

PANTEGO CHRISTIAN ACADEMY: SUMMER READING

2026 Summer Reading Grades 9 - 12

Welcome to PCA's Secondary English Department! We're glad you're here.

Each incoming grade level is required to read two literary pieces during the summer months. It is our belief that summer reading helps our students be their very best. We hope that they enjoy reading this summer, and we can't wait to discuss it with them in August.

Below is the list of required reading for high school students. Students should read the novel listed for their course and then choose their second book from the list of options. High school students will complete an assignment for their chosen/second book (there is no additional assignment for the teacher-choice book; teachers will assess the assigned novel when we return to school). Assignments are listed at the end of this document.

- English I and English I Honors – *The Hobbit* by J.R.R. Tolkien
- English II and English II Honors– *Fahrenheit 451* by Ray Bradbury
- English III - *A Raisin in the Sun* by Lorraine Hansberry
- English III Dual Credit English Language and Composition – *A Raisin in the Sun* by Lorraine Hansberry **AND** *The Glass Menagerie* by Tennessee Williams
- English IV – *1984* by George Orwell
- English IV Dual Credit English – *1984* by George Orwell **AND** *The Great Gatsby* by F. Scott Fitzgerald

Further support:

- Keep in mind that while it can be fun to see a movie adaptation after finishing a book, watching the movie is no substitute for reading.
- The latest research shows that students in this age group need to read six to seven books (or the equivalent) during the summer in order to maintain their reading skills and reading level. Students who read less are most likely to move backward one or more reading levels during the summer. For this reason, we recommend that students read a total of at least six books over the summer.

Should you have any questions about summer reading or the English department here at PCA, please contact Stephanie Bendel at sbendel@pantego.com.

Sincerely,

Stephanie Bendel

English Department Chair

PCA High School- Grades 9-12

Directions: For your summer reading assignment, you will read **TWO** books (Dual-credit will read THREE). One book is chosen by your teacher (see the chart below), and the other you will choose from a list of options (see list below).

High School (Grades 9-12): Your assignment is to read the assigned books and complete an assignment for your student-choice book (see attached). Dual-credit students- be prepared to take a test over your assigned readings on the second day of school. All other classes, be prepared to be assessed over the teacher-choice novel during the first week or two of school.

Happy Reading!

Book #1- mandatory. You must read the book listed here.

Grade Level (entering)	Book #1- mandatory. You must read the book(s) listed here.
9th Grade	<i>The Hobbit</i> by J. R. R. Tolkien
10th Grade	<i>Fahrenheit 451</i> by Ray Bradbury
11th Grade	<i>A Raisin in the Sun</i> by Lorraine Hansberry
11th Grade DC	<i>A Raisin in the Sun</i> by Lorraine Hansberry AND <i>The Glass Menagerie</i> by Tennessee Williams
12th Grade	<i>1984</i> by George Orwell
12 Grade DC	<i>1984</i> by George Orwell AND <i>The Great Gatsby</i> by F. Scott Fitzgerald

Grades 9-12

Classics

- A Tale of Two Cities* by Charles Dickens
- Emma* by Jane Austen
- Great Expectations* by Charles Dickens
- Invisible Man* by Ralph Ellison
- Jane Eyre* by Charlotte Bronte
- Little Women* by Louisa May Alcott
- Lord of the Flies* by William Golding
- Pride and Prejudice* by Jane Austen
- The Count of Monte Cristo* (Abridged) by Alexandre Dumas
- The Grapes of Wrath* by John Steinbeck

- The Pearl* by John Steinbeck
- The Picture of Dorian Gray* by Oscar Wilde
- The Scarlet Letter* by Nathaniel Hawthorne (No Fear version)
- Uncle Tom's Cabin* by Harriet Beecher Stowe
- Wuthering Heights* by Emily Brontë

Historical Fiction

- Cry, the Beloved Country* by Alan Paton
- In Darkness* by Nick Lake
- Salt to the Sea* by Ruta Sepetys
- The Book Thief* by Markus Zusak
- The Help* by Kathryn Stockett

