

# ELA Summer Reading

## Grades 9, 10, and 11

Warwick, Rhode Island Public Schools - Senior High - 2016  
Completed activities are due no later than *Friday, September 9, 2016.*

Dear Senior High School Students and Parents/Guardians,

Each year the School Librarians of Rhode Island (SLoRI) and the Rhode Island Library Association (RILA) work together promote quality literature for teens by highlighting well-written books that will be of interest to those between 12 and 18 years of age. For this year's summer reading assignment, all students are required to read one book from the 2017 list of nominees.

Sincerely,

Kathleen Desrosiers, Coordinator of English Language Arts K-12, and the  
WPS Summer Reading Committee

### SUMMER READING REQUIREMENTS FOR GRADES 9-11

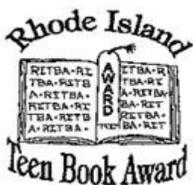
#### BOOK REQUIREMENT:

- Choose any RI Teen Book Award Nominee from the attached 2017 list.
- This book must also be
  - at the student's reading level.
  - one that the student has never read before on his/her own or in class.
  - one that the student has not read to satisfy the requirements of any other department's summer reading.
  - approved by the parent/guardian and of high interest to the student. *Please be advised that some young adult literature may contain mature themes, language or content. Parents are encouraged to be involved in their child's summer reading selections.*
- Students will complete the attached "RI Teen Book Award Review" activity.

#### ASSIGNMENT INFORMATION:

- This assignment will count as a text-based writing assignment for the first quarter, not to exceed 10% of the first quarter average.
- A copy of this summer reading packet is available at the Warwick Public Schools' website (<http://www.warwickschools.org>).

Note: Honors-level students, including AP and EEP, should refer to the **AP-EEP-Honors Summer Reading** packet for their assignment. Also, students in grade 12 must complete a Summer Pre-search assignment. This information is also available on each high school's website.



## 2017 Nominees

For more information about the award, please visit [www.riteenbookaward.org](http://www.riteenbookaward.org)

\*Books recommended for older readers

Please remember not all books are suitable for all readers.

### ***All American Boys* by Jason Reynolds & Brendan Kiely\***

When Rashad is mistakenly accused of stealing, classmate Quinn witnesses his brutal beating at the hands of a police officer who happens to be the older brother of his best friend.

### ***All the Bright Places* by Jennifer Niven\***

Theodore and Violet meet on the ledge of the bell tower at school—both teetering on the edge—it's the beginning of an unlikely relationship and a desire to save one another.

### ***Beyond Magenta: Transgender Teens Speak Out* by Susan Kuklin\***

Six transgender or gender-neutral young adults share their personal journeys.

### ***Bone Gap* by Laura Ruby\***

Finn is the only witness to the abduction of town favorite Roza, but when his inability to distinguish between faces makes it difficult for him to help with the investigation, people begin to question his story.

### ***The Boys Who Challenged Hitler: Knud Pedersen and the Churchill Club* by Phillip Hoose**

The true story of a group of boy resistance fighters in Denmark after the Nazi invasion.

### ***The Crossover* by Kwame Alexander**

Twin basketball stars Josh and Jordan wrestle with the highs and lows on and off the court as their father ignores his declining health.

### ***An Ember in the Ashes* by Sabaa Tahir\***

In the iron-fisted rule of the Martial Empire, Laia's brother is arrested for treason, forcing her to go undercover as a slave in exchange for assistance from rebel Scholars who claim they can save her brother.

### ***Everything, Everything* by Nicola Yoon\***

Maddy is allergic to the outside world. When a new family moves in next door, she finds her insular world becoming stifling and complicated.

### ***Finding Audrey* by Sophie Kinsella\***

Fourteen-year-old Audrey is making slow but steady progress dealing with her anxiety disorder when Linus comes into the picture and her recovery gains momentum.

### ***Gabi, A Girl in Pieces* by Isabel Quintero\***

Gabi chronicles her senior year as she copes with her best friend's pregnancy, friend Sebastian's coming out, her father's meth habit, and her own challenges of growing up.

***House Arrest* by K.A. Holt**

Timothy is sentenced to house arrest after impulsively stealing a credit card, where he is forced to keep a journal into which he pours all his thoughts, fears, and frustrations.

***I Am Princess X* by Cheri Priest**

Years after writing stories about a superheroine character with a best friend who dies in a car accident, May is shocked to see impossible images of the superheroine appearing around Seattle.

