

BURRILLVILLE HIGH SCHOOL SUMMER READING 2009-2010 Grades 9-12

The English Department is pleased to announce its summer reading program for 2009-2010. The program is designed to encourage life-long reading for pleasure, improve reading skills, and raise academic standards. Research has proven that avid readers excel in academics, score well on standardized tests, and are superior critical and creative thinkers. Reading is both an essential communication skill and a rewarding hobby that can provide hours of entertainment and vicarious life experiences.

Once again the department has created separate reading lists for each grade, and students must select from their grade level list. Students also must read the required number of books for their course level. Requirements are as follows:

Traditional Standard	two books two books	Advanced AP/EEP	three books four to six books
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Standard and traditional students in **grades 10-12** must choose **one of the mandatory books** listed for their English class. They also are required to read **one book** from the general reading list for their grade. **Grade 9** students must read the **appropriate number** of books for their level from the general grade 9 reading list. All reading lists include a variety of texts designed to appeal to different reading tastes. We are confident that all students will find interesting and suitable works on the list. We encourage students to review their choices with their parents; in fact, we hope these reading lists will promote reading and discussion within families. Since some texts may contain mature content, we suggest that parents assist their children in making choices appropriate for their maturity levels.

In the case of Advanced and AP/EEP classes, students must complete specific teacher-designed projects and/or papers based on their readings. Teachers of these classes will meet with their future students to distribute their assignments, some of which specify alternative texts not on the general reading lists.

All books must be read by the start of school. During early September, students will be expected to write and talk about their books in their English classes. A written assessment will be given on the mandatory titles, and students will complete teacher-designed projects and activities on the second book. Book chats, formal essays, visual projects, and literature circles are examples of possible assignments. **TO PREPARE FOR THESE ACTIVITIES, STUDENTS SHOULD KEEP A RECORD OF THEIR READING THROUGH A READING RESPONSE JOURNAL, GRAPHIC ORGANIZER, NOTEBOOK, OR OUTLINE. STUDENTS MAY BE PERMITTED TO USE SUCH WRITTEN WORK IN COMPLETING THEIR IN-CLASS ASSESSMENTS AND ACTIVITIES.** Summer reading will count as **at least two test grades** and will be incorporated into the student's first quarter average.

IMPORTANT NOTE: All students are required to enter their summer reading assessments/projects in their digital portfolios.. Summer reading projects will be scored using the digital portfolio rubric attached.

Students may want to purchase their books so that they may annotate the texts for future reference. They also may wish to check bookstores, trade books among themselves, and preview or purchase books by visiting www.amazon.com, www.borders.com, or www.bn.com.

Jesse M. Smith Memorial Library,
100 Tinkham Lane, Harrisville
Tel.: 710-7800

Pascoag Free Public Library
57 Church Street, Pascoag
Tel.: 568-6226

NOTE: A change in grade level due to course failure or summer school make up will not excuse a student from summer reading. Copies of grade level lists will be available in the guidance office. Students taking two English courses (i.e., English 11 Standard and English 12 Standard) are required to read one mandatory text for each course and a third text from the general list for the higher grade.

Burrillville High School
 Rubric Development – October 7, 2005

Expectation:	2. All students will effectively utilize literacy skills: writing, listening, speaking, and reading analysis and interpretation.
Requirement:	6. Summer Reading Project
Authors:	M. Ryan, J. Zaleski

