

Literature can play a powerful role in the life of a young adult. In the process of maturing, the adolescent interprets and defines the world through a series of intellectual, physical, social and emotional experiences to make sense of complex ideas, intense emotions, perplexing issues and conflicting values. Literature can vicariously provide valuable experiences for the youthful reader and offer safe opportunities from a distance for personal inquiry and reflection. Through the eyes and hearts of book characters and their predicaments, readers learn about themselves, face risks, encounter new ideas, solve problems, attain insight, examine values, explore emotions, affirm beliefs, broaden perspectives, and more. Young adult literature inspires, instructs, and entertains. It challenges readers to think and to learn, to dream and to imagine.

Literature for the young adult reflects the issues and problems of contemporary society and often addresses topics and ideas previously reserved for the adult reader. The subjects are usually serious and often controversial. Many novels present disturbing themes with candid language and sober realism. The stories engage the reader precisely because they are provocative, personally relevant, and brutally honest.

**Milford Board of Education
High School Summer Reading Requirements 2009**

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Milford Public Schools
High School Summer Reading Requirements 2009
Grades 9, 10, 11, 12

Introduction

It is widely recognized that, like all skills, we learn to read by reading. The purpose of summer reading is to stimulate and develop reading skills – skills that will help you become not only a good student but also a life-long learner. It is strongly recommended that as you read you keep a log or Reader Response Journal to keep the ideas, important details and your own reactions to the book fresh in your mind. Some guidelines and suggestions for keeping a journal appear at the end of this guide on page 14. When you return to school in September, there will be classroom activities and graded assignments based on the summer reading.

The following is a list of suggested titles for your 2009 summer reading. Some courses, however, have designated works that the teacher has determined are particularly relevant to the course of study you will be undertaking in September. Consult the table of contents which will refer you to the page containing your summer reading requirements. It is our hope that students will read many books over the summer and not limit themselves to the required titles.

You may obtain the books on this list and other books from the public library or local book stores. The titles on the list will be available through a cooperative effort with the school media centers, the Milford Public Library, Barnes and Noble in Milford, and Words to Grow On in Milford Center after the close of school in June

The selections listed here offer a wide variety of fiction and non-fiction to tempt you. Look over the list and get started on a rewarding and enjoyable summer of reading.

Summer Reading Grades 9 - 12

FICTION

Almond, David

Skellig

Michael, whose family is preoccupied with his ill baby sister, embarks on a new friendship with a girl named Mina and encounters a mysterious creature named Skellig--who may be a man, bird, or angel.

Caletti, Deb

The Fortunes of Indigo Skye

Eighteen-year-old Indigo is looking forward to becoming a full-time waitress after high school graduation, but her life is turned upside down by a large check given to her by a customer who appreciates that she cares enough to scold him about smoking.

Choldenko, Gennifer

Al Capone Does My Shirts

A twelve-year-old boy named Moose moves to Alcatraz Island in 1935 when guards' families were housed there, and has to contend with his extraordinary new environment in addition to life with his autistic sister.

Cooney, Caroline

Enter Three Witches

After her father is killed for being a traitor, fourteen-year-old Lady Mary, who is a ward of Lord and Lady Macbeth, is sent to the scullery, where she works as a maid and uncovers the couple's secret plans. Includes lines from Shakespeare's play.

Crutcher, Chris

Deadline

Given the medical diagnosis of one year to live, high school senior Ben Wolf decides to fulfill his greatest fantasies, ponders his life's purpose and legacy, and converses through dreams with a spiritual guide known as "Hey-Soos."

Draper, Sharon

Fire From the Rock

Sylvia Patterson's life suddenly changes with the integration of Little Rock's Central High in 1957 when she is selected to be one of the first black students to attend the previously all white school.

Godbersen, Anna

The Luxe

In 1899 Manhattan, the drowning of beautiful Elizabeth Holland, daughter of New York society's ruling family, brings to the surface the scandalous behavior of several teenagers of varying social class.

Going, K.L.

Saint Iggy

Iggy Corso, who lives in city public housing, is caught physically and spiritually between good and bad when he is kicked out of high school, goes searching for his missing mother, and causes his friend to get involved with the same dangerous drug dealer who deals to his parents.

Haddon, Mark

The Curious Incident of the Dog in the Nighttime

Despite his overwhelming fear of interacting with people, Christopher, a mathematically-gifted, autistic fifteen-year-old boy, decides to investigate the murder of a neighbor's dog and uncovers secret information about his mother.