***Illuminae* by Amie Kaufman\***

The planet Kerenza is attacked, and Kady and Ezra find themselves on a space fleet fleeing the enemy, while their ship's artificial intelligence system and a deadly plague may be the end of them all.

***A Night Divided* by Jennifer Nielsen**

When the Berlin Wall went up, it divided Gerta's family. Now four years later, Gerta sees her father on a viewing platform and thinks he is sending her a secret code telling her to tunnel to freedom.

***Nimona* by Noelle Stevenson**

Nimona is an impulsive shape shifter with a knack for villainy. Lord Blackheart is a villain with a vendetta. Together they will wreak havoc in this graphic novel adventure.

***Noggin* by John Corey Whaley\***

After dying at 16, Travis Coates' head was removed and frozen for five years before being attached to another body, and now the old Travis must learn to navigate his new life.

***Port Chicago 50: Disaster, Mutiny, and the Fight for Civil Rights* by Steve Sheinkin**

Presents an account of the 1944 civil rights protest involving hundreds of African American Navy servicemen who were unjustly charged with mutiny for refusing to work in unsafe conditions.

***The Rest of Us Just Live Here* by Patrick Ness\***

What if you aren't the Chosen One? The one fighting vampires, zombies, or whatever else? What if you're just like Mikey, who just wants to graduate and go to prom before someone blows up the high school?

***The Sacred Lies of Minnow Bly* by Stephanie Oakes\*** A handless teen escapes from a cult, only to find herself in juvenile detention and suspected of knowing who murdered her cult leader.

***The Thing About Jellyfish* by Ali Benjamin**

Suzy wades through her intense grief over the loss of her best friend by investigating the rare jellyfish she is convinced was responsible for her friend's death.

***Through the Woods* by Emily Carroll**

A graphic novel collection of five spine tingling, horror filled short stories.

***What We Saw* by Aaron Hartzler\***

The story of a town torn apart by the events surrounding the rape of a girl at a house party, told by the alternating perspectives of the partygoers.

**Part One**  
**RI Teen Book Award Review**  
**(10 Points)**

Student Name: \_\_\_\_\_

Book Title and Author: \_\_\_\_\_

Publisher \_\_\_\_\_ Pub. Date \_\_\_\_\_

Would you recommend this book to a friend? (Yes or No) \_\_\_\_\_

If yes, what would you say to convince him or her to read it? If no, what would you say to convince him or her not to read this book?

Circle all age ranges of readers suited for this book:

Under 12      12 - 13      14 - 15      16 - 17      18 and up

Circle one Q (Quality) rating

5Q Hard to imagine a better book

4Q Better than most

3Q Readable

2Q Needs more work

1Q How did it get published?

Circle one P (Popularity) rating:

5P Everyone wants to read it

4P Broad general teen appeal

3P Some teen appeal

2P Only for special interest

1P I couldn't finish the book

Based on your Quality and Popularity ratings listed on the previous page, would you nominate this book to win the RI Teen Book Award? (Yes or No) \_\_\_\_\_

## Part Two

### RI Teen Book Award Review Essay (90 Points)

Write a detailed, well-organized, five-paragraph essay in response to the appropriate question listed below. This essay must be typed and attached to this packet and may be used to inform instruction. See the attached rubric for scoring.

- If you would nominate this book to win this award, what makes it special enough to nominate?
  
- If you would not nominate this book to win this award, what made it fall short?

Your response should address the following elements: plot development, character development, and theme. Use the graphic organizer below to plan your essay.

<p><b>Paragraph One: Introductory Paragraph</b></p> <p>a. hook/background information</p> <p>b. transition to thesis, including author's full name and the title of his or her novel in italics</p> <p><b>Thesis, for example:</b> John Green's creation of an intriguing plot, a well-developed character, and a meaningful theme in <i>The Fault in Our Stars</i> make it special enough to nominate for the Rhode Island Teen Book Award.</p>
<p><b>Paragraph Two: Plot/Sequence of Events</b></p> <p>a. Brief, no more than three sentences, summary of plot/sequence of events</p> <p>b. Two or more sentences that describe whether or not the plot/sequence of events is interesting or intriguing</p> <p>c. Include at least one quote that supports your point and explain its significance. Be sure to include the page number in parentheses.</p>
<p><b>Paragraph Three: Character Development (For nonfiction, choose an individual who is important in the text.)</b></p> <p>a. Brief, no more than three sentences, description of character (for example: physical description, personality overview, motivation)</p> <p>b. Explanation of the way the character's personality does or does not change over time; Consider direct and indirect characterization methods.</p> <p>c. Include at least one quote that supports your claims about this character and explain its significance. Be sure to include the page number in parentheses.</p>
<p><b>Paragraph Four: Theme/Author's Purpose</b></p> <p>a. In one sentence, state the author's theme/purpose (message, main point or comment about people, life, or society).</p> <p>b. In three or more sentences explain how the author uses plot/sequence of events and character/individual to develop the theme.</p> <p>c. Include at least one quote that supports your claims about this theme/purpose and explain its significance. Be sure to include the page number in parentheses.</p>
<p><b>Paragraph Five: Conclusion</b></p> <p>a. Summary of claims made in body paragraphs two through four</p> <p>b. Restatement of thesis in an original manner and whether or not it should win the Rhode Island Teen Book Award</p> <p>c. Final statement about the text (clincher sentence). What can you say to convince others to either read or not read the novel?</p>

