



7th-12th SUMMER READING

2025

Wolf Pack Families,

Summer break is here, and the English Department is excited to share this summer's reading program for 7th-12th grades. Each grade level's list includes novels selected for their literary value, cross-curricular engagement, and biblical worldview.

- **Standard English** students will choose any **one** of the three from their grade level's selection.
- **Honors English** students (grades 9-11) are required to read **two** novels: the Biblical worldview text **AND** one other from their grade level's options.
- **All Seniors** (regardless of Standard or Dual-Enrollment English course) will choose **one** of the two cross-curricular options listed; students will participate in a project in Mrs. Kochan's Government/Economics class related to the novels.

All Students: During reading, all students are expected to annotate the text; this will count as a minor grade upon returning to school in August. See page 3 of this document for instructions.

A Note to Parents:

Please help your child choose their summer reading novel according to their unique interests, maturity, and reading level. Because the reading level and content will vary within each grade level's selection, we encourage you to read over the list with your child, look them up on commonsensemedia.com and pluggedin.com, read reviews, and choose the book you feel is most suitable for your child.

Upcoming 7th

- *The Secret Garden* by Francis Hodgson Burnett (literary value)
- *True Confessions of Charlotte Doyle* by Avi (cross-curricular engagement- social studies)
- *William Tyndale: The Smuggler's Flame* by Lori Rich (Biblical worldview – missions emphasis)

Upcoming 8th

- *Journey to the Center of the Earth* by Jules Verne (literary value)
- *The American Story: The Beginnings* by David Barton and Tim Barton (cross-curricular engagement- social studies and Biblical worldview)
- *Kisses from Katie* by Katie Davis, Beth Clark et al. (Biblical worldview – missions emphasis)

Upcoming 9th

- *Out of My Mind* by Sharon Draper (literary value)
- *The Boy Who Harnessed the Wind (young reader's edition)* by William Kamkwamba and Brian Mealer (cross-curricular engagement - 9th / 10th world history and STEM)
- ****Honors Requirement:** *The Hiding Place* by Corrie Ten Boom (Biblical worldview and cross- curricular engagement - 9th / 10th world history)

Upcoming 10th

- *That was Then, This is Now* by SE Hinton (literary value - sequel to 9th class study of *The Outsiders*)
- *Mark of the Lion: A Voice in the Wind* by Francine Rivers (Biblical worldview and cross- curricular engagement - 9th / 10th World History)
- **Honors Requirement: *Mere Christianity* by CS Lewis (Biblical worldview)

Upcoming 11th

- *The Man Who Was Thursday* by GK Chesterton (literary value)
- *All Quiet on the Western Front* by Erich Maria Remarque (cross-curricular engagement - 11th grade American history)
- **Honors Requirement: *The Great Divorce* by CS Lewis (Biblical worldview)

Upcoming 12th

- *Code Girls: The Untold Story of the American Women Code Breakers of World War II* by Liza Mundy (cross-curricular engagement – 11th and 12th grade social studies)
- *The Greatest Generation* by Tom Brokaw (cross-curricular engagement - 11th and 12th grade social studies)

RCA English Summer Reading Annotation Guide

The purpose of summer reading is:

- To help build confidence and competence as readers of complex texts
- To give you, when you enter the class in the fall, an immediate basis for discussion of literature-- elements like theme, narrative, viewpoint, symbolism, plot structure, etc.
- To set up a basis for comparison with other works we will read during the year
- To provide you with the beginnings of a repertoire of works you can engage with meaningfully
- To enrich your mind and stimulate your imagination

Assignment:

To prepare students for the text-based tasks they will perform during the first weeks of school, students are required to annotate (take notes in) the text(s) they read this summer. If a student is unable to purchase a copy of the text and is, instead, using a library copy, he or she may complete the following requirements with removable post it notes. Annotations will count as a minor assessment upon returning to school. Students will also complete a major assessment or project on the novel they choose during the first two weeks of school.

Guide for annotating:

- Use a pen so you can make circles, brackets, and notes. If you prefer highlighters use one for key passages, but don't get carried away and don't only highlight.
- Look for patterns and label them (themes, allusions, diction, syntax, symbolism, imagery, behavior, etc.).
- Mark passages that seem to jump out at you because they suggest an important idea or theme or for any other reason (an interesting figure of speech, image, an intriguing sentence pattern, a striking example of foreshadowing, a key moment in the plot, a bit of dialogue that reveals character, clues about the setting etc.).
- Mark phrases, sentences, or passages that puzzle, intrigue please or displease you. Ask questions, make comments, and "talk back" to the text.
- At the end of each chapter, write a short, bulleted list of key plot events. This not only forces you to think about what happened, see the novel as whole, and identify patterns, but it will also create a convenient record of the whole plot.
- Circle words you want to learn or words that jump out at you for some reason. If you do not want to stop reading, guess then look the word up and jot down the relevant meaning later. You do not need to write out a full dictionary definition; it is often helpful to put the relevant meaning to the word.

*We highly suggest using a read assist through Audible, YouTube, or Amazon while actively annotating in student's own novel.