

**Waterford High School English Department
Summer Reading Assignment
Grade Ten**

The Assignment

Student reading assignments are organized by course level. It is your responsibility to complete the reading and writing assignments for the first day of school. English teachers will collect your work on the first day that English class meets.

Honors English 10-

Your reading assignment is to read two texts: *A Separate Peace*, by John Knowles and choose another text from the list below. You do not need to complete any project for *A Separate Peace* before the start of school. However, you do need to complete a reaction to your choice book. Your writing assignment should be based on the instructions following the book list.

Advanced and Standard English 10-

Your reading assignment is to read one text. You must choose this text from the list below. Your writing assignment should be based on the instructions following the book list.

GRADE 10 Reading List

TITLE	AUTHOR	READING LEVEL	ANNOTATION
<i>IRON AND SILK</i>	Mark Saltzman	YA	Fiction/Biography/China/Martial Arts
<i>GATHER TOGETHER IN MY NAME</i>	Maya Angelou	AD	Nonfiction/Autobiographical account
<i>MAMA MAKES UP HER MIND</i>	Bailey White	YA	Nonfiction/ Southern eccentricity
<i>GO TELL IT ON THE MOUNTAIN</i>	James Baldwin	AD	Fiction/ Harlem/Black experience
<i>CRAZY LOCO</i>	David Rice	YA	Fiction/Hispanic/Family
<i>GOOD OLD BOY</i>	Willie Morris	YA/AD	Nonfiction/Memoir/South/Boy's life
<i>COLD SASSY TREE</i>	Olive Burns	AD	Fiction/Life/Death/Love in small Southern town c. 1906
<i>NEW WORLD</i>	Gillian Cross	YA	Fiction/ teen tests reality game
<i>IRONMAN</i>	Chris Crutcher	YA	Fiction/ Teen sent to anger management
<i>BLEACHERS</i>	John Grisham	AD	Fiction/Former team members return to support a dying high school coach.

<i>A BONE FROM THE DRY SEA</i>	Peter Dickinson	YA	Fiction/Nature/Girls/ Life issues
<i>NIGHT KITES</i>	M.E. Kerr	YA	Fiction/ High school students/Identity issues
<i>FELL</i>	M.E. Kerr	YA	Fiction/ Intrigue/Suspense/Magic
<i>BEYOND THE BURNING TIME</i>	Kathryn Lasky	YA	Fiction/Witchcraft 1692
<i>THE ASSISTANT</i>	Bernard Malamud	AD	Fiction/ Brooklyn/ Italian/Jewish characters/Identity issues
<i>LYDDIE</i>	Katherine Paterson	YA	Fiction/ Impoverished farm girl becomes factory worker in Lowell.
<i>THE CHOSEN</i>	Chaim Potok	AD	Fiction/ Jewish community/Teen with religious issues
<i>Dead Connection</i>	Charlie Price	YA-AD	Murray can hear the dead, and one recently dead girl needs his help.
<i>FINISHING BECCA</i>	Ann Rinaldi	YA	Historical fiction/American Revolution/ Friendship/Benedict Arnold
<i>CANNERY ROW</i>	John Steinbeck	YA/AD	Fiction/California/Local fringe characters
<i>THE ACCIDENT</i>	Elie Wiesel	YA/AD	Fiction/Holocaust survivor/Modern world/Life-death issues
<i>KITCHEN GOD'S WIFE</i>	Amy Tan	AD	Fiction/Chinese-American/California/China
<i>THOUSAND PIECES OF GOLD</i>	Ruthanne Lum McCunn	YA	Fiction/Chinese-American/Pioneer/Woman
<i>LAKOTA WOMAN</i>	Mary Crowdog	YA/AD	Nonfiction/Native American/South Dakota reservation/Woman
<i>King Dork</i>	Frank Portman	YA-AD	Song-writer/high school student, Tom Henderson's life changes dramatically when he finds his dead father's copy of <i>The Catcher in the Rye</i> .
<i>PROM</i>	Laurie Halse Anderson	YA	F- class sponsor absconds with prom money; resourceful teens cope

AD = Adult

YA = Young Adult

Summer Reading Assignment Choices

*Select one of the projects below to demonstrate in a creative manner your understanding of one of the novels you read. **This will count as an important grade for your first quarter.** All projects are due to be handed in during your first English class.*

Your project should focus on a literary element such as:

GRAPHIC PROJECTS		
<p>A series of illustrations or comic strips drawn by hand or on a computer, which highlight important scenes, conflicts, symbols, and characters. Make sure to provide a variety of views of the texts. Short dialogue balloons are fine—but you must be sure to include a brief written explanation of your artistic choices.</p>	<p>A Scrapbook for one character. Include mementos of the character such as pictures, ticket stubs, a lock of hair, notes from friends, awards, souvenirs, dried flowers, etc. (Be creative-avoid real pictures from the book!) Each item must be labeled and explained in paragraph format.</p>	
PRESENTATION PROJECTS		
<p>A Bag that Book project which uses an appropriate container (Can? Bag? Box?) that you (1) decorate to reflect the book and (2) put six items in that have a connection to the book. You must explain the container, decorations in a brief written report to the teacher.</p>		
COMPUTER PROJECTS		
<p>(Save your project on a CD or DVD in PC compatible format, make sure it actually works!).</p>		
<p>A Webpage for a main character from your book that reflects that character using text, color, graphics and animation. Include <i>at least</i> four hyperlinked pages: an index page, a favorite activities page, a personal page and a fourth page that could be a friend’s page, a poetry page, or an advice page, etc. that was written “by” your character.</p>	<p>A PowerPoint Presentation of <i>at least</i> six slides using text, color, graphics and animation. The presentation must address <i>at least</i> two of the literary elements above with the purposes of persuading others to read the book and proving that you read the book.</p>	
WRITTEN PROJECTS		
<p>Create a Newspaper Page with <i>at least</i> five typed newspaper articles based on people and events from the book. Be sure to write the articles in newspaper styles—straight news, features, advice columns, etc.—and place them on a page in columns so it resembles a newspaper. You may include relevant pictures or ads.</p>	<p>Write a Collection of Five (or more) Poems (each at least 10 lines long) about significant events, characters, settings, themes, conflicts, etc. in the book. Include titles for each poem. In your commentary or sharing, you must explain why you wrote each poem and how each one relates to the book.</p>	<p>Create an Interview with a Character. Write seven questions to ask a main character and then write what the character’s response to each question would be. Be sure the answers refer to specific details in the book and give insight into the character.</p>
<p>Compose a series of five dialectical journals in which you identify and discuss important passages from the text.</p> <p>A dialectical journal is structured in two columns. On the left side, you will record the quoted passages with the title the text and page numbers and/or chapter. On the right side, you will write</p> <p>1) a brief explanation of the context of the quote as well as an analysis of its significance.</p> <p>Types of analysis that you may include:</p> <ul style="list-style-type: none"> ✓ Explain how the passage conveys an important conflict in the reading. ✓ Examine how the passage develops the characterization of an important character. ✓ Explain how the passage examines a major theme of the text. ✓ Analyze the author’s craft. How does your chosen passage demonstrate the author’s style of writing? 		

✓ Connect the passage to this text and another text (short story, novel, film) you have read.

Theme Impact of Setting Conflicts Symbols Characterization Mood
Reading Skills Based Rubric for Summer Reading Projects

	EXCELLENT 10	VERY PROFICIENT 8.5	PROFICIENT 7	APPROACHING PROFICIENCY 6.5	LACKING PROFICIENCY 5 or less	SCORE
II-a. Comprehension	The project demonstrates an excellent understanding of multiple aspects of the plot and characters of the text.	The project demonstrates a good understanding of the plot and characters of the text.	The project demonstrates some understanding of portions of the plot or some of the characters.	The project demonstrates a literal or superficial understanding of portions of the text.	The project demonstrates little to no understanding of the material(s) read.	
II-b. Interpretation	The project demonstrates an excellent insight into and a strongly developed interpretation a multiple aspects of theme, symbols, characterizations, mood or other aspects of the author's craft.	The project demonstrates insight into and a somewhat developed interpretation of a couple of aspects of theme, symbols, characterizations, mood or other aspects of the author's craft.	The project demonstrates an adequate interpretation of one aspect of the author's craft such as theme, symbols, characterizations, or mood.	The project demonstrates minimal interpretation of the author's craft.	The project demonstrates little to no interpretation of aspects of the author's craft.	
II-c. Synthesis and Analysis	The project as whole presents an excellent synthesis of the text as a whole, and includes several powerful supportive examples from the text that are coupled with insightful analysis.	The project as a whole presents a logical synthesis of many parts of the text and includes several supportive examples from the text that are coupled with effective analysis.	The project as a whole demonstrates an adequate synthesis of some major aspects of the material(s) read and includes some general support from the text.	The project as a whole has a limited focus and only general support.	The project as a whole is very limited and poorly supported.	
Language and Visual Aspects IA(f)	The student uses a sophisticated writing style, appropriate words to convey meaning, conventions of written English, MLA conventions and a variety of sentence structures. There are few if any mechanical and/or spelling errors. If the project is primarily visual in nature, the visual are detailed, meaningful and presented in an attractive manner.	The student uses appropriate words, conventions of the English language, MLA conventions and a variety of sentence structures. There are few mechanical or spelling errors. If the project is primarily visual in nature, the visual are detailed, logical and presented in an organized manner.	The student uses empty words and repetitive sentence structures. Also, there are mechanical and spelling problems that occasionally disrupt the read. If the project is primarily visual in nature, the visual are logical and somewhat organized manner.	The paper is uninteresting, and the student makes no effort to be sophisticated. Also, there are serious problems with mechanics and spelling that contribute to a disruptive read. If the project is primarily visual in nature, the visuals are present, but lack powerful details and perhaps are messy.	There are serious language problems that make this a seriously flawed paper. If the project is primarily visual in nature, the visuals are present but ineffective.	

