

## Summer Reading Project - 9<sup>th</sup> Honors Bordentown Regional High School

Summer, 2019

Dear English 9 Honors Student,

The days might seem longer, but time is flying and summer reading is quickly approaching. I am pleased to introduce myself as your 9<sup>th</sup> grade Honors English teacher. You will be generating new thoughts and discussion. This is one of the core skills that you will be developing - the ability to understand more than is said, to make connections that were previously unseen, and to recognizing the weight and power of a well-turned phrase. You are young, but you are already responsible for affecting and influencing the lives of those around you. You are already a motivated student; now it's time for you to be a motivated leader as well.

**Choice Novel:** You are required to read **one award winning novel** that you have not previously read (do **not** read *To Kill a Mockingbird*). Choose any novel that you find interesting. Students who enjoy their novels are more likely to be reading seriously. You must read this novel completely and thoroughly. You will then prepare a presentation (Google slides) to share your novel with the class. This is important because you will begin your class participation and discussion through this first task. In an honors level class, much of the focus lies on student participation. This however could be a problem if you just browse through your novel.

**Required Novel:** You are also required to read the novel *How to Read Literature Like a Professor*. This book will give you many insights about how to analyze literature through a new lens. **You will take copious notes, write a reflective journal (due on the first day), demonstrate your knowledge of the novel through class discussion (Socratic Seminar) and complete an assessment (test) showing your understanding of the novel as well as the ability to synthesize literature.** You may purchase a copy of the novel or it is also available at the high school in the guidance office.

I understand that many of you will attempt to explore various short cuts (i.e., Uncle Spark and movies). These sources may help you understand the basic plot of the novels but will fail to provide you with the reading experience that I assume you will undergo. Any student who uses someone else's work without providing proper documentation will receive a zero for the assignment and will be removed from the honors class.

**Work (presentation & journal) must be submitted on Google classroom by 11:59pm on September 4, 2019** regardless of which semester you have English. Late work will **NOT** be accepted. The work is due by the deadline for all students. If I do not receive your summer reading assignments by the deadline, you risk receiving partial credit or being removed from honors.

Please join the summer reading Google classroom with the code eee5bbb. If you have any questions, please contact me at [mfecher@bordentown.k12.nj.us](mailto:mfecher@bordentown.k12.nj.us) through the school's e-mail until June 30<sup>th</sup>. I will check my email again at the end of August.

Good luck and happy reading!

Your teacher,

Mrs. Fecher

**Bordentown Regional High School**  
**Summer Reading Project - 9<sup>th</sup> Honors**  
Presentation for Award-Winning Choice Novel

After you complete your award-winning choice novel, you need to prepare a presentation that you will deliver to the class the first week of the semester. **You must submit your presentation on Google classroom by September 4, 2019 at 11:59PM. You will speak using this presentation as a guide. Failure to submit work on time will cause partial credit or removal from honors.**

Your presentation should be aesthetically pleasing, easy to read, utilize appropriate fonts and size (28+ otherwise it may be too small), as well as incorporate images. Do not write an entire summary or character analysis on one slide; break up the information so that your audience can attend to you as a speaker as well as your slides as a resource. When you deliver your presentation, you may use your slides; however, you must not simply read the information to your audience. **Reminder: Do not read *To Kill a Mockingbird*, we will read this during the school year.**

**Presentation:**

I know speaking in front of your peers can be a frightening thought; however, it is a necessary skill that you need in your educational career. Seeing that most of you will be choosing different award-winning novels, we will be interested in hearing about the novel that you have chosen. This speech is a perfect forum for you to express information about the plot and characters as well as your opinion of the book.

It is necessary that you meet the following requirements for your evaluation: (FYI: The rubric is built from the following information. Additionally, your slides are part of the rubric.)

**Content:**

- ◆ State the title and author of the book
- ◆ State and explain the award that the book won (i.e. The Pen Faulkner Award is for excellence in writing.)
- ◆ Describe the setting of the novel with detail – not simply time and place but use imagery to transport your audience to your setting
- ◆ **Briefly** describe a favorite character (or two) as well as the plot – do not reveal the ending
- ◆ Read a passage that you have chosen that is significant to the book and explain its importance to the book, elaborate with details (do not choose a quote that is on the back of the book). Be sure to cite this quote. Follow MLA format which would be “quote” (author’s last name followed by the page number in parenthesis) i.e. “You never understand a person...” (Lee 54).
- ◆ Explain why you liked or disliked the book you read, elaborate with details

**Delivery:**

- ◆ Maintain a clear focus on your book
- ◆ Include an “attention getting” opening (Do not begin with, “I read...”)
- ◆ Include a memorable closing (Do not end with, “...and that’s it.”)
- ◆ Clearly attend to audience through good eye contact and gestures
- ◆ Speak audibly with expression; use pacing and intonation effectively
- ◆ Overall confidence and enthusiasm
- ◆ 3-4 minutes in length

Be sure to meet all aspects listed to earn the grade you desire. Do not forget to submit your work on Google classroom (code eee5bbb) by September 4, 2019 11:50pm.