4	3	2	1
Exceeds Standard	Meets Standard	Needs More Work	Needs More Instruction
Paper/project demonstrates a thorough knowledge and understanding of the reading through the use of many specific, accurate, and well-chosen details from the text.	Paper/project demonstrates adequate knowledge and understanding of the reading through the use of specific and accurate details from the text.	Paper/project demonstrates some knowledge and understanding of reading, but specific details are limited.	Paper/project demonstrates very limited knowledge or understanding of the text.
Paper/project exhibits superior comprehension that goes beyond the literal to in-depth personal, critical, and/or evaluative responses.	Paper/project exhibits good comprehension that goes beyond the literal to personal, critical and/or evaluative responses.	Paper/project exhibits a level of comprehension consisting primarily of literal and personal responses.	Paper/project exhibits illogical, incomplete, or irrelevant responses.
Paper/project organizes ideas effectively and contains no significant errors in usage, spelling, punctuation, and capitalization.	Paper/project organizes ideas clearly and contains few significant errors in usage, spelling, punctuation, and capitalization.	Paper/project reflects limited organization of ideas and contains several significant errors in usage, spelling, punctuation, and capitalization.	Paper/project has no sense of organization and contains numerous, distracting errors in usage, spelling, punctuation, and capitalization.
Oral and/or visual components, where applicable, exhibit effective planning and organization, engage the audience well, and evidence superior knowledge and understanding.	Oral and/or visual components, where applicable, exhibit adequate planning and organization, engage the audience appropriately, and evidence good knowledge and understanding.	Oral and/or visual components, where applicable, show some planning and organization, attempt to engage the audience, and reflect some knowledge and understanding.	Oral and/or visual components, where applicable, are missing or poorly executed.
Project/paper conforms to all requirements regarding deadlines, content, length, and format.	Paper/project conforms to most requirements regarding deadlines, content, length, and format.	Project fails to meet some major requirements regarding deadlines, content, length, and format.	Project fails to meet most requirements regarding deadlines, content, length, and format.

**BURRILLVILLE HIGH SCHOOL
SUMMER READING LIST 2009-2010 GRADE 9**

Students must choose their summer reading books from the list below. Requirements are:

9 Traditional English – Choose two books.

9 Standard English – Choose two books.

9 Advanced English -- Choose three books and CONSULT THE INSTRUCTOR'S HANDOUT FOR COMPLETING THE THREE MANDATORY PROJECTS.

IMPORTANT NOTE: All students are required to enter their summer reading assessments/projects in their digital portfolios. They also may wish to include these books in their annotated reading lists in their digital portfolios. Summer reading projects will be scored using the digital portfolio rubric attached.

12 Little Blue Envelopes – Maureen Johnson

“This whirlwind adventure begins as Ginny, 17, reads a letter from her free-spirited, unpredictable Aunt Peg, who has recently passed away. She is given several destinations, four rules, and the instruction to open one envelope upon her arrival at each place.” (quoted from *School Library Journal*)

Acceleration – Graham McNamee

“Seventeen-year-old Duncan is haunted by the fact that he was unable to save a drowning girl a few yards away one fateful afternoon the previous September. This summer he has a job working underground at the Toronto subway lost and found where he uncovers, amid the piles of forgotten junk, an opportunity to exorcise his own guilty demons” (*School Library Journal*).

After the Wreck, I Picked Myself Up, Spread My Wings, and Flew Away – Joyce Carol Oates

“Jenna Abbott, 15, is struggling to come to terms with the car accident that killed her mother and nearly took her own life as well. Formerly athletic and smart, she suddenly finds herself unable to concentrate or communicate with anyone” (*School Library Journal*).

Amaryllis – Craig Crist-Evans

“To escape their abusive father, Jimmy’s 18 year-old brother Frank enlists and is sent to Vietnam. Jimmy, once Frank’s surfing buddy, becomes his older brother’s confidant as Frank struggles with the horrors of war” (Rhode Island Teen Book Award 2005 Nominees).

America -- E.R. Frank

“At the discretion of the social welfare system, a 5-year-old boy named America trustingly leaves the safe haven of his foster home for a visit with his desperate, drug-addicted mother. And because of that one lapse in adult judgment, a child is lost within the system until almost 11 years later when he tries to end his own life” (www.amazon.com).

Black Duck – Janet Taylor Lisle

“Ruben Hart tells of how, in 1929 Newport, he and his best friend’s families were caught up in the violent competition among groups trying to control the local rum-smuggling trade” (Rhode Island Teen Book Award 2008 Nominees).

