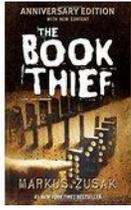
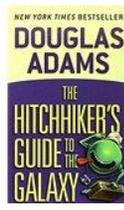


Summer Reading Assignment for Incoming 9th Grade pre-Diploma Students at FMHS

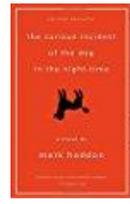
You will read one of the following books and complete the required assignments. These assignments will be due to your English teacher the first week of school in August.



The Book Thief
By Markus Zusak



*The Hitchhiker's Guide
To The Galaxy*
By Douglas Adams



*The Curious Incident
Of the Dog In The Nighttime*
By Mark Haddon



*The Other Side Of the Sky
A Memoir*
By Farah Ahmed

I. Task 1 (before reading- Worth 5 points): Research the following books to decide which one you would like to read. Use sources like Amazon.com, BarnesandNoble.com, and online book reviews to get an overview of the story as well as reader recommendations. The retail book sites will also tell you “Customers who bought this item, also bought this item...” Check to see if these sites recommend any books you have already read and enjoyed; this could be a clue about which book would be the best pick for you.

Write a paragraph titled #1 Why I chose to read _____ by _____. (Minimum 300 words)

*Please note: you must choose a book you have not previously read, unless you have previously read them all and will automatically be doing a second reading. Either way, both you and a parent will have to attest to this on a signed statement included in task 5 (see below).

Also, as some of these selections may have been made into movies, please realize that movie versions are *always* different than the books they represent and that you should plan complete your reading assignments based on the reading of the text and not on your viewing of the movie.

II. Task 2 (during reading – 3 points each, for a total of 15 points): As you read the book, write a series of five one-page journal entries. Choose the prompts from the list below without repeating any. PLEASE AVOID USING FIRST PERSON (I, me, my) AND SECOND PERSON (we, us). Label your journals #2 A, B, C, D and E. – SEE scoring criteria below.

- **Title/Cover art:** Consider the title and cover art of the book. Why do you think the author chose this title? What does the cover art suggest about the nature of the story? Does it align with what you perceive is the novel's purpose/author's intent? Explain how each fits the book using detailed evidence from the story.
- **Theme(s):** Track at least two prevalent themes you see throughout the work. Give specific examples of how these themes are conveyed and consider the author's message behind them.
- **Characterization:** Track the development of a particularly interesting and dynamic character in the novel. What is your initial perception of him/her at the beginning of the novel, and how does he/she change throughout the course of it? Detail both direct and indirect characterization techniques the author uses.
- **Personal Connection:** Choose a particularly powerful quote or situation in the novel and reflect upon its significance to both you and the context of the story.
- **Conflict:** Consider both internal and external conflict. What do you argue is the major conflict of the story? How does the author use the characters to grapple with it? How is this conflict ultimately resolved, or, if it's left open-ended, why would the author chose to conclude in such a way?
- **Genre:** What is the genre of your chosen selection? Provide some characteristics from the story that solidify its position in that particular trope.
- **Setting:** What is/are the major setting(s) of the story? How does the setting impact the overall narrative, characters, events, time period, theme, etc.?
- **Event:** Describe your favorite or interesting moment/event from the story. Be sure to explain why you chose it and its context within the greater scope of the narrative.

- **Questions:** Detail a set of at least 5 questions you have as you read the story and consider possible answers to them. Be sure to use details from the work to support.
- **Author's Purpose:** What might be the author's overall purpose in writing the book? Be sure to consider more than the standard "to entertain" or "to inform" answers. You might want to do some research on the author and time period in which the work was written in order to gain some contextual background that might help you come to a conclusion regarding his/her purpose.

