

2008 Summer Reading Requirement
Bassick * Central * Harding

All students entering grades 9-12 will be required to read two books (three books if enrolled in Central Magnet) from a list of ten choices. The choices selected represent a range of reading levels, a mix of genres, and demonstrated high interest level for young adults. As you read the novels, take notes using the graphic organizer attached. Copies of the graphic organizer can also be downloaded from the Bridgeport Central Web Site: <http://www.bptcentral.org>.

You will be required to complete an in class book talk where you may use the notes from your graphic organizer the second week of school. These notes and your oral book talk will count as 10% of your first marking period grade.

Requirements: Read 2 books (3 if enrolled in Central Magnet). Take notes on the books read using the graphic organizer. Bring notes to class, as well as this sheet with your parent/guardian signature, to use with in-class book talk assessment.

Date Due: Week of August 25.

Name: _____ Date: _____
2007-2008 English Teacher: _____

My son/daughter has successfully completed the summer reading requirement:

signature)

(relationship to student)

2008 Book Choices (Available on reserve at local branch libraries):

An Island Like You. Stories of the Barrio. Cofer, Judith Ortiz

The Book Thief. Zusak, Markus.

Copper Sun. Draper, Sharon.

The Lightning Thief. Riordan, Rick.

The Rules of Survival. Werlin, Nancy.

In These Girls, Hope is a Muscle. Blais, Madeline.

Just Listen. Dessen, Sarah.

Three Cups of Tea. Mortenson, Greg and David Oliver Relin.

Twisted. Anderson, Laurie Halse.

Water For Elephants. Gruen, Sara.

NOTE: There are additional supplemental titles from the 2006-2007 reading lists that may be read by entering 9th grade students. These titles are on reserve at local branch libraries.

2008 Book Choices (Available on reserve at local branch libraries):

***An Island Like You. Stories of the Barrio.* Cofer, Judith Ortiz**

"Dating is not a concept adults in our barrio really get." The contemporary teenage voices are candid, funny, weary, and irreverent in these stories about immigrant kids caught between their Puerto Rican families and the pull and push of the American dream. Cofer depicts a diverse neighborhood that's warm, vital, and nurturing, and that can be hell if you don't fit in. Fiction. Struggling reader recommendation. 176 pages.

***The Book Thief.* Zusak, Markus.**

Death himself narrates the World War II-era story of Liesel Meminger from the time she is taken, at age nine, to live in Molching, Germany, with a foster family in a working-class neighborhood of tough kids, acid-tongued mothers, and loving fathers who earn their living by the work of their hands. The child arrives having just stolen her first book—although she has not yet learned how to read—and her foster father uses it, *The Gravediggers Handbook*, to lull her to sleep when she's roused by regular nightmares about her younger brother's death. Across the ensuing years of the late 1930s and into the 1940s, Liesel collects more stolen books as well as a peculiar set of friends: the boy Rudy, the Jewish refugee Max, the mayor's reclusive wife (who has a whole library from which she allows Liesel to steal), and especially her foster parents. Fiction. Grades 9-12. 576 pages.

***Copper Sun.* Draper, Sharon.**

Amari is a 15-year-old Ashanti girl who is happily anticipating her marriage to Besa. Then, slavers arrive in her village, slaughter her family, and shatter her world. Shacked, frightened, and despondent, she is led to the Cape Coast where she is branded and forced onto a boat of death for the infamous Middle Passage to the Carolinas. There, Percival Derby buys her as a gift for his son's 16th birthday. Trust and friendship develop between Amari and Polly, a white indentured servant, and when their mistress gives birth to a black baby, the teens try to cover up Mrs. Derby's transgression. However, Mr. Derby's brutal fury spurs them to escape toward the rumored freedom of Fort Mose, a Spanish colony in Florida. Although the narrative focuses alternately on Amari and Polly, the story is primarily Amari's, and her pain, hope, and determination are acute. As readers embrace Amari and Polly, they will better understand the impact of human exploitation and suffering throughout history. In addition, they will gain a deeper knowledge of slavery, indentured servitude, and 18th-century sanctuaries for runaway slaves. Fiction. Grades 9-12. 336 pages.