Bottled Up – Jaye Murray

“A high school boy on the edge faces the choice of what path his life is going to take. Will he follow his father's destructive path or choose a future avoiding addiction and cruelty?” (Rhode Island Teen Book Award 2006 Nominees).

The Call of the Wild -- Jack London

“An amazing survival story about a young dog named Buck who is kidnapped to use as a sled dog. Everybody has ‘gold fever’ while he is trying to lead his team away from wolves and other dangers” (grade 9 student, May 2003).

Catalyst -- Laurie Halse Anderson

“Laurie Halse Anderson’s third novel for teens, is a deftly fashioned character study of a seldom explored subject in YA fiction: the type-A adolescent. Teens will identify (if not exactly sympathize) with prickly Kate instantly, and be shocked or perhaps secretly pleased to discover that life is no easier for the honor roll student than it is for the outcast. Anderson earns an A plus for this revealing and realistic take on life, death, and GPAs...” (Jennifer Hubert, quoted by www.amazon.com).

Code Talker – Joseph Bruhac

“Six-year-old Ned Begay leaves his Navajo home for boarding school, where he learns the English language and American ways. At 16, he enlists in the U.S. Marines during World War II and is trained as a code talker, using his native language to radio battlefield information and commands in a code that was kept secret until 1969.”

Enthusiasm – Polly Shulman

“Julie and Ashleigh, high school sophomores and Jane Austen fans, seem to fall for the same Mr. Darcy-like boy and struggle to hide their true feelings from one another while rehearsing for a school musical.” ((The Best New Young Adult Books by Kathleen O’Dean 2007)

First Part Last – Angela Johnson

“When 16-year-old Bobby decides to care for his infant son by himself, there isn’t much support for this daunting task, but his intense love for the baby helps him persevere” (Rhode Island Teen Book Award 2005 Nominees).

Flags of Our Fathers Heroes of Iwo Jima (student edition) – James Bradley with Ron Powers, adapted for young children by Michael French

“This national bestseller, now adapted for young people, is the unforgettable chronicle of perhaps the most famous moment in American military history: the raising of the U.S. flag on Iwo Jima. Here is the true story behind the six flag raisers and the immortal photograph that came to symbolize the power and courage of America during World War II” (inside book jacket, published by Delacorte Press).

Gone –Michael Grant

It’s a scenario that every kid has dreamed about: adults suddenly disappear, and kids have free reign. In this case, though, it’s everyone 14 and older who disappears, and the harsh reality of such unreal circumstances isn’t a joyride after all. (from *Booklist*)

Hanging on to Max -- Margaret Bechard

“Sam, a 17-year-old unwed father, is the candid, unusually likable narrator of Bechard’s involving novel. A senior at an alternative high school that offers day care, Sam struggles to juggle his responsibilities as a parent and student...” (*Publishers Weekly*).

The Haunting of Alaizabel Gray – Chris Wooding

“Jack the Ripper meets the supernatural in this Bosch-like horror tale set in an alternate Victorian London where supernatural “wych-kin” lurk around every corner waiting to prey on humans. Hot on the trail of a vampirelike “Cradlejack,” 17-year-old wych-hunter Thaniel stumbles upon beautiful Alaizabel Cray, who unknowingly has been possessed by an “old wych” named Thatch. Determined to rescue Alaizabel from Thatch and the sinister cult responsible for depositing the evil spirit in Alaizabel’s body...” (*School Library Journal*, quoted by www.amazon.com).

Honey, Baby, Sweetheart – Deb Caletti

“During the summer of her junior year, shy, quiet Ruby McQueen falls in love with the rich boy down the block. After their first motorcycle ride, Travis gives her a beautiful gold chain, and she wears it everywhere. Only later, while on a date with him, does she learn where he gets his gifts—he breaks into houses and steals jewelry...” (*School Library Journal*, quoted by www.amazon.com).

