

Covington Academy

Entering 7th -10th Grade Summer Reading List

- ✓ Students are required to read at least one book from the grade list they will be entering the 2017-2018 school year and complete the required assignment. All assignments will be due during the first week of school
- ✓ All Honors Literature students must also complete one additional book and assignment see list below.
- ✓ Each grade level is required to complete the book assignment next to the grade level above the required title listings.

7th Grade – (Please see the attached Written Book Report Form for 7th & 8th Grade Students)

The Lord of the Rings: Fellowship of the Ring- J.R.R. Tolkien

Rascal- Sterling North

The Call of the Wild – Jack London

Peak- Roland Smith

Chains- Laurie Halse Anderson

When You Reach Me- Rebecca Stead

A Tree Grows in Brooklyn- Betty Smith

Ungifted- Gordon Korman

8th Grade- (Please see the attached Written Book Report Form for 7th & 8th Grade Students)

The Strange Case of Dr. Jekyll and Mr. Hyde- Robert Louis Stevenson

Dragon's Gate- Laurence Yep

Calico Joe- John Grisham

Solider's Heart- Gary Paulsen

Red Badge of Courage – Stephen Crane

Pride and Prejudice- Jane Austen

On the Edge of the Sea of Darkness- Andrew Peterson

9th Grade- (Please see 5 Paragraph Essay, Book Report Guidelines)

Lord of the Flies- William Golding

The Glass Menagerie- Tennessee Williams

The Count of Monte Cristo- Alexandre Dumas

American Born Chinese- Gene Luen Yang

Fire – Kristen Cashore

The Secret Lives of Bees- Sue Monk Kidd

Much Ado about Nothing- William Shakespeare

Dauntless- Dina Sleiman

Girl from the Train- Irma Joubert

9th/10th Honors Literature (* select one additional novel to complete August 30, 2017)

Students may choose between the Character Analysis Assignment and the Book Critique Assignment to complete for one of the following books.

The Odyssey – Homer

Great Expectations – Charles Dickens

Night - Elie Weisel

Beloved – Toni Morrison

A Walk to Remember, Nicholas Sparks

1984, George Orwell

10th Grade- (Please see the 5 Paragraph Essay, Book Report Guidelines)

The Grapes of Wrath – John Steinbeck

The Stranger- Albert Camus

Wandering Warrior- Da Chen

Catch 22- Joseph Heller

October Sky- Homer Hickham

Fahrenheit 451- Ray Bradbury

Animal Farm – George Orwell

Truth Stained Lies- Terri Blackstock

Chateau of Secrets- Melanie Dobson

**Written Book Report Form-
Upcoming 7th & 8th Grade Students Guidelines**

- I. **Basic Information (paragraph 1)**
 - A. Title and author of book
 - B. Genre of book
 - C. Setting of book
 - 1. Place of story
 - 2. Time of story
- II. **Characters (paragraph 2)**
 - A. Major Character
 - 1. Description
 - a. Age
 - b. Personality
 - c. Appearance
 - 2. Other important "stuff"
 - a. Relationship to other characters
 - b. Role in the story
 - c. Background info that may add interest
 - B. Minor Characters (**paragraph 3**)
 - 1. Brief Descriptions
 - 2. Relationship to other characters
- III. **Plot (paragraphs 4,5,6+)**
 - A. Get the story started
 - 1. Begin the story
 - 2. What interesting things happened?
 - B. Problem/ Climax of the story
 - 1. Build up to the climax/problem
 - 2. How is the problem/climax solved
 - C. Conclusion
 - 1. Tie the loose ends together
 - 2. Tell how the story ends
- IV. **Your opinion (last paragraph)**
 - A. Express your opinion about the book
 - 1. support it with several good supporting sentences
 - B. Recommendation
 - 1. Audience—who would enjoy reading this?
 - 2. Reason—why would they enjoy it?

****Things to Remember****

- 1. Reports are to be either:
 - hand written neatly**, using **blue or black ink** on the **front side** of the paper and double spaced
 - Trim the edges of notebook paper.
 - OR**
 - TYPED**, Times New Roman, size 12 font, **double spaced**, 1-inch margins.
- 2. Did you complete the report on a required book from your summer reading list?
- 3. Did you **proofread** the final report?
- 4. Book reports are worth **100 points**.

