Northumberland County Public Schools English department believes that summer reading is an excellent way to develop lifelong reading practices in students, to inspire a love of reading, and to give students common ground for learning at the outset of the school year.

In order to foster a love of reading, the English department has decided to try something new with incoming honors 9th graders this year. Instead of reading three texts, only two will be required; however, students will read one fiction and one non-fiction text. Also from the provided list, students will be able to choose the fiction assignment they would like to do.

Both projects fulfill Virginia’s Standards of Learning for Reading, Writing; however, the non-fiction project goes beyond by also fulfilling the requirements for the Oral Presentation category. Therefore, students are required to present their non-fiction project to the class. This will count as their Oral Presentation grade. The fiction assignment, on the other hand, will be applied as the student’s English mid-term grade.

Northumberland High School’s English Department will provide the suggested books for this program. Books will be available on Monday, June 4-8 2018 and will be found in the English Hallway of the high school. The summer reading assignments and links to the suggested books will be accessible on the school’s website, while extra hard copies will be located in the both the Middle and High School Guidance Offices; as well as both libraries.

Parents be sure that both you and your child sign the Requirements for Summer Reading Letter 2018 found at the end of this packet. This must be returned to your child’s teacher by June 4th, 2018. If there are any questions or concerns please contact Michelle Roberti @ mroberti@nucps.net.

Sincerely,

Northumberland High School’s English Department
Please note that the reading materials provided by the high school is merely a convenience for students and parents. Northumberland County Schools does not specifically endorse these books, nor books from the list provided. It is possible that some titles may contain objectionable material; therefore, parents and students are encouraged to review the book’s content prior to making a selection.

**Non-Fiction books provided**

- **Maus**—Art Spiegelman: A graphic novel by American cartoonist Art Spiegelman, serialized from 1980 to 1991. It depicts Spiegelman interviewing his father about his experiences as a Polish Jew and Holocaust survivor. The work employs postmodernist techniques and represents Jews as mice, Germans as cats, and Poles as pigs.

- **Friday Night Lights**—Buss Bissinger: With frankness and compassion, H. G. Bissinger unforgettable captures a season in the life of Odessa and shows how single-minded devotion to the team shapes the community and inspires—and sometimes shatters—the teenagers who wear the Panthers' uniforms.

- **Gifted Hands**—Ben Carson, M.D., works medical miracles. Today, he's one of the most celebrated neurosurgeons in the world. In Gifted Hands, he tells of his inspiring odyssey from his childhood in inner-city Detroit to his position as director of pediatric neurosurgery at Johns Hopkins Hospital at age 33. Ben Carson is a role model for anyone who attempts the seemingly impossible as he takes you into the operating room where he has saved countless lives. Filled with fascinating case histories, this is the dramatic and intimate story of Ben Carson's struggle to beat the odds--and of the faith and genius that make him one of the greatest life-givers of the century.

- **Into Thin Air**—Jon Krakauer: personal account of the Mt. Everest Disaster; a 1997 bestselling non-fiction book

- **The Other Wes Moore**: story of two boys living in Baltimore with similar histories and an identical name: Wes Moore. One is free and has experienced things that he never even knew to dream about as a kid. The other will spend every day until his death behind bars for an armed robbery that left a police officer and father of five dead.
Fiction books provided

- **The Book Thief** - Liesel Meminger is a foster girl living outside of Munich, who scratches out a meager existence for herself by stealing when she encounters something she can’t resist—books. With the help of her accordion-playing foster father, she learns to read and shares her stolen books with her neighbors during bombing raids as well as with the Jewish man hidden in her basement.

- **The Boy in the Stripped Pajamas** - Germany 1942: Bruno's family moves to a new house, where he meets another boy whose life and circumstances are very different to his own. Their meeting results in a friendship that has devastating consequences.

- **Ender’s Game** - The classic science fiction novel Ender’s Game (1985), by Orson Scott Card, follows a precocious boy’s fight against space aliens and his own government. It's 2070, forty years since a devastating alien invasion was barely turned back, and the world is desperately searching for soldiers to lead them to victory when the "Buggers" come again. That's why they're drafting young children who pass a rigorous screening, and sending the best of them to the orbiting Battle School, where they are trained from childhood to be ready for war in the vertiginous reaches of space.