In order to earn full points for these journals, be sure that... (Each criterion is worth one point.)	Response fully answers the journal prompt + shows clear understanding and insight with regard to the work discussed.	Each response is handwritten + at least a full page and includes 3 to 5 supporting quotes. Quotes are insightfully connected to technique as well as the work.	Paragraphs are labeled A,B,C,D,E, respectively, and attention to conventions (capitalization, punctuation, spelling) is evident.
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III. Task 3 (during reading –15 points): You will track the writer's craft. See detailed directions and rubric on the next page.

IV. Task 4 (after reading – 5 points): Reread your pre-reading paragraph about why you chose this book, and then write another paragraph about how the book you chose lived up to your expectations. Were you surprised at all? Why or why not? Label this paragraph #4. (Minimum of 300 words)

V. Task 5 (after reading – 5 points): Create an outline or brief sketch for a book talk you can give your classmates in August. A book-talk is designed to get others interested enough to want to read the novel themselves.

Here are a few guidelines:

- Begin with a hook. This can be a quote from the book, a question, or an interesting fact.
- Provide a brief summary, but remember not to give too much away because this would negate the need for the listeners to read it themselves. Include the title on the book and the author's name.
- Share your impressions. What did you enjoy about the book? What kind of readers do you think would enjoy it and why?
- Provide a cliffhanger that will entice others to read. Use a quote, a question, or a fact to leave your audience wondering and wanting to read this novel. In this section, you will again mention the title and the author of the book.
- Your outline or quick write up will represent four sections of your book talk. It will be labeled #5.

VI. Task 6 (after reading – 5 points): Practice your book talk by giving it to one of your parents. Have that person critique you by filling out the **following rubric and feedback sheet**. This form is attached here and must be completed and signed by an adult.

VII. Task 7 (after reading – 10 points): Create a hand-drawn book cover that represents the themes and author's purpose of the book you selected. This new cover should not look like one that already exists. It should include color, images that symbolize important ideas in the novel, and should include the author's name and the title of the book. You should also include your name prominently on this creative piece and use it as the cover of the project you submit to your English teacher in August. Your cover will be judged as follows:

Originality: 2 points (2- Inventive, 1 – Similar to a cover that's already been done for this book. 0 – replica of another)

Color: 1 point (Uses color for symbolic and/or overall effect.)

Imagery/Symbols: 2 points (2 – Offers several images/symbols consistent with book. 1 – limited use 0 – none)

Title and Author: 2 points (2 - Mentions both clearly. 1 – Leaves one off. 0 – Leaves both off.)

Your Name: 1 point (1 – Lists student's name clearly and legibly. 0 – Leaves name off or name is illegible.)

Overall Appeal/Neatness: 2 points (2 – visually effective 1 – somewhat appealing 0 – messy)

Task 3 (during reading) Literary Techniques, Explanations

As you read, make marginal notes and underline key ideas and passages. Look for the following literary techniques about which you will write a well-developed paragraph on his/her use of each. Each paragraph will be a minimum of 150 words. Label each paragraph/technique **A, B, C, D, E**. Each technique will be worth **3 points each**, for a **total of 15 points**. Use the explanations below to help you develop an insightful paragraph for each technique.

Literary Techniques RUBRIC (15 points)

The following criteria illustrates your deep understanding of each technique, as well as a well-written, insightful paragraph used to discuss each. Five (5) is the maximum awarded points in each area.

Literary techniques are clearly identified and creatively explored in a well-developed paragraph on each device.	Each paragraph is at least 150 words and includes three to 5 supporting quotes. Quotes are insightfully connected to technique as well as the work.	Paragraphs are labeled A,B,C,D,E, respectively, and attention to conventions (capitalization, punctuation, spelling) is evident.
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Allusion - An allusion is a literary device used to reference another object *outside* of the work of literature. The object can be a real or fictional person, event, quote, or other work of artistic expression. Allusions can be shorthand for adding emotion or significance to a passage by drawing on the reader's prior associations with the object. _____

Foreshadowing – a hint, in advance, of what is to come in a story or play. Titles, dialogue between characters, setting, and events throughout a story may be used to foreshadow important happenings. _____

Figurative Language– can be found in literature and poetry where the writing appeals to the senses. It does this by giving a word or phrase a specific meaning that may be different than the literal definition.