Entering 9th - 10th Grade

Book Report Guidelines – 5 Paragraph Essay

Heading, Title, and General Format

Identify student, class, assignment, due date, and page number as illustrated in the grading paradigm below.. Put the last name and page number in the header function of your computer.. Create an original title, uniquely relevant to this essay (not the book's title). Center it on the page, not underlined, below the heading and above the first paragraph. Double space and use a legible 12-point font and one-inch margins throughout. Staple multiple pages together.

Introduction (first paragraph)

Begin with a catchy opening statement. Go on to identify the book's title (underlined or italicized), author, type of work (eg. historical novel, not "fictional novel" or just "book"—all novels are fictional, all novels are books), genre (look it up!), and major themes. Briefly introduce the main characters and describe the setting (time and place). If you wish, you may also mention other titles by the author and /or pertinent details of the author's background. The last sentence of the introduction **MUST** be a thesis statement that previews the ideas you will explore in paragraphs 2, 3, and 4. Be certain that there is a direct connection between this statement and the topic sentence of each of your three body paragraphs (below).

Synopsis (second paragraph)

Begin this paragraph with the book's main idea in a single topic sentence. Go on to present a complete but concise synopsis of the book in one paragraph. This is a brief sketch of what happens: the beginning, the middle, and the end. Think about the major conflict, the rising action, the climax of the story, and the resolution. Keep it brief.

Observations (third and fourth paragraphs)

In each of these two paragraphs, narrow the discussion to a significant topic. Begin each paragraph with a topic sentence that makes an observation about a particular aspect of the book: a character, a feature of the plot, an element of style, or a theme. Go on to support and expand upon your idea with specific examples, incidents, details, and at least one relevant quote from the book. Write in flowing sentences, weaving these elements from the book into your writing, not simply listing them. (Cite the page number for each quote used.) End each paragraph with a wrap-up sentence that ties your examples and details together in support of your topic sentence; show how they add up to your main point, what they have in common. The paragraph that makes the most important point should be the fourth one, right before your conclusion.

Conclusion (fifth paragraph)

Begin this paragraph with your reaction to this piece of literature, your response to it as a reader. Avoid writing, "I think," "I feel," "I believe," or "In my opinion," but do try to express how the work has affected you, deepened your understanding, alerted or enlightened you (or even a wider audience) in some way. Go on to integrate the themes of your three body paragraphs and your essay's unique title, revealing how they relate to one another. End with a thoughtful closing statement: a concluding remark for the whole report. This could be your most important evaluative point, an intriguing twist on your title, a fitting quote, or a compelling question.

Covington Academy
Entering 11th -12th Grade Summer Reading List

- ✓ Students are required to read at least one book from the grade list they will be entering the 2017-2018 school year and complete the required assignment. All assignments will be due during the first week of school
- ✓ All Honors Literature students must also complete one additional book and assignment see list below.
- ✓ Each grade level is required to complete the book assignment next to the grade level above the required title listings.

11th Grade (Please complete the attached Book Critique assignment based off your selected title)

The Last of the Mohicans- James Fenimore Cooper

Night- Elise Wiesel

The Great Gatsby- F. Scott Fitzgerald

Light in August- William Faulkner

The Ambassadors –Henry James

The Virginian- Owen Wister

The Sun Also Rises- Ernest Hemingway

Go Tell it on the Mountain- James Baldwin

The Confessions of Nat Turner- James Baldwin

Native Son- Richard Wright

The Jungle- Upton Sinclair

The Five Times I Met Myself- James L Rubart

Vendetta- Lisa Harris

12th Grade (Please complete the attached Book Critique assignment based off your selected title)

The Shadow Doctor, Adrian Plass

The Hawk and the Dove- Penelope Wilcock

A Yellow Raft in Blue Water- Michael Dorris

Sense and Sensibility- Jane Austen

Death of a Salesman- Arthur Miller

Return of the Native- Thomas Hardy

A Passage to India- E.M. Forster

Gulliver's Travels- Jonathan Swift

King Lear- William Shakespeare

The Joy Luck Club- Amy Tan

House of Sane and Fog- Andre Dubus

11th / 12th Honors Literature (* select one additional novel to complete August 30, 2017)

Students may choose between the Character Analysis Assignment and the Book Critique Assignment to complete for one of the following books.

