

High School English Department Summer Reading 2024 Recommendations

- *In an effort to foster a love of reading and to help prepare students for their upcoming English courses, the English Department has selected a number of recommended titles for each incoming grade level.*
- *The reading of any or all of these texts is purely optional and students do not need to complete an associated assessment. However, for students interested in preparing for the 2023 Common Core English Regents Exam, you are being provided with a template to complete an optional Regents writing task. Simply select a five-hundred-word passage from your text that features an example of writer's craft that enables you to understand the author's central idea.*

Options for Incoming Ninth Grade Students

● Departmental classics:

- Dandelion Wine by Ray Bradbury
- Have a Little Faith by Mitch Albom
- Our Town by Thornton Wilder
- Sleeping Freshmen Never Lie by David Lubar
- The Adventures of Tom Sawyer by Mark Twain
- The Chosen by Chaim Potok

● New Suggestions from the POBJFKHS Library Media Specialists:

- Allies by Alan Gratz (historical fiction)
- Beastly Beauty by Jennifer Donnelly (fantasy)
- Breath and Count Back From Ten by Natalia Sylvester (realistic fiction)
- Gutless by Carl Deuker (realistic fiction)
- Inheritance Games by Jennifer Lynn Barnes (mystery)
- Son of the Mob by Gordon Korman (realistic fiction)
- The Always War Margaret Peterson Haddix (science fiction)
- The Mona Lisa Vanishes by Nicholas Helquist (nonfiction)

Options for Incoming Tenth Grade Students

- **Departmental classics:**

- A Separate Peace by John Knowles
- Maus by Art Spiegelman
- Never Cry Wolf by Farley Mowat
- Reading Lolita in Tehran by Nazaf Hafisi
- The Shawl by Cynthia Ozick

- **New Suggestions from the POBJFKHS Library Media Specialists:**

- All Thirteen: The Incredible Cave Rescue of the Thai Boys' Soccer Team (non fiction)
- Dear Martin by Nic Stone (realistic)
- Five Survive by Holly Jackson (Mystery)
- Salt to the Sea by Ruta Sepetys (historical fiction)
- Sophie : the Incredible True Adventures of the Castaway Dog by Emma Pearse. (nonfiction)
- The Boy in the Black Suit by Jason Reynolds (realistic fiction)
- The Disasters by England, M. K (science fiction)
- We Are Not Free by Traci Chee (historical fiction)

Options for Incoming Eleventh Grade Students

- **Departmental classics:**

- Cold Mountain by Charles Frazier
- Into the Wild by Jon Krakauer
- The Diving Bell and the Butterfly by Jean-Dominique Bauby
- The Joy Luck Club by Amy Tan
- The Lovely Bones by Alice Sebold
- The Natural by Bernard Malamud

- **New Suggestions from the POBJFKHS Library Media Specialists:**

- A Good Girl's Guide to Murder by Holly Jackson (mystery)
- Change Up : An Oral History of 8 Key Events that Shaped Modern Baseball by Larry Burke and Peter Thomas Fornatale, with Jim Baker. (nonfiction)
- Daughters of a Dead Empire by Carolyn Tara O'Neil (Historical Fiction)
- Hamilton and Peggy: A Revolutionary Friendship by L.M. Elliott (historical fiction)
- Lore by Alexandra Bracken (fantasy)
- Rebel Rose by Emma Theriault (fantasy)
- The Disappearance of Ember Crow by Ambelin Kwaymullina (sci-fi)
- The Sun is Also a Star by Nicola Yoon (realistic fiction)

Options for Incoming Twelfth Grade Students

● Departmental classics:

- Freedom by Jonathan Franzen
- Pride and Prejudice by Jane Austen
- The Corrections by Jonathan Franzen
- The Old Man and the Sea by Ernest Hemingway
- The Translator by Daoud Hari

● New Suggestions from the POBJFKHS Library Media Specialists:

- Great or Nothing (A Reimagined Little Women) by Joy McCullough (Historical fiction)
- Legendborn by Tracy Deonn (fantasy)
- Mazie by Melanie Crowder (historical fiction)
- One of Us Is Lying by Karen M. McManus (mystery)
- Scythe by Neal Shusterman (science fiction)
- Shoe Dog: A Memoir by the Creator of Nike by Philip Knight (non-fiction)
- The Bones of Birka : Unraveling the Mystery of a Female Viking Warrior by C.M. Surrisi (nonfiction)
- Thieves' Gambit by Kayvion Lewis (Mystery)

English Regents Task Three: Text-Analysis Response

Your Task: Closely read the text passage that you have selected and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author's use of **one** writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do *not* simply summarize the text. You may use the margins to take notes as you read and the scrap page to plan your response. Write your response on the lined pages that have been provided to you in this packet.

Guidelines:

Be sure to:

- Identify a central idea in the text
- Analyze how the author's use of one writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Examples include: characterization, conflict, denotation/connotation, metaphor, simile, irony, language use, point-of-view, setting, structure, symbolism, theme, tone, etc.
- Use strong and thorough evidence from the text to support your analysis
- Organize your ideas in a cohesive manner
- Maintain a formal style of writing
- Follow the conventions of standard written English