Incantation – Alice Hoffman

“Estrella’s family is hiding a huge secret. But will her best friend, Catalina, betray her trust because of a boy’s love for Estrella and not her?” (Rhode Island Teen Book Award 2008 Nominees).

Inside Out – Terry Trueman

“A sixteen-year-old with schizophrenia is taken hostage during an attempted robbery” (Rhode Island Teen Book Award 2005 Nominees).

Invisible – Pete Hautman

“Andy, a star athlete, and Dougie, an outcast, are unlikely best friends. Besides being different, there is something about their friendship that doesn’t seem quite right” (Rhode Island Teen Book Award 2007 Nominees).

Little Women – Louisa May Alcott

“Meet the March sisters: the talented and tomboyish Jo, the beautiful Meg, the frail Beth, and the spoiled Amy, as they pass through the years between girlhood and womanhood. A lively portrait of growing up in the 19th century with lasting vitality and enduring charm” (quoted from the editors of barnesandnoble.com).

Maximum Ride – James Patterson (any book in the series)

Themes from Patterson's popular adult titles *When the Wind Blows* and *The Lake House* waft through this YA thriller, the author's first in the genre. Wood stars as Maximum Ride, 14-year-old leader of a band of kids who have escaped the lab where they were bred as 98% human and 2% bird (wings being a key component) and developed a variety of other-worldly talents. (from *Publishers Weekly*)

The Night My Sister Went Missing – Carol Plum Ucci

“When his sister goes missing mysteriously, Kurt spends a night at the police station overhearing statements from witnesses that reveal the prejudices and secrets of their town” (Rhode Island Teen Book Award 2008 Nominees).

The Prince and the Pauper – Mark Twain

“A timeless tale of switched identities, Twain’s story revolves around the miserably poor Tom Canty ‘of Offal Court,’ who is lucky enough to trade his rags for the gilded robes of England’s prince, Edward Tudor. As each boy is mistaken for the other, Tom enters a realm of privilege and pleasure beyond his most delirious dreams, while Edward plunges into a cruel, dangerous world of beggars and thieves, cutthroats and killers” (quoted from the editors of barnesandnoble.com).

Open Ice – Pat Hughes

“Hockey is more than Nick’s favorite sport—it has become the very framework of his life. His friends are all players, his hot new girlfriend’s a huge fan, and his hopes for college hang on securing an athletic scholarship. So when his physician, coach, and family all agree, following his fourth concussion, that the 16-year-old star should stop playing the game, it means major upheaval in his life” (*School Library Journal*, quoted by www.amazon.com).

Peter and The Starcatchers – Dave Barry

“This prequel to *Peter Pan* refers as much to the 1953 animated Disney film as to J. M. Barrie's original play and novel. The early chapters introduce the archetypal antagonists: Peter, leader of a group of orphan boys being sent into slavery aboard the *Never Land*, and Black Stache...” (quoted from *School Library Journal*)

Peak – Roland Smith

“In this high-altitude adventure, 14-year-old Peak Marcello's passion for climbing is clearly in the genes, but when he is arrested for scaling tall buildings, his mom and stepdad make a deal...” (quoted from *School Library Journal*)

Romeo’s Ex: Rosalind’s Story – Lisa Fiedler

“Before Romeo fell in love with Juliet, he was enamored of Rosaline, Juliet's 16-year-old cousin, who vowed never to marry. Then his cousin Benvolio rescues her from being trampled in a Capulet-Montague rumble.” (quoted from *School Library Journal*)

That Was Then, This Is Now -- S.E. Hinton

“Ever since Mark’s parents died, he has been living with Byron. The boys are more like brothers than mere friends. They’ve been inseparable—until recently. Something seems to be changing between them, and Byron can’t figure it out...” (amazon.com).

All Grade 9 Advanced English students are required to read three books selected from the GENERAL READING LIST FOR GRADE 9 **and** to complete three projects based on these books. Since these three projects will count as two test grades, failure to complete them and turn them in on time may result in failure of the first quarter.