Memoir, Biography, Non-fiction

- 7 Habits of Highly Effective Teens* by Sean Covey
- A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah
- Brian's Song* by William Blinn
- Educated* by Tara Westover
- Florence Nightingale: A Life Inspired* by Lynn Hamilton
- Gifted Hands: The Ben Carson Story* by Ben Carson and Cecil Murphey
- Hidden Figures* by Margot Lee Shetterly
- I'm Proud of You: My Friendship with Fred Rogers* by Tim Madigan
- Isaac's Storm* by Erik Larson
- I Will Always Write Back* by Caitlin Alifirenka and Martin Ganda
- Love Does* by Bob Goff
- Night* by Elie Wiesel
- Not a Fan* by Kyle Idleman
- Soul Surfer* by Bethany Hamilton
- The Last Lecture* by Mitch Albom
- The Miracle Worker* by William Gibson
- The Pursuit of God* by A. W. Tozer
- The Radium Girls: The Dark Story of America's Shining Women* by Kate Moore
- The Tipping Point* by Malcolm Gladwell
- Through Gates of Splendor* by Elisabeth Elliot
- Tuesdays with Morrie* by Mitch Albom
- Unbroken* by Laura Hillenbrand
- Undefeated: Jim Thorpe & the Carlisle Indian School Football Team* by Steve Sheinkin

Contemporary Fiction & Drama

- A Separate Peace* by John Knowles
- A Walk to Remember* by Nicholas Sparks
- Calico Joe* by John Grisham
- Long Way Down* by Jason Reynolds

- My Sister's Keeper* by Jodi Picoult
- Remarkably Bright Creatures* by Shelby Van Pelt
- The Fault in Our Stars* by John Green
- The House on Mango Street* by Sandra Cisneros
- The Joy Luck Club* by Amy Tan
- Theo of Golden* by Allen Levi
- True Grit* by Charles Portis

Fantasy, Sci-Fi, Allegory

- Dune* by Frank Herbert
- Life of Pi* by Yann Martel
- The Five People You Meet In Heaven* by Mitch Albom
- The Princess Bride* by William Goldman
- This Present Darkness* by Frank Peretti
- Watership Down* by Richard Adams

Summer Reading Project: 9th & 10th Grade

Choose one of the following options:

Option 1: Letter Project

Step into the shoes of a character facing a spiritual or ethical crossroads.

- Directions: Write a series of three letters or journal entries from the perspective of a main character at the beginning, middle, and end of the book.
- Each entry must identify a specific "moment of testing." Explain (in character) what virtues or vices the character is struggling with (e.g., Elizabeth Bennet struggles with pride).
- Make a connection: Conclude with a one-paragraph "Personal Reflection" comparing the character's growth to a biblical principle or a real-life situation you have faced.

Option 2: Virtue & Vice Visual Map

Choose this if you read a book with heavy symbolic weight like *The Scarlet Letter*, *Lord of the Flies*, or *The Book Thief*.

- Directions: Create a visual "map" (poster/one-pager) of the book's theme.
- Instead of mapping physical locations, map the moral journey.
 - Identify three "Peaks" (moments of grace, courage, or redemption).
 - Identify three "Valleys" (moments of moral failure, despair, or injustice).
- For each point on the map, provide a quote/paraphrase w/page numbers from the book and a brief explanation of why that moment was pivotal to the character's soul.

- Note: this map can be a simple timeline, a mountain range, or even look like a literal road map. The choice is yours! Don't overthink it.

Option 3: Artifact Exhibit

Act as a museum curator, connecting the book's themes to history, art, and modern life.

- Directions: Create a "Museum Exhibit" consisting of **three artifacts** that represent the book's core message.
- Only one artifact can be an item mentioned directly in the book. The other two must be "real-world" connections:
 1. **A Piece of Art/Music:** A song or painting that captures the "mood" of a pivotal scene.
 2. **A Scripture or Proverb:** A verse or quote that serves as the "moral anchor" for the story.
- For each artifact, write a 150-word "curator's note" explaining why this object belongs in an exhibit about the book and how it helps us understand the story's relevance in 2026.

Summer Reading Project: 11th & 12th Grade

Five Passages Project

From your student-choice book (listed above), select **five short passages** from throughout the text and complete a brief analysis for each. Complete one short reflection at the end.

Part 1 — Five Passages (required structure)

For each passage:

1. **Copy a passage from the book (2–5 sentences)**
 - Include page number(s).
2. **Why did you choose this passage?** Explain your choice. (3–5 sentences)
 - Must connect to something specific in the passage:
 - a word choice
 - an image
 - a surprising detail
 - a character's motivation
 - a pattern that appears later, etc.
3. **How does this passage contribute to the book as a whole?** (3–5 sentences)
 - Connect the passage to:
 - a motif
 - development of conflict

- an emerging theme
 - characterization
 - structure/shifts
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Part 2 — Whole-Book Reflection (1 paragraph)

Answer **one** of these reflection prompts:

- What surprised you the most as you read? Explain how it affected your understanding of the book's message.
- Which moment changed how you understood a character? Explain why.
- What personal connection did you make to the book, and how did it shape your reading experience?
- If you could ask the author one question about this book, what would it be and why?