

Cornerstone Preparatory Academy
Summer Reading
2011-2012

Dear Parents and Students,

All secondary English students at Cornerstone Prep will be involved in our summer reading program, which is now part of our secondary English curriculum. At Cornerstone, the philosophy behind summer reading is two-fold. First, we want students to read and enjoy books. Second, as we strive to meet and exceed the Georgia Performance Standards and prepare our students for the rigors of college, summer reading gets students on the way to achieving these goals.

The books have been selected so that they are age appropriate and related to the English or history courses students will be taking. We have included both classic and contemporary young adult and adult novels.

For summer reading at Cornerstone, each grade level will have specific instructions for their books. There will be some journaling and some testing. ALL students will be asked to sign an honor statement that they have read each required book in its entirety. Completion of reading the book will count for 30% of the test grade on each book. **Parents, please take an active role in seeing that your child completes the reading and making sure that he/she is able to sign the honor statement.**

Students must complete the required reading by the first day of classes. Tests will be given on the books within the first week of classes. High School students who enroll after July 1 but before August 1 should have two books finished by the first day of class. They must make up the remaining book during the first month of school. Students who enroll after August 1 should have one book finished by the first day of school. They will have two months to complete the remaining books.

If you have questions about summer reading, please contact Mrs. Pat Burton, Academic Dean, by e-mail (pburton@cornerstoneprep.org).

Sincerely,

Cornerstone Prep Secondary English Department

Summer Reading List
Cornerstone Preparatory Academy
2010-2011

Entering 7th Grade:

Soul Surfer by Bethany Hamilton

Entering 8th Grade:

Soul Surfer by Bethany Hamilton

Entering 9th Grade:

Rachel's Tears by Beth Nimmo and Darrell Scott

The House on Mango Street by Sandra Cisneros

Entering 10th Grade:

Rachel's Tears by Beth Nimmo and Darrell Scott

Life of Pi by Yann Martel

Entering 11th Grade:

Rachel's Tears by Beth Nimmo and Darrell Scott

A Raisin in the Sun by Lorraine Hansberry

The Turn of the Screw by Henry James

*AP only: The Kite Runner by Khaled Hosseini

Entering 12th Grade:

Rachel's Tears by Beth Nimmo and Darrell Scott

The Importance of Being Earnest by Oscar Wilde

Lord of the Flies by William Golding

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Grade Level Instructions

Entering 7th Grade:

You will be writing a five paragraph essay in response to the book, answering the following question: Why do you think *YM* magazine called Bethany Hamilton the “Bravest Girl in America”? Please type your essay, using size 12 Times New Roman or Georgia font, and double space your essay, with no extra space between paragraphs.

Entering 8th Grade:

You will be writing a five paragraph essay in response to the book, answering the following question: How did this story affect you personally? What lessons are there to be applied in your life and in the lives of our Cornerstone Junior High students? Please type your essay using size 12 Times New Roman or Georgia font, and double space your essay with no extra space between paragraphs.

Entering 9th Grade:

You will be writing an essay and a response journal for your books. The essay and journal are due on the first day of classes and will be discussed during the first week of classes.

Rachel’s Tears: Write a five paragraph essay on the theme of Rachel’s personal relationship with God, as captured in this book. Remember to have a clear thesis and plenty of specific examples to support your thesis. Please include a paragraph about how reading this book impacted you.

Please type your essay using the standard MLA format. (MLA heading, double spacing and margins. If you are uncertain of the format, the MLA format is online.)

The House on Mango Street: Write a response journal to five passages as you read this book. The response journal is a double-entry note taking system that helps one read critically and encourages the habit of reflective questioning. The journal may be typed or handwritten neatly (blue or black ball point ink, one line cross-outs). The journal instructions and rubric are found on a separate page.

Entering 10th Grade:

Rachel’s Tears: Write a five paragraph essay on the theme of “relationships” in the book. You may write about Rachel’s relationships with her peers and her family. Include a paragraph about how what you have read might impact your relationships with your peers and family. Please type your essay using the standard MLA format. If you are uncertain of the correct format, please look it up online. This is due the first day of classes.

(continued on next page)

Life of Pi: this book will be discussed the first day of classes. You will have an essay test on the second day of classes.

Entering 11th Grade:

Rachel's Tears: Write a five paragraph essay on the theme of peer relationships. Explain Rachel's relationships with her peers, and evaluate your own peer relationships and lessons to be applied to our student body here at Cornerstone. Please type your essay using the standard MLA format. If you are unsure of MLA format, you can reference this online. This is due the first day of classes.

A Raisin in the Sun: Write a response journal to this play responding to 8 passages from the book. (See response journal instructions on separate page.)

The Turn of the Screw: Be prepared to take a test on this book during the first week of classes. You will review the story in class.