***The Lightning Thief.* Riordan, Rick.**

At first glance, Perseus Jackson seems like a loser (readers meet him at a boarding school for troubled youth), but he's really the son of Poseidon (a Greek god) and a mortal woman. As he discovers his heritage, he also loses that mother and falls into mortal danger. The gods (still very active in the 21st-century world) are about to go to war over a lost thunderbolt, so Percy and sidekicks Grover (a young satyr) and Annabeth (daughter of Athena) set out to retrieve it. Percy is an ADHD, wise-cracking, first-person narrator. Naturally, his real quest is for his own identity. Along the way, such topics as family,

trust, war, the environment, dreams, and perceptions are raised. Fiction. Grades 9-12. 392 pages.

***The Rules of Survival.* Werlin, Nancy.**

Living with an unpredictable, psychotic mother has taught Matthew how to survive. Constantly on alert, he and his sister, Callie, devotedly shelter their younger stepsister, Emmy, from their mother's abuse and worry about staying safe. Matt insists that "fear isn't actually a bad thing . . . It warns you to pay attention, because you're in danger. It tells you to do something, to act, to save yourself," but his terror is palpable in this haunting, powerful portrayal of domestic dysfunction, which is written in retrospect as a letter from Matt to Emmy. Fiction. Struggling Reader Recommendation. 259 pages.

***In These Girls, Hope is a Muscle.* Blais, Madeline.**

They were a talented team with a near-perfect record but a reputation for choking in the crunch of the state playoffs. Finally, after five straight years of disappointments, the Amherst Lady Hurricanes found they just might have what it took to go all the way. This is a fierce, funny, and intimate look into their minds and hearts during one very special season. A finalist for the [National Book Critics Circle Award](#) for nonfiction. Nonfiction. Grades 9-12. 266 pages.

***Just Listen.* Dessen, Sarah.**

Annabel Greene seemingly had everything: cool friends, close family, good grades, and a part-time modeling career in town. But it all came crashing down, and Annabel has spent the summer in shaky, self-imposed exile. She finds herself dreading the new school term and facing, well, everyone again. The last thing she wants to do is revisit old friendships while the losses are painful, the secrets behind the rifts are almost unbearable. Her solid family seems fragile, too. What happened to cause the stiff silences and palpable resentments between her two older sisters? Why is no one in her loving but determinedly cheerful family talking about her middle sister's eating disorder? Annabel's devastating secret is revealed in bits and snatches, as readers see her go to amazing lengths to avoid confrontation. Fiction. Grades 9-12. 400 pages.

***Three Cups of Tea.* Mortenson, Greg and David Oliver Relin.**

Anyone who despairs of the individual's power to change lives has to read the story of Greg Mortenson, a homeless mountaineer who, following a 1993 climb of Pakistan's treacherous K2, was inspired by a chance encounter with impoverished mountain villagers and promised to build them a school. Over the next decade he built fifty-five schools—especially for girls—that offer a balanced education in one of the most isolated and dangerous regions on earth. As it chronicles Mortenson's quest, which has brought him into conflict with both enraged Islamists and uncomprehending Americans, *Three Cups of Tea* combines adventure with a celebration of the humanitarian spirit. Non-Fiction. 368 pages.

***Twisted.* Anderson, Laurie Halse.**

Socially inept Tyler Miller thinks his senior year of high school is going to be a year like no other. After being sentenced to a summer of character building physical labor following a graffiti prank, his reputation at school receives a boost, as do his muscles. Enter super-popular Bethany Milbury, sister of his tormentor, Chip, and daughter of his father's boss. Tyler's newfound physique has attracted her interest and infuriated Chip, leading to ongoing conflicts at school. All too quickly, Tyler's life spirals out of control. In the wake of an incident at a wild party that Bethany has invited him to attend, he is left feeling completely isolated at school and alienated at home, a victim of twisted perception. Tyler must tackle the complex issues of integrity, personal responsibility, and identity on his own as he struggles to understand what it means to be a man. Fiction. Grades 9 and up. 272 pages.