The Narrative of the Life of Frederick Douglass - Frederick Douglass

The Color Purple, Alice Walker

Little Women, Louisa May Alcott

A Raisin in the Sun, Lorraine Hansberry

Heart of Darkness, Joseph Conrad

Wuthering Heights, Emily Bronte

Upcoming 11th & 12th Grade Students Book Critique

*Please complete based off your required summer reading novel.
All assignments are due during the first week of school.*

What You Need to Know

1. A book critique ***is*** a ***literary analysis*** of the book you have chosen;
2. A book critique ***is*** your opinion about what the author is communicating through the book and how he or she does so by using the literary elements you have learned about in English classes;
3. Therefore, a book critique ***does*** require you to address the literary elements of the novel, not just provide a plot summary.

What Else You Need to Know

1. A book critique is ***not*** a book summary or evaluation;
2. A book critique is ***not*** a book synopsis
3. A book critique is ***not*** simply your opinion of whether or not the book is good or bad;
4. A book critique is ***not*** what you find on the book jacket or Amazon.com or other book-selling website.

Your Critique Should Have . . .

1. **a title;**
2. **an introduction paragraph** that provides some type of background for your discussion of the book. This should include
 - a biographical note about the author (properly cited);
 - background information (again properly cited) of some kind related to the novel);
 - a summary of the action of the novel.You may use your previous research for this information (or even for some of the actual writing);
3. **a thesis** that makes a literary (aesthetic) statement about the book, focusing on a theme, narrative structure, and/or other literary element of the book;
4. properly structured **body paragraphs** with ample use of quotes and details from the book that reflect both the thesis stated and the literary elements which support this statement;
5. **a conclusion** that revisits your thesis and provides closure to your critique;
6. **in-text citations** and a **works cited page** as we have learned this semester providing the sources of the outside information in the introduction and body of your paper. You must cite your actual book with page references for quotes and an entry on the works cited page;
7. **Three pages** of text, Times New Roman, size 12, double spaced, with 1 inch margins, not including the works cited page.

Sample Thesis Statements

While S.E. Hinton's *The Outsiders* is ostensibly about gang violence in a Southwestern city, this realistic novel communicates the commonality of human experience despite class differences.

Through the small-town experiences of a young boy, Mark Twain satirizes the hypocritical conventions of rural American society in *The Adventures of Tom Sawyer*.

Using first-person narration and psychological realism in her novel *Speak*, Laurie Halse Anderson examines the issue of date rape to illustrate the importance of standing up and speaking out in the face of peer pressure.

Character Analysis: Assignment Description

A character analysis focusing on character traits examines the behavior of a character in a novel, play, short story, or other literary work. It identifies the essential traits of the person and looks for meaning in her/his portrayal. A convincing analysis supports those conclusions with detailed evidence of the character's actions, words, or thoughts, and/or evidence of what other characters say or think about him/her.

Assignment

Select a character from a literary work. In a paper, discuss the essential traits of the character in terms of personality, beliefs, actions, or appearance. Use those essential traits to draw some conclusions about the motives, values, and/or significance of the character. Support your analysis with evidence from the literary work.

Identify the audience to whom you will be writing. Use one of the suggestions below (or choose another option that is relevant for this assignment):

- A. a review for a student literary journal
- B. a recommendation to other AVID students of an interesting work they might like to read
- C. a fictional journal entry in which another character in the work comments on the character you've decided to analyze
- D. a three-part essay for AVID or an academic class

Using the spaces below, indicate your focus. Be as specific as possible.

Audience to whom you're writing: _____

Purpose for writing to this audience: _____

Form this paper will take: _____

Paper length: approximately 2–3 pages (depending on the form you've chosen); 12-point, legible font; double-spaced.

Due date: _____

Identifying Character Traits and Textual Evidence

- Using the list of character traits brainstormed in class, identify three specific traits that seem especially important about your character and that will help your reader understand him/her. Look for traits that are related to one another in some way. Write your traits in the boxes in the top row.
- Return to your story to find evidence in support of each trait. Quote, paraphrase, or summarize your evidence from the text and list the corresponding page numbers in the boxes below your traits.
- Looking at your traits and evidence, make some conclusions about why the traits are important. Consider what the traits say about your character's motives, values, and beliefs or how they are connected to the story's plot or theme.