Examples include imagery (vivid sensory language and detail), simile, metaphor, hyperbole, idioms, and alliteration and is used to create an atmosphere or mood that is not just physical. _____

Irony - a figure of speech in which words are used in such a way that their intended meaning is different from the way the words are actually used, often referred to as that unexpected twist in a work. Two basic kinds of irony exist, i.e. verbal irony and situational irony. A verbal irony involves what one does not mean. When in response to a foolish idea, we say, "what a great idea!" it is a verbal irony. A situational irony occurs when, for instance, a man is chuckling at the misfortune of the other even when the same misfortune, in complete unawareness, is befalling him. Dramatic irony occurs when characters in the story are oblivious to a situation about which the reader knows. _____

Symbolism - When used as a literary device, symbolism means to assign objects a certain meaning that is different from their original meaning or function. Other literary devices, such as metaphor, allegory, and allusion, aid in the development of symbolism. Authors use symbolism to tie certain aspects that may initially seem unimportant to more universal themes. _____

TOTAL: _____

Book Talk Rubric Your parent will circle the appropriate description for each part when you practice your book talk for a parental audience at home. This form will be accompanied by your outline/notes for the book talk (**Tasks 5 and 6**) and together will be worth **10 points** (5 for rubric and 5 for outline/notes). Please note, the purpose of this practice is to work up to a great book talk. You don't have to get all excellent marks circled on the rubric to earn your points in this phase. **This page must contain a parent signature at the bottom.**

	Excellent	Good	Needs Improvement
Hook	Hook is an intriguing quote from the book or an interesting question or fact related to the book. It really got my attention!	Hook is a quote from the book or a related question or fact. It is somewhat interesting, but could be more attention-grabbing.	Hook is either not a quote from the book or is not a question or fact with clear relevance. You should work on this aspect.
Brief Summary	The summary provides just the right (who, what, when, where, why, how) information to get me interested but does not give away the book's ending. It includes the title and the author of the book.	The summary may be a little confusing or incomplete to the extent that I'm not sure whether or not the book sounds interesting. It includes title and author.	The summary leaves gaps in my understanding about the subject and/or situation in the book. It may or may not include title and author. You should add more information.
Your Opinions	Your impressions include what you enjoyed about the book in specific terms and may include ideas about author's style and choices (lit devices). They mention what type of reader you think will enjoy this book.	Your impressions include what you enjoyed but were vague and/or did not include any ideas about author's style and author's choices (lit devices). You mention who may enjoy this book.	Your impressions are unclear and/or don't include supporting ideas about author's style and choices. You may or may not have mentioned who would like this book. Work on this.
Cliff Hanger	Cliff-hanger is just that—a carefully chosen and highly effective quote, question or fact that leaves me wanting to read the book! You also repeat the title and the author of the book.	Cliff-hanger is a decent choice and leaves me mildly interested. You repeat the title and author of the book here.	Cliff-hanger is more of a yawn-inducer. It leaves me indifferent to the book. You may or may not have mentioned the title and author of the book. (I could have been napping during that part.)
Voice	Your voice is clear and audible. Your enthusiasm is apparent.	Your voice is mostly clear and audible and reflects that you are somewhat interested in your subject.	Your voice is sometimes clear and audible. But I am not convinced that you really care about this.
Overall	Great Sales-Pitch! Two thumbs up!	Decent sales-pitch. One thumb up!	Sales pitch?!

_____ read this book in full to fulfill the summer reading assignment. He/she had not read
 (Print student's name.)
 the book previously and did not substitute viewing of a movie (or play) for the actual reading of the book. Furthermore
 he/she conducted the book talk for me live on this date _____.

 Student's signature

 Parent's signature