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INTRODUCTION

The Rutherford High School Summer Reading Program is designed to encourage reading, to supplement the curriculum, to introduce acclaimed books, to foster reading across the curriculum, and to expand students' literary skills. Writing based on the reading will enhance students' analytical, critical, and creative thinking. Teachers will be encouraged to discuss as well as incorporate the themes of the various summer reading books into their lessons.

Classroom teachers and department supervisors have carefully selected the books for the summer reading program. We will make every effort to have copies of the books available at the public library. They are also available for purchase at local bookstores.

General Directions for Students:

1. The summer reading program is **mandatory**. Your assignment is to read one book and complete a graphic organizer for that book. When you return to school in September, you will be writing a book review or character analysis in class.
2. Make your reading selection from the appropriate grade level list. You must read a book from the list that corresponds to the grade you will be in as of September 2008. Each list spans a variety of topics and reading levels. When choosing the book you will read, consider your interests as well as the suitable level of difficulty for you.
3. You must complete a graphic organizer for the book you choose. Two graphic organizers are located in this packet. Choose the one that corresponds to the assignment you choose. You may need to make extra copies of the organizer depending upon the length of the book you choose, or you may use white lined paper to write out the information for the graphic organizer. Bring the graphic organizer to class with you on the first day of school.
4. Your organizer will be due Wednesday, September 3. After discussion with your teacher, you will be writing a book review or character analysis in class on Thursday, September 4 or Friday, September 5.
 - **9th** graders will write a report for their **science** teachers.
 - **10th** graders will write a report for their **history** teachers.
 - **11th** graders will write a report for their **English** teachers.
 - **12th** graders will write a report for their **physical education** or **health** teachers.
5. The written assignment you complete in class will count as **FIVE PERCENT** of your grade for Quarter One (for science, social studies, and English) or for the first quarter during which you take physical education (if you are a 12th grader).
6. Students with special needs should consult their current ESL teacher, study skills teacher, in-class support teacher, and/or their guidance counselor or case manager for assistance in choosing a book. Modifications and/or alternate assignments are possible for special needs students. All modifications and alternate assignments must be made and approved by the Supervisor of Language Arts Literacy.
7. Students in most Honors and Advanced Placement classes will have required summer reading for their specific classes which may be in addition to this project. For example, if you are entering 9th grade in September **AND** also taking Honors English 100, you will read a book for science class **and** you will read a book for English. If you are entering Honors Social Studies for Grade 10, you will read only one book, which will be assigned by the teacher. If you are entering Honors English 300, you will read only the book assigned by the teacher and not one from the Summer Reading List. The currently assigned subject teachers will assign the books and projects for the Honors and Advanced Placement classes.
8. Any questions should be directed to the Supervisor of Language Arts Literacy, Mrs. Lori Dernelle at lder@rutherfordschools.org.

In- Class Writing Topics

Be prepared to write either a Book Review or a Character Analysis in class on Thursday, September 4 or Friday, September 5. Your teacher will review the writing process in class. Make sure that you have your graphic organizer on the day you will be writing in class.

A. Write a well-developed **BOOK REVIEW**. Please note that this is **NOT** the same as a book report. In a **REVIEW**, you critique and evaluate the book, **NOT** merely summarize the book. Follow the steps listed below to write a **REVIEW**.

Use the following questions to help you form your ideas and create a review. Try to answer every single one of these questions. In addition, discuss topics that relate to your book or that you feel confident about answering.

1. Did you enjoy the book? Why or why not?
2. What are your favorites parts or aspects of the book? Why?
3. What are your least favorite parts or aspects of the book? Why?
4. Why did you choose this book? Did it meet your expectations? Why or why not?
5. What did you learn from this book? How might this information be helpful to you?

B. Choose one character from your book to **analyze**. In order to analyze a character, you will need to review his or her nature or function in the story and relationships with other characters in the story. In your essay, answer this question: What type of person is this character? Include at least three characteristics in your essay, and be sure to provide specific examples from the book that prove whether or not your character possesses these characteristics.