TRAIT

TRAIT

TRAIT



TEXT EVIDENCE



TEXT EVIDENCE



TEXT EVIDENCE

CONCLUSION(S): Why these traits are important. Answers the "so what?" of these traits.

<p style="text-align: center;">Character Analysis: Rubric</p> <p style="text-align: center;">This rubric should give you ideas about writing and evaluating character analysis papers (with a focus on character traits).</p>				
<i>Very Effective</i>	<i>Effective</i>	<i>Somewhat Effective</i>	<i>Ineffective</i>	
<ul style="list-style-type: none"> has a thought-provoking thesis statement that establishes a clear position and previews or anticipates the coming analysis for the reader 	<ul style="list-style-type: none"> has a clearly defined thesis statement that establishes a position that needs to be proven 	<ul style="list-style-type: none"> has a general thesis statement that establishes some direction, but does not offer a clear and specific position 	<ul style="list-style-type: none"> lacks a valid thesis statement or advances a summary statement that is already understood and does not need to be proven 	
<ul style="list-style-type: none"> demonstrates an insightful selection of essential character traits in terms of personality, beliefs, actions, or appearance; may use other characters from the text to help establish the essential traits of the character under analysis 	<ul style="list-style-type: none"> identifies significant character traits in terms of personality, beliefs, actions, or appearance 	<ul style="list-style-type: none"> identifies some character traits in terms of personality, beliefs, actions, or appearance, but these may not be significant traits 	<ul style="list-style-type: none"> offers general or brief descriptions/examples of the character in terms of personality, beliefs, actions, or appearance, but does not identify significant traits 	
<ul style="list-style-type: none"> presents thoughtful and logical conclusions about the character's motives, values, and/or significance as they are connected to the traits 	<ul style="list-style-type: none"> presents valid conclusions about the character's motives, values, and/or significance as they are connected to the traits 	<ul style="list-style-type: none"> presents some reasonable conclusions about the character's motives, values, and/or significance as they are connected to the traits, but may also present some illogical and/or inaccurate conclusions 	<ul style="list-style-type: none"> includes inaccurate and/or contradictory conclusions as to the character's motives, values, and/or significance 	
<ul style="list-style-type: none"> thoughtful analysis of an abundance of well-selected textual evidence provides thorough support of all main ideas and proves the thesis 	<ul style="list-style-type: none"> accurate analysis of appropriate textual evidence provides adequate support for main ideas and proves the thesis 	<ul style="list-style-type: none"> attempted analysis of a few pieces of textual evidence somewhat supports ideas, but the quality and amount are not adequate to prove the thesis; some of the evidence selected may not support the intended point 	<ul style="list-style-type: none"> little to no textual evidence is used to support ideas; selected evidence does not support the intended point; may provide plot summary rather than analysis 	
<ul style="list-style-type: none"> logically organized, highly developed paragraphs skillfully blend textual evidence with analysis 	<ul style="list-style-type: none"> well organized, adequately developed paragraphs state evidence and offer analysis 	<ul style="list-style-type: none"> inconsistently organized paragraphs contain evidence and analysis that are disjointed 	<ul style="list-style-type: none"> poorly developed and inappropriately organized paragraphs lack evidence and/or analysis 	
<ul style="list-style-type: none"> mature and confident vocabulary generates reader appeal and persuasive voice 	<ul style="list-style-type: none"> varied and interesting vocabulary creates reader appeal and establishes some sense of a persuasive voice 	<ul style="list-style-type: none"> has workable, but not fully effective, vocabulary; does not maintain reader appeal and/or develop persuasive voice 	<ul style="list-style-type: none"> uses simplistic and/or incorrect vocabulary; fails to create reader appeal and develop persuasive voice 	
<ul style="list-style-type: none"> varied sentence structure and skillfully crafted phrases capture reader interest and accomplish a persuasive voice 	<ul style="list-style-type: none"> sound sentence structure and consciously crafted phrases heighten reader appeal and work to accomplish persuasive voice 	<ul style="list-style-type: none"> problematic sentence structure and carelessly crafted phrases diminish reader appeal and detract from persuasive voice 	<ul style="list-style-type: none"> problematic sentence structure and poorly crafted phrases fail to create reader appeal and develop persuasive voice 	
<ul style="list-style-type: none"> has few, if any, mechanical errors 	<ul style="list-style-type: none"> has some mechanical errors, but none that interfere with understanding 	<ul style="list-style-type: none"> has some mechanical errors that interfere with understanding 	<ul style="list-style-type: none"> has many mechanical errors that interfere with understanding 	