AP - The Kite Runner: Have the book read by your first class. We will discuss the book and you will write an essay on it - think about how the themes of this book relate to Rachel's Tears.

Entering 12th grade:

Rachel's Tears: Write a five paragraph essay on the "whys" of the Columbine tragedy. Explore how worldviews have impacted this tragedy and subsequent similar tragedies. Offer a well-thought-out solution and practical solution for the prevention of future school shootings. What measures can be taken by Cornerstone students?

Please type your essay using MLA format. This is due the first day of classes.

The Importance of Being Earnest: Write a response journal to 10 passages from this play. (See response journal instructions on separate page.)

Lord of the Flies: Be prepared to take a test on this book during the first week of classes. The story will be discussed in class prior to the test.

Response Journal Instructions

The response journal is double-entry note taking system. It helps one to read critically and encourage the habit of reflective questioning. It is a place to record and explore ideas using writing as a tool for learning.

Instructions:

1. If hand writing your journal, use a ruler to draw a line down the middle of your paper, making two columns. If typing, make a table with two columns.
2. The left column is used for notes – direct quotations or summaries from the reading. Always include the page number from the text.
3. The right column is used for interpreting and commenting on notes in the left column. Interpretation and personal reactions to the notes on the left go here. The comments on the right may include:
 - Commentary on literary elements, such as theme, imagery, author’s purpose, symbolism, diction (word choice), syntax (sentence structure), etc.
 - What the passage prompts in thinking or memory associations
 - Feelings toward the author’s words
 - Words or passages not understood
 - Words or passages that look important
 - Connections among passages or sections of the work

As you take notes in your journal, you should regularly reread the previous pages of notes and comments, drawing connections in a right-column summary before starting another page of the journal.

Response Journal Rubric:

A (90-100%)	Selects detailed, meaningful passages, with both plot and quote selections Includes thoughtful interpretation and commentary about the text Focuses on literary elements, such as theme, imagery, author’s purpose, symbolism, diction, and syntax Makes insightful personal connections and asks thought-provoking questions Involves coverage of text that is complete and thorough Is neat and organized Correct spelling and grammar
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B
(80-89%)

- Is less detailed, but good plot and quote selections
- Includes some intelligent commentary; addresses thematic connections
- Includes some literary elements, but does not completely address how they contribute to the meaning
- Includes some personal connections: asks pertinent questions
- Is neat and readable with mostly correct spelling and grammar

C/D
(70-79%)

- Includes few good details from the text
- Includes commentary that is vague, unsupported, or merely plot summary
- Includes some listing of literary elements: virtually no discussion of meaning
- Involves limited personal connections; asks few questions or asks obvious questions
- Is relatively neat with numerous spelling and grammatical errors

F

- Includes very few good details from the text
- Involves notes that are plot summary or paraphrases
- Includes few literary elements with virtually no discussion of meaning
- Involves limited personal connections and no good questions
- Is sloppy and disorganized with many spelling and grammatical errors

Response Journal Model: What NOT to do

<p>“What was worse, we asked among ourselves, to sit and wait for our own deaths with proper somber faces? Or to choose our own happiness? So we decided to hold parties and pretend each week had become the new year.”</p> <p>This quote is stated by Suyan Woo. During this time, there was war between Japan and China. These were bad times.</p>	<p>The author describes what was expected of the women of that time. Since times were hard women were especially supposed to look sad. This quote shows that the women know how to be happy in bad times. They were not like the rest of the people who were running around eating rats, etc.</p> <p>This reminds me of a time in my life when I didn't want to do my homework so I watched TV instead.</p>
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Response Journal Model: What TO do

From The Color of Water by James McBride

Ruth is the only white woman in church, which makes James wonder what color God is and which race He likes better. When he asks his mother what color God was, she replies: “Oh boy – God’s not black. He’s not white. He’s a spirit. . . God is the color of water. Water doesn’t have a color.” (50-51)

Ruth uses religion to help James see that race does not matter. James cannot understand why he looks black and his mother looks white. This blending of races confuses him greatly. In turn, he tries to put a label on God, inquiring if He is black or white, and not understanding that the spirit cannot be defined in such a cut and dry way.

By answering that God is the color of water, Ruth reminds James that people of different races believe in the same God, so He is not only one color. He is neutral and clear, and therefore is not correlated with one particular race. She wants James to understand that God does not prefer one race over another. Ruth raises James to focus on Christianity and spirituality, rather than focusing on the divisive issue of race.

This quote not only captures Ruth’s attitude towards race and spirituality, but it also references the title of the book. Even though James does not understand Ruth’s statement when he is younger, by using these words as the title of his book, it is clear that James eventually embraces these ideals about spirituality and God’s love toward all races.

