



## CORNERSTONE CHRISTIAN SCHOOL

1001 Fort Crook Road North, Suite 200  
Bellevue, NE 68005



May 23, 2019

Dear Parents,

At Cornerstone Christian School, we believe in preparing all of our students for college. With this principle in mind, we ask all of our students to engage in a summer reading assignment. We want our students to be reading and keeping their minds academically active during the summer. More than that, though, developing fluency and reading skills is essential to everything students will do in the future.

To encourage continued learning during the summer months and to prepare students to begin the fall English program, Cornerstone has a required summer reading program for all students entering grades 9-12. While the summer months offer a much needed respite for our students and quality time with family, we believe that summer reading is necessary to keep students engaged with the learning process. Many of the literary works are challenging, and reading usually invites conversation, so you may enjoy reading the literature with your student to share in his/her learning experience. There are specific literary selections and reading assignments for each course. These will be used in class in the fall. While other reading is wonderful, please do accomplish those listed for your student's incoming grade. Assignments should be completed by Monday, August 19, 2019. These assignments will be graded and be a part of the first quarter grade.

If you have any questions or concerns about these summer assignments, please contact me at the following: [adennis@ccsnebraska.org](mailto:adennis@ccsnebraska.org).

Enjoy all your summer reading!

Sincerely,  
Alyssa Dennis  
High School English Teacher

## **Summer Reading Assignment for Incoming Freshmen**

Please read one book from each section below. To get you started on writing book reviews, I have attached a template for you to use to write a review of your book. Book reviews are to be typed and printed at home. (You will complete two reviews.)

Book Choice #1 (*pick one of the following*)

- Call of the Wild* by Jack London
- White Fang* by Jack London

Book Choice #2 (*pick one of the following*)

- Kidnapped* by Robert Louis Stevenson
- Robinson Crusoe* by Daniel Defoe

## **Book Review Instructions for Incoming Freshman**

Follow these instructions to write your book review. Reviews should be double-spaced, fully justified with one-inch margins. Please use either Times New Roman or Arial 12-point font.

Your Name  
Class  
Date Completed

### **Original Title (*not title of the book*)**

The book that I read is \_\_\_\_\_. The author is \_\_\_\_\_. The book was published in (year) \_\_\_\_\_. This is a story about \_\_\_\_\_. The type of story is \_\_\_\_\_.

Paragraph #2 describes the setting. This should be no more than 5 sentences. Include a good topic sentence and then tell if it is city, country, small town, etc. Explain anything special about the setting that helps understand the story.

Paragraph #3 should introduce the main character. Tell the name, age or school grade, special things about their appearance, their relationships, etc.

Paragraph #4 should tell about the main character's personality. What kind of person is this? Are they well organized, scatterbrained, careful, determined, etc. When you give a characteristic make sure to refer to something in the book that shows (proves) you are right. What does the person like to do? Do they have some special goal in life?

Paragraph #5 is about plot. Start with the main problem of the book. Tell about three other conflicts that occur along the way to solving the main problem. This paragraph is no more than 10 sentences long.

Paragraph #6 tells the climax of the story and the denouement (resolution). You must tell the end of the book. Does the book end with an "all-finished" feeling?

Paragraph #7 tells if you did or did not like the book and why. In this paragraph, you should state what type of reader may like this book.

*Remember! This is the first writing I will see of yours.  
Please do your best and edit carefully!*

## Summer Reading Assignment for Incoming Sophomores

### **General English 10 (pick one of the following)**

- The Outsiders* by S.E. Hinton
- That Was Then, This is Now* by S.E Hinton

### **English 10**

- Book #1: *To Kill a Mockingbird* by Harper Lee

### **Honors English 10**

- Book #1: *To Kill a Mockingbird* by Harper Lee
- Book #2: *O! Pioneers* by Willa Cather

After you have read your book, please answer one (1) of the essay questions for your assigned book. (They are book specific so please read carefully.) Essays should be at least five (5) paragraphs, include examples from the text and be in correct format. Format includes 12 pt, double spaced body, 1-inch margins, heading on the left side (which includes: name, date and assignment), original title centered, and no extra spaces between paragraphs. Please note the attached rubric, for specific evaluation criteria.

#### ***The Outsiders* – General English 10**

Discuss the significance of the title of the novel. Who is an "outsider" throughout the story, and what makes that person an "outsider"? What other interpretations of the title are there?

Explain the similarities between the greasers and the Socs. How are they not really all that different from each other? Why does each group think the other is better off? What specific events or conversations in the novel indicate that the two groups have some things in common?

#### ***That was Then, This is Now* – General English 10**

Write an essay explaining your position on Bryon's actions. Was turning Mark in the right thing to do? What would you have done in the same situation? When does legal duty come before friendship and loyalty?

#### ***To Kill a Mockingbird* – English 10 and Honors English 10**

Discuss the themes of racism, poverty, or domestic violence in *To Kill a Mockingbird*. Which characters in the story represent these themes symbolically? How do poverty and violence influence the actions of these characters?

Analyze and discuss the character of Atticus Finch in *To Kill a Mockingbird*. What kinds of behavior and values does Atticus instill in his children? Would you say Atticus's relationships with Jem and Scout are close?

Describe and discuss the character of Mrs. Dubose in the novel. What lessons does Jem learn from his encounters with Mrs. Dubose? How does Mrs. Dubose's death affect Jem and Scout?

Analyze and discuss the character of Scout Finch as you envision her from the narrative. How old is Scout when her character is first introduced? What behavior does Scout exhibit? How does Scout change during the story?

#### ***O! Pioneers* – English 10**

Sacrifice was a theme that was very prevalent in this book. Who were the characters most affected by this theme, and how did they allow sacrifice to change their lives?

