

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

**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 9**

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. In addition to this, you will also read Greek Myths by Olivia Coolidge. Upon return to school, you will take an in-class assessment in order to demonstrate your knowledge of the characters, the events and the main ideas/themes.

**Advanced and Standard English 9**

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 9 English Book List**

<b>Title</b>	<b>Author</b>	<b>Reading Level</b>	<b>Annotation</b>
<i>Slam</i>	Walter Dean Myers	YA	Slam can control everything on the court, but off the court, it's a different story.
<i>SOMETHING WICKED THIS WAY COMES</i>	Ray Bradbury	AD	Fiction/Fantasy/Small town/Carnival
<i>THE GREAT TRAIN ROBBERY</i>	Michael Crichton	AD	Fiction/Victorian England
<i>THE DITCHDIGGER'S DAUGHTERS</i>	Yvonne Thornton and Jo Coudert	YA/AD	Nonfiction/Memoir/ Rags to Riches
<i>MAGIC KINGDOM FOR SALE</i>	Terry Brooks	YA/AD	Science fiction/Fantasy
<i>IF ROCK AND ROLL WERE A MACHINE</i>	Terry Davis	YA	Fiction/Coming of Age/ Father-Son Conflict
<i>LORD FOULS-BANE</i>	Stephen Donaldson	YA	Fiction/Fantasy
<i>ANDROMEDA STRAIN</i>	Michael Crichton	AD	Fiction/ Science/Mystery
<i>OPEN YOUR EYES</i>	Ed. Jill Davis	YA/AD	NF-Author essays about facing change
<i>GUTS</i>	Gary Paulsen	YA	Personal memoir-story behind

			<i>Hatchet</i> and “Brian” books
<i>OVERNIGHT SENSATION</i>	Scott Johnson	YA	F – divorce/friendship
<i>CUT</i>	Patricia McCormick	YA/AD	F – self-destructive teen
<i>THE LAST MISSION</i>	Harry Mazer	YA	Fiction/WWII/POW Experience
<i>SOMEWHERE IN THE DARKNESS</i>	Walter Dean Myers	YA	Fiction/Son’s search for father
<i>A GIRL OF LIMBERLOST</i>	Gene Stratton-Porter	YA	Fiction/ Country/Girl/Coming of Age
<i>I Know Why The Caged Bird Sings</i>	Maya Angelou	YA/AD	NF-Angelou’s autobiography
<i>WANDERING GIRL</i>	Glenyse Ward	YA	Autobiography/Australian Aborigine
<i>FIREWEED</i>	Jill Patton Walsh	YA	Fiction/WWII/Love story
<i>ELSEWHERE</i>	Gabrielle Zevin	YA	At 15, Liz Hall dies and must adjust to a place like, yet unlike Earth.
<i>Criss Cross</i>	Lynne Rae Perkins	YA	Debbie and Hector approach crossroads in their lives – book includes amusing illustrations
<i>Shattered Mirror</i>	Amelia Atwater Rhodes	YA	Sarah Tigress Vida comes from a long line of Vampire hunting witches. Should she befriend an enemy?
<i>The Gospel According to Larry</i>	Janet Tashjian	YA	Josh tries to win Beth’s love through his blog but runs into some road bumps on the way.
<i>White Fang</i>	Jack London	YA	The unconquerable spirit of a wolf roams free until he receives a human being's love and Understanding.
<i>It's Not About the Bike</i>	Lance Armstrong, Sally Jenkins	Ad	Nonfiction: Armstrong tells of his passion for racing and struggles against cancer

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:

**Theme   Impact of Setting   Conflicts   Symbols   Characterization   Mood**

<b>GRAPHIC PROJECTS</b>		
<p>A series of <b>illustrations or comic strips</b> 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 <b>Scrapbook</b> 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>	
<b>PRESENTATION PROJECTS</b>		
<p>A <b>Bag that Book</b> 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>		
<b>COMPUTER PROJECTS</b>		
<p>(Save your project on a CD or DVD in PC compatible format, make sure it actually works!).</p>		
<p>A <b>Webpage</b> 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 <b>PowerPoint Presentation</b> 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>	
<b>WRITTEN PROJECTS</b>		
<p>Create a <b>Newspaper Page</b> 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 <b>Collection of Five (or more) Poems</b> (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 <b>Interview with a Character</b>. 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 <b>five dialectical journals</b> 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"> <li>✓ Explain how the passage conveys an important conflict in the reading.</li> <li>✓ Examine how the passage develops the characterization of an important character.</li> <li>✓ Explain how the passage examines a major theme of the text.</li> <li>✓ Analyze the author’s craft. How does your chosen passage demonstrate the author’s style of writing?</li> <li>✓ Connect the passage to this text and another text (short story, novel, film) you have read.</li> </ul>		

## Reading Skills Based Rubric for Summer Reading Projects

	<b>EXCELLENT 10</b>	<b>VERY PROFICIENT 8.5</b>	<b>PROFICIENT 7</b>	<b>APPROACHING PROFICIENCY 6.5</b>	<b>LACKING PROFICIENCY 5 or less</b>	<b>SCORE</b>
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.	

