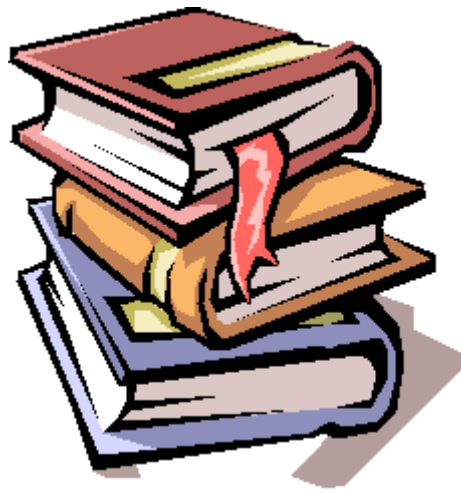


Rutherford High School

Summer Reading



2009

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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 articles/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. The articles are located on the Internet or by downloading them from our website.

General Directions for Students:

1. The summer reading program is **mandatory**.
2. **Students entering Grade 9** will read articles and answer open-ended writing prompts for science. Find the name of the science course you will be taking and follow the directions for the reading assignment. Take notes on each article and bring these notes to class on Tuesday September 8, 2009. The notes may be used to help you answer the writing prompts.
3. **Students entering Grades 10-12** will read one book and fill in a graphic organizer for that book. Make a 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 2009. 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. In most cases, the best choice will be a topic you have some interest in and a book that makes you stretch your mind somewhat. You must complete a graphic organizer for the book you choose. The graphic organizer is located in this packet. 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 Tuesday, September 8, 2009. You will be writing a book review or character analysis in class.

The grade level readings are as follows:

- **9th** graders will read for **science** and answer open-ended prompts in class.
 - **10th** graders will read and write an essay for their **history** teachers.
 - **11th** graders will read and write an essay for their **English** teachers.
 - **12th** graders will read and write an essay 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 in grades 10-12 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 on or before the last day of school.
 7. Students in most Honors and Advanced Placement classes will have required summer reading for their specific classes in addition to this project. For example, if you are entering 10th grade in September AND also taking Honors English 200, you will read a book for history class **and** you will read a book for English. The currently assigned subject teachers will assign the books and projects for the Honors and Advanced Placement classes separately in June.
 8. Any questions should be directed to the Supervisor of Language Arts Literacy, Mrs. Lori Dernelle at ld@rutherfordschools.org or 201.438.7675 ext. 2232.

In- Class Writing Topics

Students in Grade 9 will be answering open-ended writing prompts that deal with the information read in the articles on Tuesday, September 8. Make sure that you bring your notes to class on this day.

Students in Grades 10-12 will write either a Book Review or a Character Analysis in class on Tuesday, September 8. English teachers will review the writing process prior to Tuesday, September 8. Make sure that you have your graphic organizer on the day you will be writing in class.

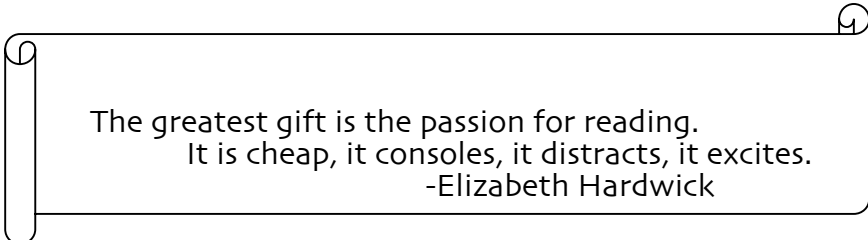
A. OPEN-ENDED WRITING PROMPT – Students in Grade 9 will answer each part of the prompt with enough information from the articles in order to support a thesis. Each prompt will be at least two paragraphs long. English teachers will review the open-ended prompt and how to develop a thorough answer prior to September 8.

B. BOOK REVIEW(Grades 10-12) - 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 plot or information. 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 favorite 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?

C. CHARACTER ANALYSIS (Grades 10-12) - Choose one character from the book you have read 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 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.



The greatest gift is the passion for reading.
It is cheap, it consoles, it distracts, it excites.
-Elizabeth Hardwick