Han, Jenny

Shug

Annemarie "Shug" Wilcox, facing junior high school, disgruntled with her appearance, and confused by changing relationships, decides there is nothing worse than being almost a teenager.

Horowitz, Anthony

Stormbreaker

After the death of the uncle who had been his guardian, fourteen-year-old Alex Rider is coerced to continue his uncle's dangerous work for Britain's intelligence agency, MI6.

Jinks, Catherine

Evil Genius

Child prodigy Cadel Piggot, an antisocial computer hacker, discovers his true identity when he enrolls as a first-year student at an advanced crime academy.

LeGuin, Ursula K. Powers

A tragedy sets Gavir, a young slave, on a dangerous road to freedom and dealing with the powers he has hitherto kept secret, including the ability to see flashes of the future.

Lisle, Janet Taylor Black Duck

Years afterwards, Ruben Hart tells the story of how, in 1929 Newport, Rhode Island, his family and his best friend's family were caught up in the violent competition among groups trying to control the local rum-smuggling trade.

Lockhart, E. The Disreputable History Of Frankie Landau-Banks

Frankie Landau-Banks attempts to take over a secret, all-male society at her exclusive prep school, and her antics with the group soon draw some unlikely attention and have unexpected consequences that could change her life forever.

Marchetta, Melina Jellicoe Road

Abandoned by her drug-addicted mother at the age of eleven, high school student Taylor Markham struggles with her identity and family history at a boarding school in Australia.

McVoy, Terra Elan Pure

Fifteen-year-old Tabitha and her four best friends all wear purity rings to symbolize their pledge to remain virgins until they marry, but when one admits that she has broken the pledge each girl must reexamine her faith, friendships, and what it means to be pure.

Mitchard, Jacquelyn All We Know of Heaven

Sixteen-year-old best friends Maureen and Bridget are in a terrible accident where Bridget dies and is incorrectly identified as Maureen; but when Maureen recovers, she must deal with the repercussions of the accident as well as the loss of her best friend.

Myers, Walter Dean. Sunrise Over Fallujah

Robin Perry, from Harlem, is sent to Iraq in 2003 as a member of the Civilian Affairs Battalion, and his time there profoundly changes him.

Price, Charlie Dead Connection

A loner who communes with the dead in the town cemetery hears the voice of a murdered cheerleader and tries to convince the adults that he knows what happened to her.

Prose, Francine Bullyville

After the death of his estranged father in the World Trade Center, thirteen-year-old Bart, still struggling with his feelings of guilt, sorrow and loss, wins a scholarship to the local preparatory school and there encounters a vicious bully whose cruelty compounds the aftermath of the tragedy.

Trueman, Terry Stuck in Neutral

Fourteen-year-old Shawn McDaniel, who suffers from severe cerebral palsy and cannot function, relates his perceptions of his life, his family, and his condition, especially as he believes his father is planning to kill him.

Werlin, Nancy The Rules of Survival

Seventeen-year-old Matthew recounts his attempts, starting at a young age, to free himself and his sisters from the grip of their emotionally and physically abusive mother.

Westerfield, Scott Extras

In an alternative civilization where the social status of each person is monitored and rated and anyone can drop from celebrity to nobody, fifteen-year-old Aya Fuse's popularity ranking is so low her only chance of moving up is to find a good story, so when she meets a group of girls who hide an explosive secret, Aya decides to expose the group and unknowingly put her own life in danger.

Wolff, Virginia Euwer *Make Lemonade*

Fourteen-year-old LaVaughn, trying to earn the money for college, takes a job caring for the two children of Jolly, a single teenage mom, and must find the courage to make the right decision for all of them after Jolly is fired.

Zevin, Gabrielle *Elsewhere*

After fifteen-year-old Liz Hall is hit by a taxi and killed, she finds herself in a place that is both like and unlike Earth, where she must adjust to her new status and figure out how to "live."

NON-FICTION

Albom, Mitch *Tuesdays with Morrie*

The author, an alumnus of Brandeis University, tells of his meetings with a former professor suffering from Lou Gehrig's disease and of the lessons he learned about life and death from his college mentor.

Lopez, Steve *The Soloist: A Lost Dream, an Unlikely Friendship, and the Redemptive Power of Music*

"Los Angeles Times" columnist Steve Lopez shares the story of his relationship with Nathaniel Ayers, a homeless violinist who captured his attention playing a two-stringed instrument on Skid Row, discussing his attempts to help Ayers—once a promising student at Juilliard—reclaim the life he was forced to give up following a mental breakdown.

