



11th Grade Summer Reading

THE PURPOSE OF SUMMER READING:

The goal of Central Florida Christian Academy is to “educate, inspire, and equip” all of our students with the knowledge base necessary to continue on their educational journey and in life. Reading good literature is a vital part of that journey. Being able to read comprehensively and on grade level will aid the success rate of a student at CFCA. In addition, being able to understand and evaluate an author’s written word helps students to use critical thinking in other areas of their lives.

ONE OF THE FOLLOWING NON-FICTION BOOKS:

In Cold Blood by Truman Capote

Into the Wild by John Krakauer

Fast Food Nation by Eric Schlosser

Nickel and Dimed: On (Not) Getting By In America by Barbara Ehrenreich

Overachievers: The Secret Lives of Driven Kids by Alexandra Robbins

Kabul Beauty School: An American Woman Goes Behind the Veil by Deborah Rodriguez

Black Hawk Down by Mark Bowden

She Said Yes: The Unlikely Martyrdom of Cassie Bernall by Misty Bernall

Catch Me If You Can by Frank Abagnale

The Zookeeper’s Wife: A War STORY by Diane Ackerman

How Starbucks Saved My Life: A Son of Privilege Learns To Live Like Everyone Else by Michael Gates Gill

Beautiful Boy: A Father’s Journey through His Son’s ADDICTION by David Sheff

Freakonomics by Malcolm Gladwell

The Perfect Storm by Sebastian Junger

On Writing by Stephen King

The Cheating Culture: Why More Americans are Doing Wrong to Get Ahead by David Callahan

The Shallows: What the Internet is doing to our Brains by Nicholas Carr

The Beautiful Struggle: A Memoir by Ta-Nehisi Coates

The World Is Flat: A Brief History of the Twenty-first Century by Thomas L Friedman

I Will Always Write Back: How One Letter Changed Two Lives by Martin Ganda and Caitlin Alifirenka

David and Goliath by Malcolm Gladwell

The Outliers by Malcolm Gladwell

Originals: How Nonconformists Move the World by Adam Grant

The New Kids: Big Dreams and Brave Journeys at a High School for Immigrant Teens by Brooke Hauser

Season of Life: a Football Star, a Boy, a Journey to Manhood by Jeffrey Marx

Reading Lolita in Tehran by Azar Nafizi

The World Without Us by Alan Weisman

I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban by Malala Yousafzai

****Please be aware that some of these selections to include some explicit language or scenes. Read a review before you choose a book so that you are not surprised by the content of it. ****



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THE REQUIREMENTS: For your book, you should be highlighting and making notes as you read. This will help you tremendously with your work. I will be looking for notes in the margins when I check your assignments. Also, EVERYTHING FOR SUMMER READING MUST BE TYPED IN MLA FORMAT.

INSTRUCTIONS FOR DIALECTICAL JOURNALS:

The term “Dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical journal as a series of conversations with the texts we read during this course. The process is meant to help you develop a better understanding of the texts we read. Use your journal to incorporate your personal responses to the texts, your ideas about the themes we cover and our class discussions.

Procedure:

- As you read, choose passages that stand out to you and record them in the left-hand column the chart (ALWAYS include page numbers).
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)
- **YOU MUST HAVE AT LEAST 15 ENTRIES IN YOUR JOURNAL.**
- You must label your responses using the following codes:
 - (Q) Question – ask about something in the passage that is unclear
 - (C) Connect – make a connection to your life, the world, or another text
 - (P) Predict – anticipate what will occur based on what’s in the passage
 - (CL) Clarify – answer earlier questions or confirm/disaffirm a prediction
 - (R) Reflect – think deeply about what the passage means in a broad sense – not just to the characters in the story/author of the article. What conclusions can you draw about the world, about human nature, or just the way things work?
 - (E) Evaluate - make a judgment about what the author is trying to say

Sample Dialectical Journal Entry:

Passages from the text-- Must quote at least one per chapter.	Pg#/Paragraph #	EACH Passage you quote must relate to one of the following codes above. Make sure to use a variety. Using the same codes for most or all of your entries will result in a lower score.
"The yellow marks in my college textbooks...did not help me very much."	82/1	(C) I can relate since I often used to highlight what I thought was important and then end up with most of the page highlighted.
"Annotations do make me read a lot slower and I wish I didn't have to do them. It is so much harder to fake read if you have	87/2	(C) It is harder to fake annotate--it almost takes more time. (R) People are prone to find the easy way to do something. Since there's really no easy way to annotate--fake or real--it



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<p>to annotate like we have to do now. So now I actually read, because it's too hard to fake annotate."</p>		<p>makes sense to really read and think about the texts. (Q) Is it really harder to fake read if you have to annotate? Or does it just take longer?</p>
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Choosing Passages From The Text:

Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- Effective &/or creative use of stylistic or literary devices
- Passages that remind you of your own life or something you've seen before
- Structural shifts or turns in the plot
- A passage that makes you realize something you hadn't seen before
- Examples of patterns: recurring images, ideas, colors, symbols or motifs.
- Passages with confusing language or unfamiliar vocabulary
- Events you find surprising or confusing
- Passages that illustrate a particular character or setting

Responding to the Text:

You can respond to the text in a variety of ways. The most important thing to remember is that your observations should be specific and detailed. You can write as much as you want for each entry. You can choose to type and save your journals or you can write by hand and then scan and save as PDF. I do want an electronic copy of your work.

Basic Responses:

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author or character(s) Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Agree or disagree with a character or the author

Sample Sentence Starters:

I really don't understand this because...
 I really dislike/like this idea because...
 I think the author is trying to say that...
 This passage reminds me of a time in my life when...
 If I were (name of character) at this point I would...
 This part doesn't make sense because...
 This character reminds me of (name of person) because...



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Higher Level Responses:

- Analyze the text for use of literary devices (tone, structure, style, imagery)
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc...)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole

All of this will be collected during the first week of school! Have fun!