- **The Kite Runner** - The unforgettable, heartbreaking story of the unlikely friendship between a wealthy boy and the son of his father’s servant, set in a country that is in the process of being destroyed. It is about the power of reading, the price of betrayal, and the possibility of redemption; and an exploration of the power of fathers over sons—their love, their sacrifices, their lies. A sweeping story of family, love, and friendship told against the devastating backdrop of the history of Afghanistan over the last thirty years, The Kite Runner is an unusual and powerful novel that has become a beloved, one-of-a-kind classic.
Summer Reading Assignment for English 9

Non-Fiction Book Project

For the book that you choose to read from the non-fiction list, you will complete a **poster** or media project and a **presentation**. Both should be ready on the first day of school. You will NOT be given any time in class to work on the project.

**Part 1: Poster:**

Prepare a poster about the book with the following information. Responses must be typed and formatted in MLA style.

1. The title of the book, the author, the publisher
2. Provide a summary of the book’s content. This must be in your own words. Please limit the summary to one paragraph
3. What is the main purpose and argument of the book? Remember, this is different than the topic. What is the main idea that the author is trying to convey about the topic? Explain this.
4. Write a one paragraph reaction/response to the book. Did you enjoy reading it? What did you/didn’t you like about the book?
5. Imagine that you have just taken a journey to the setting of the book. You visited the places in the book, witnessed the events, and met the characters. While you were there, you snapped pictures the entire time, like a photojournalist trying to capture every detail. Now you have returned home and need to sort through all of your photos. You will choose the four most important photos. These four photos should show what you believe are the most important aspects of your book. You will then draw/print the four photos. You may need to do some research to find out what type of clothes were worn, what the landscape looked like, and so on. Write an interesting caption to describe each photo. Each caption should be at least three sentences. In the caption, explain why the image shown is important in the book.

**Part 2: Presentation**

As part of the Non-Fiction project, you will be giving a brief presentation to the class, explaining the important aspects of your book.

Presentation Expectations:

- Presentations should be 2-3 minutes in length.
- Explain the main idea of your non-fiction book.
- Share 3 important and interesting facts from your independent reading book.
- Give your opinion of your independent reading book and why you feel that way.
- Show/briefly describe the project that you completed.
**Fiction:** Respond to your fiction summer reading with 1 of the ideas in the squares, or choose your own creative idea!

<table>
<thead>
<tr>
<th>Interview</th>
<th>Product</th>
<th>Newspaper Article</th>
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<tbody>
<tr>
<td>Create your own interview questions for a character in your story. Then, create the answers to those questions based on what you think your character might say.</td>
<td>Create a visual representation of your reading. It could be a diagram, a drawing, a skit, a storyboard or any other creative idea!</td>
<td>Create a front page newspaper story explaining your summer reading choice. Describe your reading selection, give specific details about the reading, and tell what you learned</td>
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<tr>
<th>Graphic Expression</th>
<th>Symbolism</th>
<th>Review/Evaluate</th>
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<tr>
<td>Take a scene or information from your reading and turn it into a graphic novel! Use digital tools, drawing, or overlay photography to create the graphics in your novel. Storyboardthat.com is an excellent place to create a storyboard.</td>
<td>Often in literary works, authors choose a physical object which takes on a special significance in the work and becomes a symbol of something beyond itself. Show how, in the work that you read, the author uses a symbol to convey an important meaning. In your essay, focus on the symbol and what it symbolizes. Be sure to discuss how the author uses it to convey a message to readers. You may choose several important symbols from the novel, or you may choose to elaborate on one symbol</td>
<td>Complete an online book review of the story you read. Go to goodreads.com and create an account to review your book! (Please have your username and password to be able to log into your goodreads.com account on the day the assignment is due.)</td>
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<tr>
<th>Creative Writing</th>
<th>Scraping</th>
<th>Character Experience as Narrative</th>
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<tbody>
<tr>
<td>Write a two week diary for the protagonist of the book in which you reveal not only events but also the character’s feelings and responses to those events. Your character must write in his diary at least four times per week and each entry must be at least one full paragraph in length</td>
<td>Create a scrapbook for your character. The scrapbook should be at least 10 pages. It should have a creative cover and title. The objects chosen for the scrapbook should reflect the main character’s personality. Be sure to include a one page explanation of the scrapbook and its contents</td>
<td>Answer the following writing prompt from the point of view of the main character. Your finished paper should be two pages, typed, double spaced, 12 Times New Roman point font. Please write as though you are the main character by using first person narrative. “If there is one thing my experiences have taught me, it is…”</td>
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<tr>
<th>Thematic Analysis</th>
<th>Setting</th>
<th>Conflict</th>
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<td>Theme is the main idea of a work of literature and may or may not be directly stated. Most times, careful reading and thought may be necessary to uncover theme. (Ex: love conquers all) Write a 5 paragraph essay in which you identify the theme of the story, explain in detail, and cite textual evidence that most strongly supports your analysis of theme. Finished paper should be two pages, typed, double spaced, 12 point font. <strong>Proofread your written work by looking for typos, misspellings, and punctuation</strong></td>
<td>Authors often use descriptive details to develop a setting. In an essay, explain how the setting of your book related to events from the plot, related to characters, or built suspense. You may write about each aspect of setting, or you may choose to elaborate on one particular aspect: plot, character, suspense, etc.</td>
<td>One of the most revealing types of conflict occurs when a character’s inner struggles are resolved at great personal price. In your essay, focus on the conflict within the character. Often, the character learns a lesson, but too late to help himself or another character. Finished paper should be two pages, typed, double spaced, 12 point font. <em>Use character/conflict template for guidance</em></td>
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### Literary Terms Vocabulary List