9th-12th Honors - Choice #2

Outline Structure for Literary Analysis Essay

- I. Catchy Title
- II. Paragraph 1: Introduction (Use HATMAT)
 - A. Hook
 - B. Author
 - C. Title
 - D. Main characters
 - E. A short summary
 - F. Thesis
- III. Paragraph 2: First Body Paragraph
 - A. Topic sentence (what this paragraph will discuss, how it will prove your thesis)
 - B. Context for the quote
 - 1. Who says it?
 - 2. What's happening in the text when they say it?
 - C. Quote from the text (cited appropriately)
 - D. Analysis of the quote: How does it prove your thesis?
 - E. Closing sentence (wrap up the paragraph to effectively transition to the next paragraph)
- IV. Paragraph 3: Second Body Paragraph
 - A. Topic sentence (what this paragraph will discuss, how it will prove your thesis)
 - B. Context for the quote
 - 1. Who says it?
 - 2. What's happening in the text when they say it?
 - C. Quote from the text (cited appropriately)
 - D. Analysis of the quote: How does it prove your thesis?
 - E. Closing sentence (wrap up the paragraph to effectively transition to the next paragraph)
- V. Paragraph 4: Third Body Paragraph
 - A. Topic sentence (what this paragraph will discuss, how it will prove your thesis)
 - B. Context for the quote
 - 1. Who says it?
 - 2. What's happening in the text when they say it?
 - C. Quote from the text (cited appropriately)
 - D. Analysis of the quote: How does it prove your thesis?
 - E. Closing sentence (wrap up the paragraph to effectively transition to the next paragraph)
- VI. Conclusion (You do not necessarily have to follow this order, but include the following):
 - A. Summarize your argument.
 - B. Extend the argument.
 - C. Show why the text is important.

Parts to a Great Essay

same as above, just worded differently

1. A Catchy Title

2. **Introduction:** the opening paragraph. The introduction should include the following:

- a. Hook, Author, Title, Main Characters, A Short Summary, Thesis
- b. Hook: The beginning sentences of the introduction that catch the reader's interest. Ways of beginning creatively include the following:
 - A startling fact or bit of information
 - A meaningful quotation (from the work or another source)
 - A rich, vivid description
 - An analogy or metaphor
- c. Introductions should identify the work of literature being discussed, name the author, and briefly present the issue that the body of your essay will more fully develop (your thesis). Basically, introductions suggest that something interesting is occurring in a particular work of literature.

3. **Body:** The body of your paper should logically and fully develop and support your thesis.

- a. Each body paragraph should focus on one main idea that supports your thesis statement.
- b. These paragraphs include:
 - i. **A topic sentence** – a topic sentence states the main point of a paragraph: it serves as a mini-thesis for the paragraph. You might think of it as a signpost for your readers—or a headline—something that alerts them to the most important, interpretive points in your essay. It might be helpful to think of a topic sentence as working in two directions simultaneously. It relates the paragraph to the essay's thesis, and thereby acts as a signpost for the argument of the paper as a whole, but it also defines the scope of the paragraph itself.
 - ii. **Context for the quote**
 1. Who says it? What is happening in the text when they say it?
 2. This prepares the reader for the quote by introducing the speaker, setting, and/or situation.
 - iii. **Quote/Concrete details** - a specific example from the work used to provide evidence for your topic sentence/support thesis.
 - iv. **Commentary** - your explanation and interpretation of the concrete detail. Commentary explains how the concrete detail proves the thesis.
 - v. **Clincher/Concluding Sentence** - last sentence of the body paragraph. It concludes the paragraph by tying the concrete details and commentary back to the major thesis.

4. **Conclusion:** the last paragraph where you are given one last chance to convince the reader of your argument and provide a sense of closure.
 - a. Summarize your argument AND extend your argument.
 - b. A sophisticated conclusion does not simply restate the thesis of the introduction or summarize the logic presented in the body of the essay. Your conclusion, most often, will try to suggest the broader significance of your discussion – why is it important?

In other words, suggest in your introduction that some literary phenomenon is occurring. In the body of your essay, use examples and fully developed logic to prove that the literary phenomenon takes place. Finally, in your conclusion suggest why such a phenomenon is significant.