**Summer Reading - Choice Novels**  
**English 9 Honors - Mrs. Fecher**

Find an award-winning choice novel to read for your English 9 Honors Class.

***How do I find an award-winning novel?***

One suggestion is to go to a bookstore or library and browse the shelves. You may want to ask a teacher, parent, or friend for a recommendation about one of their favorite award winners.

Another suggestion is to search on line at Barnes and Noble [www.bn.com](http://www.bn.com)

\*\*\*You may also find this website helpful:

[www.ala.org/yalsa/booklists](http://www.ala.org/yalsa/booklists) (This is the American Library Association's site)

***How do I choose a novel?***

Talk to your family and friends and ask them for recommendations. Read the summaries of the award-winning novels and choose one that seems to capture your interest. I look forward to seeing your various choices. You do not need to read classic literature. I have created this choice option so that you can read books where you truly have an interest.

***May I read a children's book award winner?***

Yes. However, you may **not** read a children's picture book. Some teen literature will be found in this category; you may read one of those novels.

***Does the book have to be an award winner from this year?***

No. The book may be an award-winner from any year.

***Once I choose a novel to read, how do I find the book I want?***

Once you find an award-winning novel that you are interested in reading, write down the title, author and ISBN number. (This number is listed with the book description/summary.) Go to your public library and check the novel out OR purchase the novel. Remember, the more information you write down about your novel, the easier it will be to locate. Ask librarians or booksellers for assistance.

***I read my book, now what do I have to complete?***

You must prepare a presentation about your book. Refer to your letter for all guidelines.

***How many slides are required?***

You must have a title slide that has your name as well as the title of your novel. You may also have a hook on this slide if you wish. You need slides that meet the other requirements of the presentation (title, author, award, setting, characters, plot, passage & importance, liked or disliked the book) You may have as many slides as you need that allow you to meet the requirements. A good guide is no less than 8 and no more than 15 slides.

English 9 Honors Summer Reading Speech Rubric

Content x2 (possible 30)	3	2	1
<b>Title, Author &amp; Award (explain award)</b>	Clearly stated title, author, award & explanation	Either the title or the author or award or explanation was included but not all.	Did not state the title or the author or award or explanation of the award.
<b>Setting</b>	Clearly described the setting of the novel so that the audience has strong imagery	Described the setting of the novel so that the audience has some imagery	Described the setting of the novel; however, imagery was lacking.
<b>Problem/Person</b>	Clearly described the problem/person of the novel so well that the audience has a strong sense of the novel.	Described the problem/person of the novel so well that the audience has a sense of the novel.	Described the problem/person of the novel; however, detail was lacking.
<b>Passage &amp; Importance</b>	Clearly read a passage & explained the importance so well that the audience too feels a connection to the novel.	Read a passage & explained the importance well enough that the audience understands the connection to the novel.	Read a passage & explained the importance; however, it was not explained well. There is no connection felt to the novel.
<b>Like/Dislike Novel</b>	Clearly expressed personal opinion about the novel. Reasons were valid and expressed “professionally”.	Expressed personal opinion about the novel. Reasons were valid and expressed fairly well.	Expressed personal opinion about the novel; however, reasons were not valid and not expressed fairly.
Delivery (possible 20 )	2	1	0
<b>Clear Focus</b>	Maintained clear focus throughout presentation.	Maintained clear focus with only 1-2 distractions.	Did not maintain focus or focus was not clear.
<b>Opening</b>	Grabbed the audiences attention immediately with a creative opening	Grabbed the attention of the audience; however, opening lacked creativity	Audience was not engaged
<b>Closing</b>	Closing was memorable and well done	Closing was well done	Closing was ineffective
<b>Quote Incorporation</b>	Quote was smoothly incorporated.	Quote was incorporated with only a slight distraction.	Quote was not smoothly incorporated. Distractions occurred.
<b>Eye Contact</b>	Establishes and maintains strong eye contact.	Loses eye contact for sustained periods of time.	Very little to no eye contact.
<b>Handles (uh, so, and, like, etc.)</b>	Avoids using handles.	Handles are used, but are not distracting.	Handles become a distraction.
<b>Voice (audible, expression, intonation)</b>	Volume and inflection contribute to speech.	Somewhat monotone or uses inappropriate volume.	Monotone and inaudible speech.
<b>Overall confidence &amp; enthusiasm</b>	Physical presence is appropriate.	Some unnecessary movement or slouching.	Physical presence becomes distracting.
<b>Pacing</b>	Constant and appropriate.	At times, rate is too slow or too fast.	Inappropriate rate diminishes speaker’s effectiveness.
<b>Time</b>	3-4 minutes in length	Within ten seconds (either over or under) of 3-4 minute requirement	Within 20 seconds (either over or under) of 3-4 minute requirement