Mortenson, Greg *Three Cups of Tea: One Man's Mission to Promote Peace—One School at a Time*

Greg Mortenson recounts the experiences he had while trying to help impoverished villages in Pakistan's Karakoram Himalaya build schools for their children.

Schlosser, Eric *Fast Food Nation*

Traces the history of the fast food industry and discusses how it arose in postwar America.

Ung, Loung *First They Killed My Father*

Loung Ung, one of seven children of a high-ranking government official in Phnom Penh, tells of her experiences after her family was forced to flee from Pol Pot's Khmer Rouge army, discussing her training as a child soldier in a work camp for orphans, and telling of how her surviving siblings were eventually reunited.

My Space Community *MySpace/OurPlanet: Change Is Possible*

Provides suggestions for simple things people can do to help the environment; and includes facts about climate change and real-life stories and comments from MySpace users.

Grade 9 Requirements

Students Entering Grade 9 at Foran

Level 1 English 1 (Eng. 210)

All grade 9 students enrolled in a Level 1 English class are required to read *A Long Way Gone: Memoirs of a Boy Soldier*, by Ishmael Beah, *Sleeping Freshmen Never Lie*, by David Lubar, and one additional book of their choice from the Summer Reading List.

Level 2 English 1 (Eng. 211)

All grade 9 students enrolled in a Level 2 English class are required to read *A Long Way Gone: Memoirs of a Boy Soldier*, by Ishmael Beah, and one other book of their choice from the Summer Reading List.

Level 3 English 1 (Eng. 212)

All grade 9 students enrolled in a Level 3 English class are required to read *Swallowing Stones*, by Joyce McDonald.

Reading for Success 1 (Eng. 213)

All grade 9 students enrolled in Reading for Success 1 are required to read *Killing Mr. Griffin*, by Lois Duncan.

Students Entering Grade 9 at Jonathan Law High School

Level 1 English 1 (Eng. 210)

All grade 9 students enrolled in a Level 1 English class are required to read *Summer of My German Soldier*, by Bette Green, *Whale Talk*, by Chris Crutcher and a third novel, either *Northern Light*, by Jennifer Donnelly, or *Sleeping Freshmen Never Lie*, by David Lubar.

Level 2 English 1 (Eng. 211)

All grade 9 students enrolled in a Level 2 English class must read two of the following books: *Notes from the Midnight Driver*, by Jordan Sonnenblick, *Stardust*, by Neil Gaiman or *Sleeping Freshmen Never Lie*, by David Lubar.

Level 3 English 1 (Eng. 212)

All grade 9 students enrolled in a Level 3 English class are required to *Notes from the Midnight Driver*, by Jordan Sonnenblick, or *Stardust*, by Neil Gaiman.

Reading for Success 1 (Eng. 213)

All grade 9 students enrolled in Reading for Success 1 are required to read either *Big Mouth, Ugly Girl*, by Joyce Carol Oates or *Notes from the Midnight Driver*, by Jordan Sonnenblick.

Grade 10 Requirements

Students Entering Grade 10 at Foran High School

Any book read in a previous English course or as a summer reading selection for a previous English course cannot be used to satisfy the current open choice summer reading requirement.

Level 1 English 2 (Eng. 220)

All grade 10 students enrolled in a Level 1 English class are required to read *Huckleberry Finn*, by Mark Twain, and two additional books of their choice from the Summer Reading List.

Level 2 English 2 (Eng. 221)

All grade 10 students enrolled in a Level 2 English class are required to read two books of their choice from the Summer Reading List.

Level 3 English 2 (Eng. 222)

All grade 10 students enrolled in a Level 3 English class are required to read one book of their choice from the Summer Reading List.

Reading for Success 2 (Eng. 224)

All grade 10 students enrolled in Reading for Success 2 are required to read one book of their choice from the Summer Reading List.

Students Entering Grade 10 at Jonathan Law

Any book read in a previous English course or as a summer reading selection for a previous English course cannot be used to satisfy the current open choice summer reading requirement.

Level 1 English 2 (Eng. 220)

All grade 10 students enrolled in a Level 1 English class are required to read *Huckleberry Finn*, by Mark Twain, *Black Boy*, by Richard Wright and one additional title from the Summer Reading List.

Level 2 English 2 (Eng. 221)

All grade 10 students enrolled in a Level 2 English class are required to read *Black Boy*, by Richard Wright, and one additional book of their choice from the Summer Reading List.

Level 3 English 2 (Eng. 222)

All grade 10 students enrolled in a Level 3 English class are required to read one book of their choice from the Summer Reading List.

Reading for Success 2 (Eng. 224)

All grade 10 students enrolled in Reading for Success 2 are required to read one book of their choice from the Summer Reading List.

Grades 11 and 12 Requirements

Any book read in a previous English course or as a summer reading selection for a previous English course cannot be used to satisfy the current open choice summer reading requirement.

Students Entering Grades 11 or 12 at Foran High School (except AP classes)

Introduction to Philosophy (Eng 252)

Students are required to read *The Life of Pi*, by Yann Martel, and two additional titles from either high school's AP Language/UConn Early College Experience reading list.

Level 2 Elective Courses

All students enrolled in Level 2 elective courses (**except Language and Literature students**) are required to read 2 titles of their choice from the Summer Reading List

Language and Literature (Eng. 231)

All students enrolled in Language and Literature are required to read *The Hobbit*, by J. R. R. Tolkien and one additional title of their choice from the Summer Reading List

Level 3 Courses

All students enrolled in Level 3 courses (**except English 3 students**) are required to read 1 title of their choice from the Summer Reading List.

English 3 (Eng. 253)

All students enrolled in English 3 (Eng 253) are required to read *Tuesdays With Morrie*, by Mitch Albom.

Students Entering Grade 11 or 12 at Jonathan High School (except AP classes)

Introduction to Philosophy (Eng 252)

Students are required to read *The Alchemist*, by Paulo Coelho, *The Life of Pi*, by Yann Martel, and one additional title from either high school's AP Language/UConn Early College Experience reading list.

Level 2 Elective Courses

All students enrolled in Level 2 elective courses (**except Language and Literature students**) are required to read 2 titles of their choice from the Summer Reading List

Language and Literature (Eng. 231)

All students enrolled in Language and Literature are required to read *Nineteen Minutes* by Jodi Picoult and one additional title of their choice from the summer reading list.

Level 3 Courses

All students enrolled in Level 3 courses (**except English 3 students**) are required to read 1 title of their choice from the Summer Reading List.

English 3 (Eng. 253)

All students enrolled in English 3 (Eng 253) are required to read required to read either *Nineteen Minutes* by Jodi Picoult or *After* by Francine Prose.

Advanced Placement Literature
Joseph A. Foran High School and Jonathan Law High School

Level 1 Advanced Placement Literature (Eng. 235)

Students are required to read *Lord of the Flies*, by William Golding, *Snow Falling on Cedars*, by David Guterson, and *How to Read Literature Like a Professor*, by Thomas C. Foster. Students are encouraged (but not required) to read additional books from the A.P. Literature Suggested Reading List below.

A. P. Literature Reading List

Free Choice Selections

- | | |
|---|--|
| Adams, Richard. <i>Watership Down</i> | McCullers, Carson. <i>The Heart is a Lonely Hunter</i> |
| Anaya, Rudolph. <i>Bless Me Ultima</i> | Malamud, Bernard. <i>The Natural</i> |
| Austen, Jane. <i>Pride and Prejudice.</i> | Miller, Arthur. <i>All My Sons</i> |
| Austen Jane. <i>Sense and Sensibility</i> | Miller, Walter. <i>A Canticle for Leibowitz</i> |
| Baker, Russell. <i>Growing Up</i> | Maugham, W. Somerset. <i>Of Human Bondage</i> |
| Bradbury, Ray. <i>Martian Chronicles</i> | O'Brien, Tim. <i>Going After Cacciato</i> |
| Bradbury, Ray. <i>Fahrenheit 451</i> | O'Brien, Tim. <i>In the Lake of the Woods</i> |
| Bradley, Marion Zimmer. <i>Mists of Avalon</i> | Paton, Alan. <i>Cry, the Beloved Country</i> |
| Bronte, Charlotte. <i>Jane Eyre</i> | Potok, Chaim. <i>My Name is Asher Lev</i> |
| Burns, Olive. <i>Cold Sassy Tree</i> | Quindlen, Anna. <i>Object Lessons</i> |
| Camus Albert. <i>The Stranger</i> | Renault, Mary. <i>The King Must Die</i> |
| Chopin, Kate. <i>The Awakening</i> | Shaw. George Bernard. <i>Arms and the Man also Pygmalion</i> |
| Conroy, Pat. <i>The Great Santini</i> | Shakespeare, William. <i>The Tempest</i> |
| Crichton, Michael. <i>The Great Train Robbery</i> | Shakespeare, William. <i>The Merchant of Venice</i> |
| Defoe, Daniel. <i>Moll Flanders</i> | Silko, Leslie. <i>Ceremony</i> |
| Defoe, Daniel. <i>Robinson Crusoe</i> | Smith, Betty. <i>A Tree Grows in Brooklyn</i> |
| Dickens, Charles. <i>Oliver Twist,</i> | Stoker, Bram. <i>Dracula</i> |
| Dickens, Charles. <i>A Tale of Two Cities</i> | Swift, Jonathan. <i>Gulliver's Travels</i> |
| Dreiser, Theodore. <i>Sister Carrie</i> | Tan, Amy. <i>The Bonesetter's Daughter</i> |
| Ellison, Ralph. <i>Invisible Man</i> | Tolkien, J. R. <i>The Hobbit</i> |
| Enger, Leif. <i>Peace Like a River</i> | Voltaire. <i>Candide</i> |
| Greene, Graham. <i>The Power and the Glory</i> | Wells, H. G. <i>The Time Machine</i> |
| Guest, Judith. <i>Ordinary People</i> | Wharton, Edith. <i>Ethan Frome</i> |
| Hammill, Pete. <i>Snow in August</i> | Wilde, Oscar. <i>The Picture of Dorian Gray</i> |
| Hardy, Thomas. <i>Jude the Obscure</i> | Williams, Tennessee. <i>Glass Menagerie</i> |
| Hesse, Herman. <i>Demian,</i> | Wilson, August. <i>Fences</i> |
| Hesse, Herman. <i>Siddhartha</i> | Woolf, Virginia. <i>To the Lighthouse</i> |
| Hurdy, Thomas. <i>Tess of the D'Urberville</i> | Vonnegut, Kurt. <i>Slaughterhouse Five</i> |
| James, P. D. <i>A Taste for Death</i> | Vonnegut, Kurt. <i>Breakfast of Champions</i> |
| Kosinski, Jerzy. <i>The Painted Bird</i> | |
| Knowles, John. <i>A Separate Peace</i> | |
| Krakauer, Jon. <i>Into the Wild</i> | |
| Lee, Chang-rae. <i>A Gesture Life</i> | |
| Levin, Ira. <i>The Boys from Brazil</i> | |
| Maclean, Norman. <i>A River Runs Through It</i> | |
| McBride, James. <i>The Color of Water</i> | |
| McCabe, Patrick. <i>The Butcher Boy</i> | |
| McCarthy, Cormac. <i>All the Pretty Horses</i> | |
| McCarthy, Cormac. <i>The Road</i> | |

Joseph A. Foran High School AP Language/UConn Early College Experience (Eng. 250)

Students are required to read four of the following selections, including the **one required** title, *In Cold Blood*, by Truman Capote. The other selections must include one non-fiction title, and at least two fictional works. Keeping a Reader Response Journal will help you to remember the work and your reactions to it. Some suggestions for keeping a journal appear at the end of this guide. **One or more formal pieces of writing based on the summer reading will be assigned in September.**

Fiction Selections

- Atkinson, Kate. *Case Histories A Novel*
Atwood, Margaret. *The Handmaid's Tale*
Atwood, Margaret. *Alias Grace*
Bronte, Charlotte. *Jane Eyre*
Brooks, Geraldine. *March*
Brown, Dan. *The DaVinci Code*
Brown, Rosellen. *Before and After*
Chopin, Kate. *The Awakening*
Courtenay, Bryce. *The Power of One*
Cunningham, Michael. *The Hours*
Doctorow, E. L. *Ragtime*
Dorris, Michael. *A Yellow Raft in Blue Water*
Edwards, Kim. *The Memory Keeper's Daughter*
Erdrich, Louise. *Love Medicine*
Erdrich, Louise. *Tracks*
Faulkner, William. *Light in August*
Frazier, Charles. *Cold Mountain*
Golden, Arthur. *Memoirs of a Geisha*
Grisham, John. *The Client*
Grisham, John. *The Chamber*
Grisham, John. *A Time to Kill*
Hardy, Thomas. *Tess of the D'Urbervilles*
Heller, Joseph. *Catch-22*
Hemingway, Ernest. *The Sun Also Rises*
Hosseini, Khaled. *The Kite Runner*
Irving John. *Cider House Rules*
Kennedy, William. *Ironweed*
Kesey, Ken. *One Flew Over the Cuckoo's Nest*
Kingsolver, Barbara. *The Poisoned Bible*
Kingsolver, Barbara. *Pigs in Heaven*
Lahiri, Jhumpa. *The Namesake*
Lee, Chang-rae. *Native Speaker*
Lee, Chang-rae. *A Gesture Life*
McCarthy, Cormac. *The Road*
McEwan, Ian. *Saturday*
Maguire, Robert. *Wicked*
O'Brien, Tim. *The Things They Carried*
Oates, Joyce Carol. *Because It is Bitter and Because It is My Heart*
Plath, Sylvia. *The Bell Jar*
Smiley, Jane. *A Thousand Acres*
Tan, Amy. *The Joy Luck Club*
Tan, Amy. *The Kitchen God's Wife*
Tan, Amy. *Bonesetter's Daughter*
Tolstoy, Leo. *Anna Karenina*
Turow, Scott. *Presumed Innocent*
Turow, Scott. *Ordinary Heroes*
Tyler, Anne. *The Accidental Tourist*
Updike, John. *Rabbit Run*
Vonnegut, Kurt. *Cat's Cradle*
Woolf, Virginia. *A Room of One's Own*
Wright, Richard. *Native Son*

Non Fiction selections on next page

Foran High School (Eng 250) Non-Fiction Selections

- Ali, Ayaan Hirsi. *Infidel*
- Alborn, Mitch. *Tuesdays with Morrie*
- Angelou, Maya. *I Know Why the Caged Bird Sings*
- Baldwin, James. *Notes of a Native Son*
- Berendt, John. *Midnight in the Garden of Good and Evil*
- Bissinger, H. G. *Friday Night Lights*
- Breslin Jimmy. *Short Sweet Dream of Edurando Guitierrez*
- Delany, Sarah and Elizabeth. *Having Our Say*
- Didion, Joan. *Slouching Towards Bethlehem*
- Dillard, Annie. *Pilgrim at Tinker Creek*
- Dillard, Annie. *The Writing Life*
- Dinesen, Isak. *Out of Africa*
- Fulghum, Robert. *All I Really Need to Know I Learned in Kindergarten*
- Friedman, Thomas. *The World is Flat*
- Hillenbrand, Laura. *Seabiscuit*
- Junger, Sebastian. *The Perfect Storm*
- Keysen, Sysanna. *Girl, Interrupted*
- Kingston, Maxine Hong. *The Woman Warrior: Memoirs of a Girlhood Among Ghosts*
- Krakauer, Jon. *Into Thin Air*
- Lindbergh, Anne Morrow. *Gift from the Sea*
- Malcolm X. *The Autobiography of Malcolm X*
- McBride, James. *The Color of Water*
- Nazario, Sohia. *Enrique's Journey*
- Nafisi, Azar. *Reading Lolita in Tehran*
- Nasar, Sylvia. *A Beautiful Mind*
- Quindlen, Anna. *Living Out Loud*
- Riverbend. *Baghdad Burning: Girl Blog from Iraq*
- Truss, Lynne. *Eats, Shoots and Leaves*
- Walls, Jeanette. *Glass Castle*
- Walker, Lou Ann. *A Loss for Words*

Jonathan Law High School

AP Language/UConn Early College Experience (Eng. 250)

Students are required to read four titles from this reading list. The selections must include two non-fiction titles and two fiction titles. **Do not read two titles by the same author.** Keeping a Reader Response Journal will help you remember the material and your reactions to it. Some suggestions for keeping a journal appear at the end of this guide. **One or more formal pieces of writing based on the summer reading will be assigned in September.**

