

Robbinsville Public Schools

9 – 12th Grade Summer Reading

2017



Studies show that children and teenagers who read over the summer maintain reading development and score higher on reading assessments when they return to school in the fall. Summer reading also helps to bridge the gap from one year to the next and allows teachers an opportunity to hit the ground running in the beginning of the year knowing that students have had some exposure to the content. This summer for ELA we are asking students to read ***at least two books of their choice; at least one book must be fiction.*** Students should come to school in September prepared to participate in group discussions and class assignments centered on their reading. In order to engage students with reading related to content from social studies and science classes, **we are also asking students to choose two periodicals, one from each of the aforementioned content areas.** These assignments will count for a grade.

Teenagers and Reading

Perhaps the teenagers in your family were once avid readers but now hardly ever open a book, or perhaps they never liked reading in the first place.

As an adult, you know that reading is important and you obviously want to make sure that the teenagers in your life grow into adulthood with all the skills they need to succeed.

Ways to encourage teens to read...

- **Set an example.** Let teens see you reading for pleasure.
- **Furnish your home with a variety of reading materials.** Leave books, magazines, and newspapers around. Check to see what disappears for a clue to what interests your teenager.
- **Give teens an opportunity to choose their own books.** When you and your teen are out together, browse in a bookstore or library. Go your separate ways and make your own selections. A bookstore gift certificate is a nice way of saying, "You choose."
- **Build on your teen's interests.** Look for books and articles that feature their favorite sports teams, rock stars, hobbies, or television shows. Give a gift subscription to a special interest magazine.
- **View pleasure reading as a value in itself.** Almost anything your youngsters read—including the Sunday comics—helps build reading skills.
- **Read some books written for teens.** Young adult novels can give you valuable insights into the concerns and pressures felt by teenagers. You may find that these books provide a neutral ground on which to talk about sensitive subjects.

- **Make reading aloud a natural part of family life.** Share an article you clipped from the paper, a poem, a letter, or a random page from an encyclopedia—without turning it into a lesson.
- **Acknowledge your teen's mature interests.** Look for ways to acknowledge the emerging adult in your teens by suggesting some adult reading you think they can handle.
- **Keep the big picture in mind.** For all sorts of reasons, some teenagers go through periods without showing much interest in reading. Don't panic! Time, and a few tips from this article, may help rekindle their interest.

Part I:

For **English Language Arts in grades 9-12**, students will choose **TWO books of their choice, at least one must be fiction**. If you are not sure what to read, please see below for some popular titles. Students **DO NOT** have to choose from the following list.

The Coming of the Dragon - Rebecca Barnhouse	Less than Zero - Bret Easton Ellis	Dracula - Bram Stoker
The Perks of Being a Wallflower - Stephen Chbosky	The Stand - Stephen King	Hitchhiker's Guide to the Galaxy - Douglas Adams
Life of Pi - Yann Martel	The Truth About Forever – Sarah Dessen	The Program – Suzanne Young
Beautiful Disaster – Jamie McGuire	Ender's Game – Orson Scott Card	Strangers From a Different Shore - Ronald Takaki
The Man in the Gray Flannel Suit - Sloan Wilson	The Jungle - Upton Sinclair	Incidents in the Life of a Slave Girl - Harriet Jacobs
Kaffir Boy - Mark Mathabane	Nick and Norah's Infinite Playlist – Rachel Cohn	Impulse – Ellen Hopkins
Chain Reaction – Simone Elkeles	Eleanor and Park – Rainbow Rowell	My Sister's Keeper – Jodi Picoult
Nineteen Minutes – Jodi Picoult	The Last Song –Nicholas Sparks	A Long Way Gone – Ishmael Beah
The Power of One – Bryce Courtenay	A Thousand Splendid Suns – Khaled Hosseini	Home – Toni Morrison
Let's Rolls: Ordinary People, Extraordinary Courage – Lisa Beamer	Every Day I Fight – Stuart Scott	A Child Called It – Dave Pelzer
The Graveyard Book -- Neil Gaiman	The Help -- Tate Taylor	A Prayer for Owen Meany – by John Irving
Six of Crows -- Leigh Bardugo	The Memory of Light -- Francisco X. Stork	Passenger -- Alexandra Bracken
An Ember in the Ashes -- Sabaa Tahir	Wolf by Wolf -- Ryan Graudin	Ink and Bone -- Rachel Caine
Heartless -- Marissa Meyer	Air Awakens -- Elise Kova	And I Darken -- Kiersten White

Students in grades **Nine and Ten** will complete **Four one-page journal entries** per book that demonstrate their understanding of each selected book. Students in grades **Eleven and Twelve** will complete **Five one-page journal entries** per book that demonstrate their understanding of their selected book. Students may write these entries in a brand-new Reader's Notebook (For example: a marble composition notebook, spiral notebook etc.) that they can bring to school in September.