All students will be tested on the definitions of these terms during the second week of their English 9-Honors course. However, be sure to include some of these terms when crafting your projects.

1. **Plot** - events of a story
2. **Setting** - the time, place, and culture of the story
3. **Internal Conflict** - a conflict one has with oneself (ex: when one is making a difficult decision)
4. **External Conflict** - a conflict one has with outside forces (ex: man vs man; man vs nature; man vs technology)
5. **Tone** - the attitude of a speaker towards their subject, determined in a text by the words use
6. **Mood** - the overall atmosphere of a story; the feeling the reader experiences while reading a story
7. **Simile** - a comparison drawn that uses “like” or “as” (ex: her eyes were like the sun)
8. **Metaphor** - a direct comparison, where one thing is said to be something it is not
9. **Personification** - attributing human qualities to inanimate objects
10. **Hyperbole** - exaggeration
11. **Diction** - an author’s word choice
12. **Figurative Language** - language not meant to be taken literally
13. **Imagery** - vivid descriptions of sights, smells, sounds, tastes, or sensations
14. **Theme** - the life lesson or understanding about human nature and experience we can take away from a text
15. **Oxymoron** - two words placed next to each other that seem to be opposites (ex: jumbo shrimp; pretty ugly; crash landing)
16. **Foreshadowing** - hints provided by the author of events to come
17. **Flashback** - a scene that takes place before the present time of the text (usually a character’s memory of the past)
18. **Irony** - when we are led by an author to expect one outcome/event, but the exact opposite in fact occurs
19. **Point of View** - the perspective from which the story is told (ex: 1st person, 2nd person, 3rd person)
20. **In media res** - (Into the middle things) A narrative work where the action starts in the middle of things. The exposition is bypassed and filled in gradually, either through dialogue, flashbacks or description of past events.
21. **Exposition** - The opening of the story, including a reader’s introduction to characters and settings.
22. **Rising Action** - A series of events that complicates matters for your characters, and results in increased drama or suspense.
23. **Climax** - the most exciting point of the story when the reader is unsure how things will turn out
24. **Falling Action** - A series of events that unfold after the climax and lead to the end of the story.
25. **Resolution or Dénouement** - The end of the story, in which the problems are resolved (or not resolved, depending on the story.) Also called the denouement, catastrophe, or revelation.
## Incoming 9th grade English Honors
### Summer Reading 2018 Essay Rubric