	5-4	3-2	1-0
<b>Slides</b>	Slides are fully developed, aesthetically pleasing and use excellent font and images. Quote is properly cited.	Slides are developed, pleasing and use font and images but either too many or not enough words per slide. Citation is attempted but incorrect.	Slides lacks development or are missing elements of the requirements. Quote is missing or not cited.
<b>English Language</b>	The proper conventions of the English language were followed. All spelling and grammar is correct. Higher-level vocab and strong sentence structure was utilized.	The proper conventions of the English language were attempted. Most spelling and grammar is correct. Higher-level vocab and strong sentence structure was attempted.	The proper conventions of the English language were not followed. Spelling and grammar need improvement. Vocabulary and sentence structure was poor.

\*\*\*Note: There will be up to a 20% deduction for incomplete work as well as work that does not demonstrate Honors level work. Failure to follow guidelines set forth will be reflected in your grade.

## Reflective Journal English 9 Honors – Mrs. Fecher

Remember that you should be taking copious notes that you can use in class for discussion. We will have a Socratic Seminar that is a discussion-based class where the novel will be the topic. Be sure that your notes highlight information you would like to discuss. You will also be completing a written assessment and your notes will be a good resource while finishing this task. These notes are graded for completion; they will provide you with assistance in class. Additionally, I expect to see everyone with some form of notes in front of them. Bulleted lists, graphic organizers, quotes, explanations etc. are all acceptable – to have no notes is unacceptable. The notes are NOT due on the first day of school; rather they will be due the first week of class. Do not forget that there will also be a test to demonstrate your knowledge of the book. Taking notes while reading will help you remember what the novel is about to ensure success.

**Reflective Journal:** Choose a chapter from the novel *How to Read Literature Like a Professor* that you found interesting. As you review this chapter, you are to write a reflective journal entry expressing your feelings and thoughts about the chapter. The following outlines the ideas of a reflective journal.

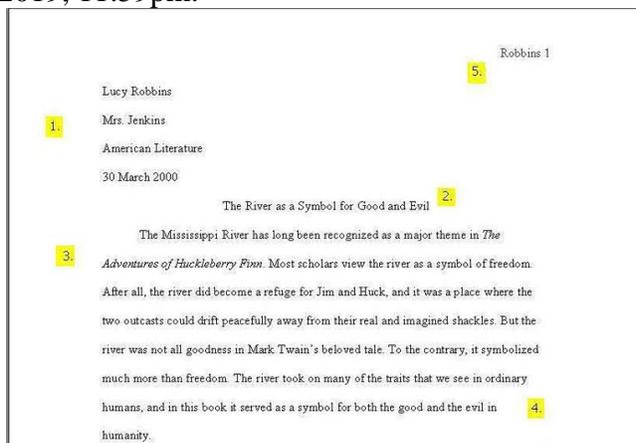
\*You should comment about the information learned in this chapter. What did you find interesting? What about the chapter spoke to you? Include thoughtful insights, reflect on the reading, asks questions, make statements, express your feelings.

\*Choose one significant quote that stands out to you. Explain why this particular quote is important to you or what you learned.

\*Apply what you learned in this chapter to another text. This may be a poem, short story or a novel. Show that you understand the chapter by applying the content to an outside work of your choice. You do not need to find a new reading. You may apply it to something you have read previously.

This journal should be three paragraphs, (see above for what each paragraph should address). It should be 1-2 pages in length. Your work should follow MLA format. You may refer to Purdue OWL <https://owl.purdue.edu> to properly format your writing. (see image below for what the format of your journal should look like)

Be sure to submit your completed journal on Google classroom (code eee5bbb) by September 4, 2019, 11:59pm.



- 1 – Heading (your name, Mrs. Fecher, English 9 Honors, September 4, 2019)
  - 2 – Title of your journal (you create this)
  - 3 – 12 pt, Times New Roman, Double Space, Indent the paragraph
  - 4 – When you start a new paragraph, do not use an extra space.
  - 5 – Header – your last name and page numbers
- \*\*Hint – in google docs, MLA format is a template you can choose.