After reading the first quarter of the book, students in grades **nine** and **ten** should complete their first journal entry. We also recommend that students write an entry about halfway through the book and complete the final entries towards the end of the book. Students in grades **eleven** and **twelve** should spread their entries out evenly as well, using roughly 20% of the book as a suggested measurement in between entries. Some sample journal prompts/questions are listed below.

Sample journal prompts and questions:

- Explain a character's problem and then offer your character advice on how to solve his/her problem.
- From what you've read so far, make predictions about what will happen next and explain what in the text makes you think it will happen.
- After reading, I wonder...
- This text relates to my life because...
- If you could talk to the author, what questions would you ask? Why?
- If you were the author, what would you have happening next?
- How have your feelings changed as you've been reading?
- How would the story be different if told through another character's eyes?
- Before reading this, I thought _____. Now I think _____.

Part II:

College Essay Writing Requirement:

The final Unit of Junior English covers the college application essay writing process. All Juniors will work with their English teacher to draft, edit and revise their college essay. In addition, the first unit of Senior English is a review of the college essay writing process. In order for the students to be able to workshop their essay with their teacher, they must come prepared for **Senior English** with a typed, double spaced copy of a 500 to 650 word college essay on the first day of class. It should be a polished draft that is saved on their Rville Google account. Students who are new to our district and are incoming Seniors should come prepared with a typed, double spaced copy of a 500 to 650 word college essay on the first day of class.

<http://www.commonapp.org/whats-appening/application-updates/common-application-announces-2016-2017-essay-prompts>

Part III:
Grades 9-11 Nonfiction Reading

All students in grades 9-11 will also choose **two periodicals; one periodical should be Science related** (physics, engineering, biology, chemistry, etc.) and help students answer the question of, “*How has technology impacted climate change for better or for worse?*”

The other periodical should be Social Studies related (geography, government, economics, etc.) and help students answer the question of “*Is change always progress?*” OR “*Are we the nation we set out to be?*”

Please complete a **one-page response paper for each question**; students will hand in their Science-related response to their Science teacher and their Social Studies-related response to their Social Studies teacher. All student work will be evaluated using a common rubric which is also posted on the Robbinsville website. Please see below for some suggestions of where to find helpful periodicals.

Resources to Find Articles:

Science: *The New York Times, The Washington Post, The Wall Street Journal, www.newscientist.com, www.newsela.com* (student-friendly leveled news articles-sign up for a free account!), <http://www.sciencedaily.com>

Social Studies: *The New York Times, The Washington Post, The Wall Street Journal, National Geographic, www.newsela.com* (student-friendly leveled news articles-sign up for a free account!), <http://news.discovery.com/history>



Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	<ul style="list-style-type: none"> - The student response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis; - addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to task, purpose, and audience; - uses clear reasoning supported by relevant text-based evidence in the development of the claim or topic; - is effectively organized with clear and coherent writing; - establishes and maintains an effective style. 	<ul style="list-style-type: none"> - The student response demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; - addresses the prompt and provides mostly effective development of claim or topic that is mostly appropriate to task, purpose, and audience; - uses mostly clear reasoning supported by relevant text-based evidence in the development of the claim or topic; - is organized with mostly clear and coherent writing; - establishes and maintains a mostly effective style. 	<ul style="list-style-type: none"> - The student response demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; - addresses the prompt and provides some development of claim or topic that is somewhat appropriate to task, purpose, and audience; - uses some reasoning and text-based evidence in the development of the claim or topic; - demonstrates some organization with somewhat coherent writing; - has a style that is somewhat effective. 	<ul style="list-style-type: none"> - The student response demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis; - addresses the prompt and provides minimal development of claim or topic that is limited in its appropriateness to task, purpose, and audience - uses limited reasoning and text-based evidence; - demonstrates limited organization and coherence; - has a style that is minimally effective. 	<ul style="list-style-type: none"> -The student response demonstrates no comprehension of ideas by providing an inaccurate or no analysis; - is undeveloped and/or inappropriate to task, purpose, and audience; - includes little to no text-based evidence lacks organization and coherence; - has an inappropriate style.
Knowledge of Language and Conventions	The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in		The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics,	The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate

	mechanics, grammar, and usage, but meaning is clear.	usage that occasionally impede understanding, but the meaning is generally clear.	grammar, and usage that often impede understanding.	level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.
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Organization	<ul style="list-style-type: none"> <input type="checkbox"/> All of my responses are well-organized; each one has a proper introduction, body, and conclusion 	<ul style="list-style-type: none"> <input type="checkbox"/> Most of my responses are appropriately organized with a proper introduction, body, and conclusion 	<ul style="list-style-type: none"> <input type="checkbox"/> Some of my responses are appropriately organized with a proper introduction, body, and conclusion 	<ul style="list-style-type: none"> <input type="checkbox"/> My responses are not organized; I am missing introductions, body paragraphs, and/or conclusions
Making Connections to the Text	<ul style="list-style-type: none"> <input type="checkbox"/> My responses show connections to the reading; I ask questions, draw conclusions, and/or make inferences about the text 	<ul style="list-style-type: none"> <input type="checkbox"/> My responses make limited connections to the reading; I ask a few questions, draw some conclusions, and/or make inferences about the text 	<ul style="list-style-type: none"> <input type="checkbox"/> My responses make 1-2 connections to the reading; I ask a question, and/or draw a conclusion, and/or make an inference about the text 	<ul style="list-style-type: none"> <input type="checkbox"/> I do not make any connections to the reading. I do not ask any questions, draw conclusions, or make inferences about the text.
Critical Thinking	<ul style="list-style-type: none"> <input type="checkbox"/> I do not simply summarize the story <input type="checkbox"/> I provide examples and evidence from the text to explain my thinking 	<ul style="list-style-type: none"> <input type="checkbox"/> I summarize the story the majority of the time <input type="checkbox"/> I use limited examples and evidence from the text to explain my thinking 	<ul style="list-style-type: none"> <input type="checkbox"/> I summarize what I have read in every entry <input type="checkbox"/> I do not provide examples and evidence from the text to explain my thinking 	<ul style="list-style-type: none"> <input type="checkbox"/> I wrote very brief response <input type="checkbox"/> I only summarize what I read and do not provide evidence and examples from the text to explain my thinking
Word Choice/Fluency	<ul style="list-style-type: none"> <input type="checkbox"/> I have avoided repeating words and ideas <input type="checkbox"/> I have used strong sensory words to create vivid pictures for my reader <input type="checkbox"/> My transitions tie all my ideas together 	<ul style="list-style-type: none"> <input type="checkbox"/> Some of my words and phrases are repeated. <input type="checkbox"/> I have attempted to use vocabulary to create vivid pictures for my reader <input type="checkbox"/> My transitions help tied my ideas together 	<ul style="list-style-type: none"> <input type="checkbox"/> I have frequently repeated words and phrases <input type="checkbox"/> I have not tried to use any sensory vocabulary to engage my reader <input type="checkbox"/> I tried using some transitions but my ideas do not tie together 	<ul style="list-style-type: none"> <input type="checkbox"/> My sentences are basic and repetitive <input type="checkbox"/> I do not use any sensory vocabulary <input type="checkbox"/> My ideas do not tie together
Overall Completion	<ul style="list-style-type: none"> <input type="checkbox"/> I have edited and revised my work <input type="checkbox"/> I completed three or more entries <input type="checkbox"/> I handed my assignment in on time 	<ul style="list-style-type: none"> <input type="checkbox"/> I have edited and revised my work <input type="checkbox"/> I completed three entries, but they might be missing some components <input type="checkbox"/> I handed my assignment in on time 	<ul style="list-style-type: none"> <input type="checkbox"/> I somewhat edited and revised my work; there are some errors that make my responses difficult to read <input type="checkbox"/> I completed two entries, but they might be missing some components <input type="checkbox"/> I handed my assignment in late 	<ul style="list-style-type: none"> <input type="checkbox"/> I did not edit or revise my work; my responses are difficult to read <input type="checkbox"/> I completed one entry <input type="checkbox"/> I handed my assignment in late