**Warwick Public Schools - Grades 9-12 INFORMATIONAL/EXPLANATORY Writing Rubric**

	5 - Advanced (100-90)	4 – Proficient (89-80)	3 - Approaching Proficiency (79-65)	2 - Below Proficiency (64-51)	1 - Well Below Proficiency (50-0)
<b>*Focus</b> CCSS-W: 2a, 4	<ul style="list-style-type: none"> <li>Expertly introduces topic(s) with a sophisticated controlling idea/thesis statement</li> <li>Insightfully addresses all aspects of the prompt</li> <li>Thoroughly maintains focus throughout</li> </ul>	<ul style="list-style-type: none"> <li>Introduces topic(s) with a clear and relevant controlling idea/thesis statement</li> <li>Addresses all aspects of the prompt</li> <li>Maintains focus throughout</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to introduce topic(s) with a clear and relevant controlling idea/thesis statement</li> <li>Addresses most aspects of the prompt</li> <li>Attempts to maintain focus</li> </ul>	<ul style="list-style-type: none"> <li>Ineffectively introduces topic(s) with a controlling idea/thesis statement</li> <li>Ineffectively addresses the prompt</li> <li>Inadequately maintains focus</li> </ul>	<ul style="list-style-type: none"> <li>Does not include a controlling idea/thesis statement</li> <li>Does not address the prompt</li> <li>Does not maintain focus</li> </ul>
<b>* Organization/Structure</b> CCSS-W: 2a, 2c, 2f, 4	<ul style="list-style-type: none"> <li>Skillfully orients reader to topic(s) in introduction</li> <li>Expertly incorporates progression of ideas throughout the body</li> <li>Skillfully uses varied and appropriate transitions within or between paragraphs and sections</li> <li>Draws a meaningful and reflective conclusion based on the significance of the information/explanation</li> <li><b>IF REQUIRED:</b> Purposefully and logically includes formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia <u>when useful to aid comprehension</u></li> </ul>	<ul style="list-style-type: none"> <li>Orients reader to topic(s) in introduction</li> <li>Incorporates logical progression of ideas throughout the body</li> <li>Uses varied and appropriate transitions within or between paragraphs and sections</li> <li>Draws a logical conclusion based on the significance of the information/explanation</li> <li><b>IF REQUIRED:</b> Includes formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia <u>when useful to aid comprehension</u></li> </ul>	<ul style="list-style-type: none"> <li>Partially orients reader to topic(s) in introduction</li> <li>Attempts to incorporate progression of ideas throughout the body</li> <li>Inconsistently uses varied and appropriate transitions within or between paragraphs and sections</li> <li>Provides a conclusion which merely repeats information/explanation OR introduces new information</li> <li><b>IF REQUIRED:</b> Inconsistently includes formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia <u>when useful to aid comprehension</u></li> </ul>	<ul style="list-style-type: none"> <li>Inadequately orients reader to topic(s) in introduction</li> <li>Incorporates weak or inappropriate progression of ideas throughout the body</li> <li>Uses few and/or inappropriate transitions within or between paragraphs and sections</li> <li>Provides a weak conclusion which may not accurately represent information/explanation</li> <li><b>IF REQUIRED:</b> Ineffectively includes formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia <u>when useful to aid comprehension</u></li> </ul>	<ul style="list-style-type: none"> <li>Does not orient reader to topic(s) in introduction or introduction is missing</li> <li>Does not incorporate progression of ideas throughout the body</li> <li>Does not use varied and/or appropriate transitions</li> <li>Does not provide an accurate conclusion or omits conclusion entirely</li> <li><b>IF REQUIRED:</b> Does not include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia <u>when useful to aid comprehension</u></li> </ul>
