



St. Benedict's

PREPARATORY SCHOOL

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2017 Summer Reading Assignment

The St. Benedict Preparatory School's summer reading assignment is designed to reinforce the appreciation for reading, while also providing an opportunity for students to practice and strengthen their reading skills during the summer vacation.

Instructions for all students entering grades 7-8-9.

Incoming 7/8th graders are expected to read *The Giver* by Lois Lowry. All middle school students will be assessed on their understanding of their assigned novel through a comprehensive short-answer and multiple choice test, along with a guided essay during First Term.

*Incoming **freshmen** are assigned a specific title and summer reading assignment by Glenn Cassidy at **Freshman Orientation**.

Instructions for all students entering grades 10-12.

Students are required to read **ONE** work during summer vacation. The selection may be fiction, non-fiction, or classic fiction.

The assignment must be completed as follows:

For the book that the student selects, a **two-column journal assignment** must be completed over the summer and submitted to one of the Summer Reading Committee members on the first day of school. Instructions for this assignment appear at the end of this packet. Students may submit their work to the following committee members:

Mr. Justin Ross
Mr. Marc Riley
Mr. David Rodriguez
Mr. Joe Sokolewicz

Note to parents/guardians/students: these are suggested titles; students may opt to read a title other than those listed here. Students are encouraged to also consider books that are bestsellers, Pulitzer Prize winners, or that interest them.

We have included Lexile text measures for each of the works listed. The Lexile framework measures text complexity based upon sentence length and word frequency. A book receives a Lexile score that we can use to determine appropriateness for inclusion in our program. The recommended Lexile score range for grades 9 and 10

is **800-1000**. The recommended range for grades 11-12 is **1000-1250**. Our goal is to help parents facilitate a challenging and targeted reading experience. If parents are considering a work that is not on our list, they may find resources for determining the work's Lexile text measure at: <http://www.lexile.com>.

Note to students: books used in any St. Benedict's class during the academic year **do not** qualify for the Summer Reading Assignment. You will receive an F if you attempt to turn one in.

Non fiction

Title	Author	Lexile Level
Between the World and Me	Ta-Nehisi Coates	1100
Zeitoun	Dave Eggers	1180L
Fast Food Nation	Eric Schlosser	1240L
Chew on This: Everything you Don't Want to Know about Fast Food	Eric Schlosser and Charles Wilson	1110L
Steve Jobs	Walter Isaacson	1080L
Blood Done Sign My Name	Timothy Tyson	1240L
A Walk in the Woods	Bill Bryson	1210L
On Writing	Stephen King	1110L
Black Boy	Richard Wright	950L
This Boy's Life: A Memoir	Tobias Wolff	1060L
Messi: The Inside Story of a Boy Who Became a Legend	Luca Caioli	890L
Pep Guardiola: Another Way of Winning	Guillem Balague	910L
Ronaldo: The Obsession for Perfection	Luca Caioli	900L
The Ball is Round	David Goldblatt	960L
Souled Out? How Blacks are Winning and Losing in Sports	Shaun Powell	1150L
Bury my Heart at Wounded Knee	Dee Brown	1080L
Geronimo	Angie Debo	1040L
Billy the Kid	Robert Utley	1010L
The Game	Ken Dryden	940L
Do Hard Things: A Teenage Rebellion Against Low Expectations	Alex and Brett Harris	850L
Tipping Point: How Little Things Can Make a Big Difference	Malcolm Gladwell	1160L
Into the Wild	John Krakauer	1010L
Into Thin Air	John Krakauer	1010L

Fiction

Title	Author	Lexile Level
Never Let Me Go	Kazuo Ishiguro	1140L
The Absolutely True Diary of a Part-Time Indian	Sherman Alexie	600L
Reservation Blues	Sherman Alexie	670L
Fahrenheit 451	Ray Bradbury	890L
A Prayer for Owen Meany	John Irving	1050L
Johnny Got His Gun	Dalton Trumbo	970L

A Tree Grows in Brooklyn	Betty Smith	810L
The Curious Incident of the Dog in the Night-time	Mark Haddon	1180L
The Kite Runner	Khaled Hosseini	840L
The Temple of the Golden Pavilion	Yuko Mishima	1030L
The Book Thief	Markus Zusak	990L
Calico Joe	John Grisham	900L
This is How You Lose Her	Junot Diaz	1010L
The Brief Wondrous Life of Oscar Wao	Junot Diaz	1170L
Salvage the Bones	Jesmyn Ward	940L
The Lovely Bones	Alice Sebold	1010L
The Road	Cormac McCarthy	810L
No Country For Old Men	Cormac McCarthy	800L
The Poisonwood Bible	Barbara Kingsolver	960L
The Things They Carried	Tim O'Brien	880L
One Flew over the Cuckoo's Nest	Ken Kesey	1110L
The Shining	Stephen King	840L
The Handmaid's Tale	Margaret Atwood	750L