***Water For Elephants.* Gruen, Sara.**

As a young man, Jacob Jankowski was tossed by fate onto a rickety train that was home to the Benzini Brothers Most Spectacular Show on Earth. It was the early part of the great Depression, and for Jacob, now ninety, the circus world he remembers was both his salvation and a living hell. A veterinary student just shy of a degree, he was put in charge of caring for the circus menagerie. It was there that he met Marlina, the beautiful equestrian star married to August, the charismatic but twisted animal trainer. And he met Rosie, an untrainable elephant who was the great gray hope for this third-rate traveling show. The bond that grew among this unlikely trio was one of love and trust, and, ultimately, it was their only hope for survival. Fiction. Grades 9 and up. 350 pages.

SUPPLEMENTAL TITLES THAT MAY BE READ BY ENTERING 9TH GRADE STUDENTS FROM 2006 AND 2007 READING LISTS:

***The Beckoners.* Mac, Carrie.**

***Blackbird House.* Hoffman, Alice.**

***The Body of Christopher Creed.* Plum-Ucci, Carol.**

***Chinese Cinderella.* Mah, Adeline Yen.**

***The Curious Incident Of The Dog In The Night-Time.* Haddon, Mark**

***Ender's Game.* Card, Orson Scott.**

***Keeper.* Peet, Mal.**

***The Kite Runner.* Hosseini, Khaled.**

***Left to Tell: Discovering God Amidst the Rwandan Holocaust.* Ilibagiza, Immaculee.**

***Malcom X: By Any Means Necessary.* Myers, Walter Dean.**

***The Memory Keeper's Daughter.* Edward, Kim.**

***Nothing to Lose.* Flinn, Alex.**

***Persepolis: The Story of A Childhood.* Satrapi, Marjane.**

***Parrot In The Oven: Mi Vida.* Martinex, Victor.**

***Separate But Not Equal.* Haskins, Jim.**

***Silent to the Bone.* Konigsburg, E. L.**

***So B. It.* Weeks, Sarah.**

***True Believer.* Wolff, Virginia Euwer.**

***You Don't Know Me.* Klaff, David.**

2008 Summer Reading Requirement Notes- Fiction

Name: _____ Date: _____

Title of Book Read: _____

Author: _____

Summarize:

1. Who is the most important character in the story? Why do you think so?

Analyze Plot and Conflict:

1. A summary mentions only the most important points in the work. List some of the key events in the story:

Conflict can occur between two characters, between a character and nature, between a character and society, between a character and fate, or between a character and himself or herself.

2. What is the central, or most important, conflict in the story?

3. How does the main character react to the central conflict?

4. What happens in the climax of the plot? How do the fortunes of the main character change? How is the conflict resolved?

Analyze the Main Idea and Message: The main idea of a work of fiction is the most important idea in it. It is the topic of the story, or what it is about. A story's message is its insight into life. The message is a statement of what the story means.

1. What is the story's implied message? What insights into life does the story offer?

Copy a passage from the book that made you think, or that you found funny, sad, or suspenseful. Include the page number where you found the quote. Explain why you selected the passage from the book. You will present a dramatic reading of the passage selected as part of your book talk the first week of school. (You may use a separate piece of paper).

Significance:

2007 Summer Reading Requirement Notes- Non-Fiction

Name: _____ Date: _____

Title of Book Read: _____

Author: _____

Understanding Author's Purpose and Audience:

1. What is the author's purpose for writing this book? For example did the author want to entertain, persuade, or inform? Who do you imagine is the intended audience for this book?

Analyze Author's Main Idea and Supporting Points:

2. A summary mentions only the most important points in the work. List some of the key details that provide support for the message, theme or main idea:

Make Real World Connections

3. How could you apply this information to your everyday life? Based on your experience does this information make sense? Why or why not? How does the author's experiences compare to your own?

Recognizing the Author's Values and Beliefs:

4. From the details in the book, what can you infer about the background of the writer? Does the author have any biases or use generalizations or stereotypes to support his or her main ideas?.

Copy a passage from the book that you felt was especially well written. It may be that the author's word choices or selection of details are help to convey a specific tone. Explain why you selected the passage from the book. You will present a dramatic reading of the passage selected as part of your book talk the first week of school. (You may use a separate piece of paper).

Significance:
