



The English Department strongly recommends, but does not require \*(see exceptions below), that every student read the books suggested for his/her upcoming class. This is an adjustment, not a deletion, of former guidelines. All of the books will be studied in the classroom, so reading those books during the summer simply provides the opportunity to make such study more productive than it otherwise would be. It is hoped that the following will make summer reading appear so valuable that every student will be prompted to read all of the recommended books. Recommending rather than requiring reading provides each student the opportunity to develop the capacity for self-direction toward that which is deemed valuable. Following are good reasons to read during the summer:

1. It has long been established that reading good writing is a significant factor in the development of a student’s writing skill, both in vocabulary expansion as well as in rhetorical patterns and syntactical style. We all learn from good models.
2. Additionally, reading during the summer will keep comprehension skills sharp by exercising them. Though practice does not always result in perfection, it is true, nonetheless, that practice improves and strengthens a skill.
3. Reading is not only informative but also enjoyable—if one practices, practice being essential, of course, to the strengthening of any skill. To be sure, reading can become a lifelong pleasure.
4. Summer reading can also prove helpful later, when the works on the recommended list are studied in class. Desirably, one should read a work of prose fiction at least twice: the first time for enjoyment and to familiarize oneself with the plot and the characters; the second time—as part of classroom study—for critical analysis, noting specified literary elements and ideas. Summer is a good time for the first reading of each of the books to be studied later.
5. Another positive result of summer reading: Several parents have remarked that reading and discussing summer reading books with their children have been both enjoyable and enlightening, providing a stimulating way to better understand each other, giving insight into values and priorities as well as into critical thinking in resolving problems.

\*Grades 7, 8, and Advanced Placement 12 are **required** to read works on the recommended list. In the case of Advanced Placement, reading during the school term all of the materials that need to be read would be a hardship.

**\*English 12 Advanced Placement–Rising Seniors**

<p><i>Wuthering Heights</i> - Emily Bronte (Signet)  <i>The Death of Ivan Llych</i> - by Leo Tolstoy  (Louise and Aylmer Maude translation)  <i>The Heart of Darkness</i> – Joseph Conrad (Signet)</p>	<p>Note, each student is encouraged to keep a reading log which notes significant events, revealing statements, clues about characterization, symbols, etc. Log such information by page number, or, for dramas, by act, scene, and line numbers (2.1.26-30).  The log will be useful in strategic ways. First, the reading log may be used in responding to the items on reading quizzes if it meets two criteria: it actually logs the information by page number and it is in the student’s own handwriting.</p>
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**English 12 College Prep**

*Hamlet* – William Shakespeare

*Night* - Elie Wiesel

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**English 11 Honors–Rising Juniors**

*Beowulf* (the Burton Raffel translation)  
*Doctor Faustus*– Christopher Marlowe

*The Canterbury Tales*: Prologue and “The Nun’s Priest’s Tale”  
*Frankenstein* – Mary Shelley

**English 11 College Prep**

*Frankenstein* – Mary Shelley

*The Canterbury Tales*: Prologue and “The Nun’s Priest’s Tale”

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**English 10 Honors–Rising Sophomores**

*The Crucible* – Arthur Miller  
*The Scarlet Letter* – Nathaniel Hawthorne

*Adventures of Huckleberry Finn* – Mark Twain  
*The Great Gatsby* - F. Scott Fitzgerald

**English 10 College Prep**

*The Great Gatsby* – F. Scott Fitzgerald

*The Scarlet Letter* – Nathaniel Hawthorne

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**English 9 Honors–Rising Freshmen**

*Lord of the Flies* – William Golding  
*A Separate Peace* – John Knowles

*The Old Man and the Sea* – Ernest Hemingway  
*The Odyssey* (Signet/Mentor Edition)

**English 9 College Prep**

*Lord of the Flies* – William Golding

*The Old Man and the Sea* – Ernest Hemingway

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**\*English 8**

*The Giver* – Lois Lowry

*No More Bullies (formerly The Wounded Spirit)* – Frank Peretti

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**\*English 7**

*Walk Two Moons* – Sharon Creech

*My Side of the Mountain* – Jean Craighead George