Classic Fiction

Title	Author	Lexile Level
The Catcher in the Rye	J.D. Salinger	790L
Welcome to the Monkey House	Kurt Vonnegut	810L
The Old Man and the Sea	Ernest Hemingway	940L
Slaughterhouse Five	Kurt Vonnegut	850L
For Whom the Bell Tolls	Ernest Hemingway	840L
Their Eyes Were Watching God	Zora Neale Hurston	1080L
Lord of the Flies	William Golding	810L
Candide	Francois Voltaire	1110L
The Glass Menagerie	Tennessee Williams	960L
The Old Man and the Sea	Ernest Hemingway	940L
Walden	Henry David Thoreau	1250L
All Quiet on the Western Front	Erich Maria Remarque	830L
Frankenstein	Mary Shelley	1040L
Crime and Punishment	Fyodor Dostoyevsky	990L
Great Expectations	Charles Dickens	1150L
Pride and Prejudice	Jane Austen	1060L
Moby Dick	Herman Melville	1230L
The Scarlet Letter	Nathaniel Hawthorne	1340L
The Raven and Other Short Stories	Edgar Allan Poe	1310L
Winesburg, Ohio	Sherwood Anderson	1050L
1984	George Orwell	1090L
Animal Farm	George Orwell	1170L
One Hundred Years of Solitude	Gabriel Garcia Marquez	1410L
Brave New World	Aldous Huxley	870L

Assembling the Two-Column Journal Assignment

Submit the following to one of the Summer Reading Committee members on the first day of school:

Part I: Cover Sheet

Print out and complete the cover sheet, below. Please note that teachers will not accept summer reading assignments without a completed cover sheet. The sheet is not complete without a parent or guardian's signature.

Part II: Summer Reading Selection

Refer to the lists above for details regarding the selection of a summer reading work. Bring a copy of your work to school.

Part III: Two-Column Journal

Students are to select ten (10) passages from their summer reading book of choice that interests, puzzles, or impacts them. For each passage or quotation, students are to select from one of the ten (10) entry prompts listed below and develop a response.

The purpose of the two-column journal is to record your interactions with the text as you progress through the book. It is a way of recording your responses, positive or negative, and to track your way through the story. It offers you, the reader, a chance to respond personally, to ask questions, wonder, predict, or reflect on the characters, events, literary elements, or language of a text. Don't summarize. Instead, record your textual observations.

Additional Instructions and Guidelines

- You may complete your journal on notebook paper (one side only), or on a computer. Work that appears rushed, sloppy, or incomplete will not be accepted and receive an F.
- Your journal must have two (2) columns. Divide the page in half. Title the column on the left: "Passages from the text." Title the column on the right: "Responses to the Text." (See "Example Two Column Journal Entry" and "Two Column Journal Layout," below.)
- Select passages that interest, puzzle, or impact you. Copy each passage word for word into the left column. Jot down the page number that indicates where the passage is located in the text.
- Show that you have read the entire book by responding to passages from the **entire** novel.
- Respond to the quote in the right column, using the prompts provided below.
- Required entry lengths are 5-7 sentences.

Entry Prompt Selections

There are ten entry prompt selections. Students must complete all ten prompts for selected work. The responses must be analytical and show a firm understanding of the work selected. The entry prompts are:

1. "The imagery reveals..."
2. "The setting gives the effect of..."
3. "The author seems to feel..."
4. "The tone of this part is..."
5. "The character(s) feel(s)..."
6. "This is ironic because..."
7. "The detail seems effective/out of place/important because..."
8. "An interesting word/phrase/sentence/though is..."
9. "Something I notice/appreciate/don't appreciate/wonder about is..."
10. "This reminds me of..."

Example Two Column Journal Entry

This is a sample two-column journal for the work *To Kill a Mockingbird*. Note how the passage is written in one column and the response is written in a second column. Note also how each passage and commentary share a common number. Remember to include the page number indicating where your selected passage may be located within the text.

Passage from the Text

1. "Then I saw the shadow. It was the shadow of a man with a hat on. At first I thought it was a tree, but there was no wind blowing, and tree-trunks never walked. The back porch was bathed in moonlight, and the shadow, crisp as toast, moved across the porch toward Jem."
(60)

Response to the Text

1. The imagery reveals Scout's sense of fear during the children's late-night excursion to Boo Radley's house. As Scout watches her brother Jem attempt to peek in a window, she is paralyzed by a shadow she at first thinks is a tree, but is actually a man wearing a hat. She identifies the mysterious shadow by the moonlight as it moves closer to Jem. The dark shadow and moonlight give the scene an eerie feeling. It can be inferred that this event foreshadows up-coming danger in the novel.

Cover Sheet

Complete this form and all assignment requirements. Attach this to the TWO-COLUMN JOURNAL as a cover sheet. All assignments are due to the Summer Reading Committee on the **first day** of school.

Note that the Parent/Guardian verification section **MUST** be complete to receive credit.

Parent/Guardian Verification

I verify that _____ completed his summer reading of
(Student's Name—Please Print)

(Title of work—Please Print)

Parent/Guardian signature: _____

Date: _____

Grade (UD1, UD2, SY): _____

SBP Academic Honor Code

Lying, cheating, and stealing are considered unacceptable violations of the Academic Honor Code and are subject to disciplinary action.

Lie: a false statement made with deliberate intent to deceive; an intentional untruth; a falsehood.

Cheat: to take an examination or test in a dishonest way, as by improper access to answers; to violate rules or regulations.

Steal: to take (the academic property or work of another or others) without permission or right, especially secretly or by force.

"I will not cheat. I will not lie. I will not steal. I will report anyone who does."