1. All work must be **typed, double-spaced, in a standard 12 font.**
2. Type your name in the header so that it appears on each page.
3. Number each page in the center of the footer.
4. Staple the “Cover Letter” on top of your work.
5. After reading a book on the grade nine general reading list, decide which project would best suit that book. You must read three different books and complete the three different projects.
6. All work is due the first week of school (exact date to be announced) and work will not be accepted late. Deadlines are very important in advanced high school classes.

Project #1

Creative Response

After reading the book, make a collage of pictures on a standard-sized piece of typing paper (8 ½ by 11) that illustrates themes, events, characters, settings, and conflicts from the book. You can take pictures from magazines, draw pictures, or create a computer graphic collage. Fill the paper completely—the most meaningful, effective collages are those with much to see. Then on a separate piece of paper, type a one page, double-spaced explanation of where the pictures came from, how the pictures relate to the book, and why you placed them where you did. You might want to think about space and how your pictures can be arranged or grouped to make a point. Include the **title of the book and the author on both your collage and in the first sentence of your paper.** Grade will be based on effort, neatness, originality, reason for choices, quality and quantity of pictures and reasons behind the choices.

Project #2

Book Club Talk Show

After reading the book, write a transcript of a talk show in which a fictional book club that you create discusses the book. A transcript is like a script for a play. It is line-by-line dialogue of what your characters say. Create three characters and host such as Oprah who introduces explains why the book was chosen, briefly describes the plot of the book, directs/ focuses the conversation, and moderates the discussion.

Before the actual conversation, supply some brief narration that tells a little about the host’s and the characters’ background. Example:

Rita is a housewife with three children. She spends her days driving them to soccer practice, cooking meals, and studying for her college degree. When she finds herself with one of those rare free moments, she reads as much as she can. She has come to our show with very strong opinions about the protagonist in *Hanging on to Max* and cannot wait to share them with the rest of the club.

After the brief character descriptions, proceed to write the conversation in script style. It should look like this:

Rita: (smiling---or some other stage note)[This is the space for Rita’s dialogue.]

Bob: (eagerly responding)

Your transcript should be at least two pages, typed, double-spaced. The title and author of the book should be clearly stated in your introductory narration. Your characters should discuss topics such as themes, character, and conflicts in the book. They should target the issues that really concern them and speak with interest and enthusiasm. Grade will be based on **how much insight into the book your characters provide** or the quality/ meaningful nature of their discussion, spelling, grammar, punctuation, quantity, and effort.

Project #3

Thesis Essay

After reading the book, decide what you would like to prove (about characters, theme, or conflict) in a short essay. The thesis sentence is the statement that the writer would like to prove in the paper. Example: "In *A Separate Peace* by John Knowles, Gene's jealousy leads him to destroy both his friendship with Phineas and Phineas' life." Your essay should be at least two pages, typed, double-spaced and follow this structure:

1. Paragraph 1= a brief summary of the plot with the last sentence as your thesis sentence
2. Paragraph 2= first point and paraphrased evidence that proves your thesis
3. Paragraph 3= second point and paraphrased evidence that proves your thesis
4. Paragraph 4= third point and quoted evidence that proves your thesis
5. Paragraph 5= Conclusion

Although you may never have written an essay like this before, just do your best work and refer to specific incidents in the book to prove your thesis. Grade will be based on how purposeful your thesis is, how well you use evidence from the book to prove your thesis, spelling, grammar, punctuation, and effort. I realize this is your first formal essay, just show me your best work based on how you interpret these directions and do not use any secondary sources.

Cover letter: On top of your work, write a letter (friendly letter format) to me describing why you chose the books that you did, how you went about completing your summer reading, and what part was the most rewarding/interesting for you to complete. This is a letter describing your thought process and reflecting on what you did. The tone should be friendly, interested, and motivated as it is my first impression of you as a student and of your written work. Enjoy your reading and see you in the fall!