Name: _______________________________

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<thead>
<tr>
<th>Construct Measured</th>
<th>Score Point 2</th>
<th>Score Point 1</th>
<th>Score Point 0</th>
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<tbody>
<tr>
<td><strong>Comprehension of Key Ideas and Details</strong></td>
<td>Demonstrates full <strong>comprehension</strong> of text by providing <strong>accurate</strong> analysis and <strong>convincing</strong> textual evidence</td>
<td>Demonstrates basic comprehension of text by providing <strong>generally</strong> accurate analysis with basic textual evidence</td>
<td>Demonstrates limited to no comprehension of text by providing <strong>inaccurate or little to no</strong> analysis and little to no textual evidence</td>
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<td><strong>Text Evidence and Analysis</strong></td>
<td>Addresses the prompt and provides <strong>effective</strong> comprehensive development of claim or topic through <strong>relevant</strong> textual evidence and <strong>clear, convincing</strong> analysis</td>
<td>Addresses the prompt and provides <strong>some development</strong> of claim or topic through <strong>somewhat relevant</strong> textual evidence and with <strong>minimally convincing</strong> analysis</td>
<td>Addresses the prompt and provides <strong>minimal development through limited and irrelevant</strong> textual evidence and limited analysis OR is <strong>undeveloped and inappropriate</strong> to the task</td>
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<tr>
<td><strong>Cohesion and Organization</strong></td>
<td><strong>Maintains focus</strong> and demonstrates <strong>purposeful</strong> coherence, clarity, and cohesion, writer’s progression of ideas is <strong>easy to follow</strong></td>
<td>Sometimes strays from topic and demonstrates <strong>some</strong> coherence, clarity, and/or cohesion, writer’s progression of ideas is <strong>discernible but not obvious</strong></td>
<td>Shows little or no awareness of prompt, <strong>lacks</strong> coherence, clarity, and writer’s progression of ideas is somewhat <strong>unclear or difficult</strong> to follow</td>
</tr>
<tr>
<td><strong>Language and Style</strong></td>
<td>Establishes and maintains and <strong>effective style</strong> and utilizes <strong>level appropriate</strong> academic vocabulary</td>
<td>Establishes and maintains a <strong>somewhat effective style</strong> and utilizes <strong>some level</strong> appropriate academic vocabulary</td>
<td>Establishes a <strong>limited or inappropriate style</strong> with minimal to <strong>no level</strong> appropriate academic vocabulary</td>
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<tr>
<td><strong>Grammar and Conventions</strong></td>
<td>Demonstrates <strong>complete command</strong> of the conventions of language with virtually <strong>no errors</strong> in mechanics, grammar and usage</td>
<td>Demonstrates <strong>some command</strong> of the conventions of the language with grammar errors in mechanics, grammar, and usage that <strong>occasionally</strong> impede understanding</td>
<td>Demonstrates <strong>limited to no command</strong> of the conventions of language with frequent and varied errors in mechanics, grammar, and usage <strong>often impede</strong> meaning and understanding</td>
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Dear Northumberland County High School Parent/Guardian,

Students wishing to enter Northumberland County’s English Honors course must agree to read 1 fiction book and 1 non-fiction book from the suggested reading list and agree to complete both a non-fiction and fiction assignment. The non-fiction assignment will fulfill the Virginia Standards of Learning for Oral Language and will be graded as a required Oral Presentation for the semester. The fiction assignment will be counted as the English Midterm Exam. Bonus points for doing the optional Literacy Letter will be credited to the mid-term exam. Vocabulary words for the Elements of Literature will be used as the student’s first spelling and vocabulary assignment for the new semester.

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Incoming 9th Grade 2018-2019

**Please sign and return the bottom portion of this page to your CURRENT English teacher by June 4th 2018**

I have read, and understand the requirements of summer reading.

Name ____________________________________ Block __________________

Teacher’s Name _____________________________________________________

Student Signature __________________________________________________ Date _________________

Parent signature _________________________________________________ Date _________________
Extra Credit Assignment—Literacy Letter

Write a letter to your teacher about one of the two books you have read. The letter should be argument based, persuading your teacher why they or your classmates should read the book. See the rubric below for grading requirements.

Letters should:

- Be written in letter format (heading, signature)
- Contain a brief synopsis of the book
- Provide textual evidence in support of your argument
- Follow the format and model outlined below

Literacy Letter Outline

- Date and greeting

First paragraph
  - Introduce title, author and provide brief synopsis of the book (2-3 sentences)
  - Explain why you decided to read the book

Second Paragraph
  -- Argue why your teacher or your classmates should read the book
  -- Provide two properly cited quotes or facts as evidence to support your claim
<table>
<thead>
<tr>
<th><strong>Literacy Letter Rubric</strong></th>
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<tr>
<td><strong>Format (1 point each)</strong></td>
<td><strong>Paragraph 2 (1 point each)-- 5 possible points</strong></td>
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<tr>
<td>• Include date</td>
<td>• Clear claim</td>
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<tr>
<td>• Includes greeting/signature</td>
<td>• 2 properly cited quotes or facts (1 point per quote)</td>
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<td></td>
<td>• Quotes/facts support claim and are clearly explained and connected to claim (1 point per quote)</td>
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<tr>
<td><strong>Paragraph 1 (1 point each)</strong></td>
<td><strong>Mechanics (1 point)</strong></td>
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<tr>
<td>• 2-3 sentence summary</td>
<td>• Contains proper grammar and spelling</td>
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<tr>
<td>• Clearly states reason for selecting the book</td>
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