Fiction Selections

Achebe, Chinua. *Things Fall Apart*
Austen, Jane. *Emma*
Austen, Jane. *Sense and Sensibility*
Bronte, Charlotte. *Jane Eyre*
Brown, Don. *Angels and Demons*
Brown, Don. *The Da Vinci Code*
Brown, Rosellen. *Before and After*
Chrichton, Michael. *Jurassic Park*
Christie, Agatha. *The Murder of Roger Ackroyd*
Clancy, Tom. *Patriot Games*
Cunningham, Michael. *The Hours*
Dorfman, Ariel. *Widows*
Edwards, Kim. *The Memory Keeper's Daughter*
Erdich, Louise. *Tracks*
Erdich, Louise. *Love Medicine*
Golden, Arthur. *Memoirs of a Geisha*
Grisham, John. *The Chamber*
Grisham, John. *The Client*
Grisham, John. *The Last Juror*
Grisham, John. *The Pelican Brief*
Hamilton, Jane. *The Book of Ruth*
Hardy, Thomas. *Tess of the D'Ubervilles*
Heller, Joseph. *Catch-22*
Hemingway, Ernest. *The Sun Also Rises*
Hosseini, Khaled. *The Kite Runner*
Hosseini, Khaled. *A Thousand Splendid Suns*

Irving, John. *A Prayer for Owen Meany*
Irving, John. *Cider House Rules*
Kesey, Ken. *One Flew Over the Cuckoo's Nest*
King, Stephen. *Different Seasons*
Kingsolver, Barbara. *The Poisonwood Bible*
Kinsella, W. P. *Shoeless Joe*
Letts, Billie. *Where the Heart Is*
Maguire, Robert. *Wicked*
Malamud, Bernard. *The Natural*
Morrison, Toni. *Beloved*
Perry, Anne. *Cardington Crescent*
Perry, Anne. *Bethlehem Road*
Picoult, Jodi. *My Sister's Keeper*
Picoult, Jodi. *Nineteen Minutes*
Smiley, Jane. *A Thousand Acres*
Steinbeck, John. *The Grapes of Wrath*
Tan, Amy. *The Joy Luck Club*
Tan, Amy. *The Kitchen God's Wife*
Turow, Scott. *Presumed Innocent*
Tyler, Anne. *The Accidental Tourist*
Tyler, Anne. *Dinner at the Homesick Restaurant*
Uris, Leon. *Exodus*
Uris, Leon. *Trinity*
Walker, Alice. *The Color Purple*
Wharton, Edith. *The Age of Innocence*
Wolitzer, Hilma. *Hearts*

Non fiction selections on next page

Jonathan Law High School
AP Language/UConn Early College Experience

Non-Fiction Selections (Eng 250)

- Albom, Mitch. *Tuesdays with Morrie: An Old Man, A Young Man and Life's Greatest Lesson*
- Baldwin, James. *Notes of a Native Son*
- Beah, Ishmael. *A Long Way Gone: Memoirs of a Boy Soldier*
- Beck, Martha Ann. *Transformation, Unconditional Love*
- Berendt, John. *Midnight in the Garden of Good and Evil*
- Bernard, Jacqueline. *Journey Toward Freedom: The Story of Sojourner Truth*
- Bissinger, H. G. *Friday Night Lights*
- Bryson, Bill. *Shakespeare: The World as Stage*
- Capote, Truman. *In Cold Blood*
- Delany, Sarah and Elizabeth. *Having Our Say*
- Didion, Joan. *Slouching Toward Bethlehem*
- Dillard, Annie. *Pilgrim at Tinker Creek*
- Dillard, Annie. *An American Childhood*
- Dillard, Annie. *The Writing Life*
- Dinesen, Isak. *Out of Africa*
- Duffy, Patricia Lynne. *Blue Cats and Chartreuse Kittens: How Synesthetes Color Their World*
- Gradner, Chris with Quincy Troupe. *The Pursuit of Happiness*
- Hellman, Lillian. *Pentimento*
- Hillenbrand, Laura. *Seabiscuit: An American Legend*
- Junger, Sebastian. *The Perfect Storm: A True Story of Men Against the Sea*
- Kaysen, Susanna. *Girl, Interrupted*
- King, Stephen. *On Writing*
- Kingston, Maxine Hong. *The Woman Warrior: Memoirs of a Girlhood Among Ghosts*
- Lindbergh, Anne Morrow. *Gift from the Sea*
- Morowitz, Harold J. *The Thermodynamics of Pizza: Essays on Science and Everyday Life*
- Mortensen, Greg. *Three Cups of Tea: One Man's Mission to Promote Peace...One School at a time*
- Nasar, Sylvia. *A Beautiful Mind*
- Quindlen, Anna. *Living Out Loud*
- Quindlen, Anna. *Loud and Clear*
- Quindlen, Anna. *Thinking Out Loud*
- Orwell, George. *Collected Essays, Journalism and Letters of George Orwell: In Front of Your Nose, 1945-1950, IV*
- Selzer, Richard. *Letters to a Young Doctor*
- Stoll, Clifford. *Silicon Snake Oil: Some Thoughts on the Information Highway*
- Truss, Lynn. *Eats, Shoots and Leaves*
- Turkle, Sherry. Editor. *Falling for Science: Objects in Mind*
- Willy, Eudora. *One Writer's Beginnings*
- Walker, Lou Ann. *A Loss for Words: The Story of Deafness in a Family*

The Academy Requirements

Students Entering Grade 9 and 10

Any book read in a previous English course or as a summer reading selection for a previous English course cannot be used to satisfy the current open choice summer reading requirement.