Alexandra endures many different trials before the end of the book. What are some of these trials and what lessons does she learn through these experiences?

Personal identity was one of the main themes in this book. Where did this theme appear, and how did its inclusion in the novel shape the course of the plot?

Friendship is a strong theme throughout the book. Where are some places that this theme appears, and how do the characters touched by it react? How do certain friendships change over the course of the book, and what causes these changes?

## Summer Reading Assignment for Incoming Juniors

### American Literature

- Book #1: *Ben-Hur* by Lew Wallace

### Honors American Literature

- Book #1: *Ben-Hur* by Lew Wallace
- Book #2: *The Things They Carried* by Tim O'Brien

### ***Ben-Hur* – American and Honors American Literature**

You will complete the *Ben-Hur* reader's handbook found on ParentsWeb. Please print and complete all activities in pen.

### ***The Things They Carried* – Honors American Literature**

You will complete *The Things They Carried* chapter questions found on ParentsWeb. Please print and complete all activities in pen.

## Summer Reading Assignment for Incoming Seniors

### English 12 (pick one of the following)

- Feed* by M.T. Anderson
- The Bar Code Tattoo* by Suzanne Weyn
- The Adoration of Jenna Fox* by Mary E. Pearson

### British Literature

- Book #1 (pick one of the following)
  - *1984* by George Orwell
  - *Animal Farm* by George Orwell
- Book #2: *Great Expectations* by Charles Dickens

### English 12 Assignment

Make a timeline of the major events in the book. Be sure the division on the timeline reflects the time periods in the plot. Use drawings or magazine cutouts to illustrate events along the timeline.

### ***1984* Essay Choices – British Literature**

Orwell believed that "Knowledge is Power." How does the Inner Party use knowledge? Explain your answer in an essay.

1. Can people love or worship a tyrant, or can they only fear him? Give an example of a tyrant in today's world.
2. Orwell believed that "Knowledge is Power." How does the Inner Party use knowledge? Explain your answer in an essay.

### ***Animal Farm* Choices – British Literature**

*Animal Farm* is an allegory, or a story or fable that has a clear, secondary meaning, beneath its literal sense. Write an essay explaining Orwell's underlying message in his novel, plus

1. Make a timeline of the major events in the book. Be sure the division on the timeline reflects the time periods in the plot. Use drawings or magazine cutouts to illustrate events along the timeline.
2. This novel is an example of a political satire. The author has used a simple story of farm animals to make a statement about Communism, which he disliked. After researching books and the Internet to learn about the Russian Revolution, make a chart comparing the key characters of *Animal Farm* with those of Russian history. Also, compare some of the key events in Russia's history, to those in the novel. Use pictures and/or sketches to make your chart eye-catching.

### ***Great Expectations* – British Literature**

You will complete the reader's handbook found on ParentsWeb. Please print and complete all activities in pen.

	Outstanding	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
Content-Intro/ Conclusion	-Introduction grabs attention and provides meaningful context to a persuasive argument -Conclusion effectively restates the argument, but fresh language and meaningful insight leaves reader wanting more	-Introduction sparks some interest and effectively introduces reasonable argument -Conclusion restates arguments, but using new language and shows understanding on the big picture	-Introduction provides context for the argument -Conclusion restates arguments, but recycles previous statements verbatim	-Introduction or conclusion does not flow with the argument of the paper -Introduction or conclusion contains blanket or vague statements; needs development to be effective	-No introduction or conclusion
Ideas-Thesis	-Argument is clearly articulated and persuasive, contains an original opinion	-Thesis presents a reasonable opinion, argument is clear and focused	-Thesis is a plausible argument; contains a legitimate opinion, but somewhat broad	-Thesis demonstrates a misunderstanding of the prompt or text	-Thesis is not evident; Thesis is a fact or plot summary; thesis not in correct place
Organization- Topic Sentences &Transitions	-Topic sentences contribute to the highly persuasive nature of the argument	-Topic sentences articulate precise argument; logically linked to thesis	-Topic sentences are present and make an argument connected to the thesis, but are basic	-Topic sentences are not linked to thesis -Topic sentences show a misunderstanding of the prompt or text	- Topic sentences are not evident -Topic sentences are facts or summaries
Content-Evidence	-Evidence is best example to support argument and highly persuasive	-Evidence is believable and convincing and supports your argument	-Evidence is present, but superficial	-Evidence chosen does not support thesis/topic sentences -Textual evidence is irrelevant	-Little or no evidence
Content-Commentary	-Creative/original ideas and insights; extensive commentary, refreshing; goes beyond obvious and basic commentary	-Analysis is believable and convincing, a few assertions many lack specific examples, but are still clearly linked to the argument	-Analysis supports argument, basic ideas	-Ideas lack development; misunderstanding of the prompt or text; illogical argument	-Analysis not present, simply plot summary -Analysis does not address the prompt
Voice & Word Choice	-Sophisticated vocabulary; sentence variety; quotations are smoothly blended	-Effectively blends direct quotation with explanatory words and phrases to introduce the quotation, and facilitate narrative flow; still attempting advanced vocabulary	-Blends quoted material smoothly; but sentence structure lacks variety; attempts to incorporate more advanced vocabulary	- Problems with sentence clarity, redundancy; some quotes stand alone; some vague sentences; little use of higher vocabulary or sentence variety	- Serious problems with coherence and sentence clarity; most sentences need revision; quotes stand alone and lack connection to the thesis
Conventions	-No Errors	-Effective Punctuation, 1-2 errors	-Minor problems with coherence, grammar, spelling or punctuation, 3-5 errors	-Several distracting problems with coherence, grammar, spelling or punctuation	-Major problems with coherence, grammar, spelling or punctuation