Gabriel Garcia Marquez

*Oryx and Crake* – Margaret Atwood

DRAMA

*Arcadia* – Tom Stoppard

*Waiting for Godot* – Samuel Beckett

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**WRITING PROMPT** Heroism can mean different things to different people. Literature is full of characters that can be considered heroic. From a work of literature you have read in or out of school, select a character that, in your opinion, is heroic. In a well-developed composition, identify that character and explain why he or she is heroic.

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