All grade 9 and 10 students are required to read one book of their choice.

Students Entering Grade 11 or 12

Any book read in a previous English course or as a summer reading selection for a previous English course cannot be used to satisfy the current open choice summer reading requirement.

All grade 11 and 12 students are required to read two books of their choice. One title should be from the Summer Reading List.

Reader Response Journal Guidelines

Response journals are an excellent means of interacting with works of fiction and non-fiction. A journal gives you an opportunity to react to what you are reading and become an active participant in the reading process. It is not intended for plot summaries. Comment on whatever strikes you as interesting, surprising, confusing, significant or memorable. You might like to quote a brief passage from the book and respond to it. It is always a good idea to reserve one entry for your comments on the work as a whole.

The following suggestions will give you some ideas about what to say in your journal.

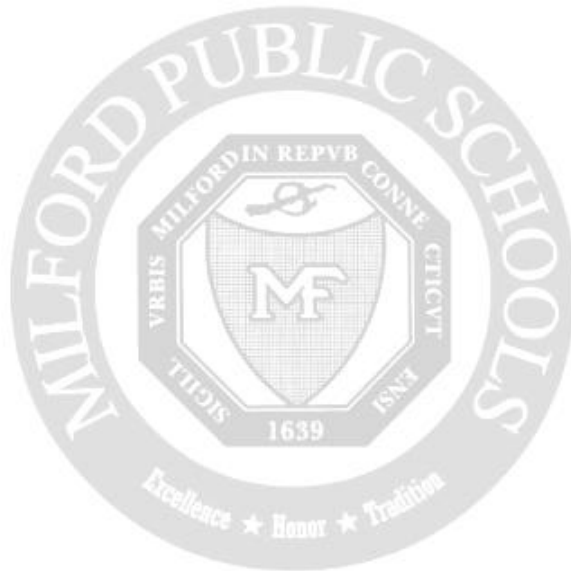
- This character reminds me of myself because...
- This character reminds me of somebody I know because...
- This scene makes me think about ... because ...
- This scene is particularly effective because...
- The ideas here remind me of ...
- What do I feel is the most important word, phrase, passage, or paragraph in this work? Why?
- Are there any parts of this work that were confusing? Which parts? Why were they confusing?
- Would I change the ending of this story in any way? Why would I change it? What would my ending be?
- The character I most admire is ... because ...
- I never would have guessed that...

Here are some questions to think about for the final entry:

- What did you like about the book? Why?
- What impressed you?
- Is there a valuable lesson or idea contained in the work?
- What new insight did the work provide for you?

Some Guidelines for Journals for Summer Reading

- Use a notebook or folder.
- Date each entry. Next to the date, write the title of the work.
- Begin each entry with a brief explanation of the "trigger" from the reading. It may be a phrase, an idea, a character, an ironic or familiar situation, a humorous comment, an objectionable remark, a description, an intriguing question, an effective scene or image, etc. You might start with a brief quotation from the work and respond to it.
- Work for depth rather than scope. Responses need not encompass the entire work, or even a chapter or scene.
- Let your ideas, thoughts, opinions, feelings, reactions and insights surface.
- Since the journal is a document to help you remember the work and your reactions, don't worry about mechanics.



Coordinators for Americans with Disabilities Act

Please be advised that questions, concerns or complaints regarding possible discrimination under the American Disabilities Act (ADA) should be made in person or in writing to the following:

Regarding Facilities:

Philip G. Russell, Director of Management Services
783-3405

Regarding Employment:

Wendy Kopazna, Director of Personnel
783-3403

Regarding Programs:

Susan Kelleher -- Director of Pupil Personnel Services
783-3411

Any person needing special assistance or having a complaint under the ADA should contact the appropriate building principal or one of the coordinators listed above, which is in compliance with Board of Education policies 4118.142 and 4218.142