<b>* Development of Ideas/Evidence</b> CCSS-W: 2b, 9	<ul style="list-style-type: none"> <li>Demonstrates comprehension of ideas (stated explicitly and inferentially) through a skillful analysis</li> <li>Skillfully supports the analysis with substantial, relevant textual evidence</li> <li>Adeptly integrates and cites credible sources (when applicable)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates comprehension of ideas through an accurate analysis</li> <li>Supports the analysis with relevant textual evidence</li> <li>Integrates and cites credible sources (when applicable)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates comprehension of ideas through a somewhat accurate analysis</li> <li>Supports the analysis with limited and/or superficial textual evidence</li> <li>Inconsistently integrates and cites credible sources (when applicable)</li> </ul>	<ul style="list-style-type: none"> <li>Inadequately demonstrates comprehension of ideas through a limited and/or inaccurate analysis</li> <li>Attempts to support the analysis, but textual evidence is inaccurate or irrelevant</li> <li>Incorrectly integrates and/or cites credible sources (when applicable)</li> </ul>	<ul style="list-style-type: none"> <li>Does not demonstrate comprehension of ideas through analysis</li> <li>Does not provide textual evidence</li> <li>Does not integrate and/or cite credible sources (when applicable)</li> </ul>
<b>Language</b> CCSS-L: 1, 2, 2e, 3, 4 CCSS-W: 4	<ul style="list-style-type: none"> <li>Uses purposeful and varied sentence structure</li> <li>Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization)</li> <li>Strategically uses precise language, domain-specific vocabulary, and literary techniques (when applicable)</li> <li>Expertly establishes and consistently maintains a formal style and appropriate tone</li> <li>Consistently and correctly follows standard format</li> </ul>	<ul style="list-style-type: none"> <li>Uses correct and varied sentence structure</li> <li>Contains few, minor errors in conventions (grammar, punctuation, spelling, capitalization) that do not interfere with meaning</li> <li>Uses precise language, domain-specific vocabulary, and literary techniques (when applicable)</li> <li>Establishes and maintains a formal style and appropriate tone</li> <li>Consistently follows standard format</li> </ul>	<ul style="list-style-type: none"> <li>Uses mostly correct and some varied sentence structure</li> <li>Contains some errors in conventions (grammar, punctuation, spelling, capitalization) that may interfere with meaning</li> <li>Attempts to use precise language, domain-specific vocabulary, and literary techniques (when applicable)</li> <li>Attempts to establish and maintain a formal style and appropriate tone</li> <li>Attempts to follow standard format</li> </ul>	<ul style="list-style-type: none"> <li>Uses incorrect and/or repetitive sentence structure</li> <li>Contains numerous errors in conventions (grammar, punctuation, spelling, capitalization) that make meaning unclear</li> <li>Ineffectively uses precise language, domain-specific vocabulary, and literary techniques (when applicable)</li> <li>Ineffectively establishes and/or inconsistently maintains a formal style or appropriate tone</li> <li>Ineffectively follows standard format</li> </ul>	<ul style="list-style-type: none"> <li>Lacks sentence mastery (e.g., fragments/ run-ons)</li> <li>Contains serious and pervasive errors in conventions (grammar, punctuation, spelling, capitalization)</li> <li>Does not use precise language, domain-specific vocabulary, and literary techniques (when applicable)</li> <li>Does not establish and/or maintain a formal style or appropriate tone</li> <li>Does not follow standard format</li> </ul>

	CCSS-Aligned Standards (Grades 11-12)
<p style="text-align: center;"><b>Writing</b></p>	<p><b>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p> <ul style="list-style-type: none"> <li>a. Introduce a topic <u>or thesis statement</u>; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul> <p><b>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3)</b></p> <p><b>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <ul style="list-style-type: none"> <li>a. Apply grades 11<sup>th</sup>/12<sup>th</sup> Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</li> <li>b. Apply grades 11<sup>th</sup>/12<sup>th</sup> Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</li> </ul>
<p style="text-align: center;"><b>Language</b></p>	<p><b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <ul style="list-style-type: none"> <li>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</li> </ul> <p><b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Details of 2a and 2b are not written on this document.)</b></p> <p><b>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b></p> <ul style="list-style-type: none"> <li>a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ul>