

**East High School**  
**2019 Summer Reading Assignment: Grade 9**

Dear students and parents,

Summer reading is a vital experience that keeps students learning when the school year is over. In addition to fostering a joy of reading, summer reading helps students maintain skills and avoid learning loss. Also, by reading a shared text, students have a common experience with their classmates to begin the school year. Lastly, when students complete an assignment accompanying the assigned text, teachers can provide valuable feedback to students to set them up for success throughout the school year.

**Goals:**

- To ask students to demonstrate their knowledge of and interaction with an extended text.
- To allow students to practice skills that will be reinforced or built upon during the next year of instruction.
- To allow students to show their creative side.

**Title of novel:** *Salt to the Sea by Ruta Sepetys*

**Assignment:** ABC Literary Scrapbook

- Create a 'literary' scrapbook. (**BE CREATIVE!**)
- Your scrapbook will consist of twenty-six TYPED entries (in alphabetical order) that encourage you to focus on different aspects of *Salt to the Sea by Ruta Sepetys*
- Each letter of the alphabet on its own page.
- Include title page

**Rubric (attached):** Your work will be assessed on quality of thought put into your entries, accuracy of information and your effort to be creative.

**Contact:** If you have any questions on this assignment, please feel free to contact: Mrs. Terri Pacheco - email address:

[terri.pacheco@pueblacityschools.us](mailto:terri.pacheco@pueblacityschools.us)

**Due date:** First week of school. \*Failure to complete this summer reading assignment may significantly impact a student's first quarter grade!\*

**WORK HARD, BE CREATIVE AND HAVE FUN!!!!**

# ABC Literary Scrapbook

(adapted from Fairborn High School)

Entries (For the ones marked with an (\*), please provide a definition, as well):

Anachronism\* (describe the anachronism found in the story)

Be a character (write a diary entry from the perspective of one of the characters)

Climax\* (include details from the book)

Description of primary characters (use psychological, emotional, behavioral and physical characteristics when describing)

Exposition\* (include details from the book)

Figurative language (include one example of 6 different literary terms)

Give an alternative ending (be creative and reasonable)

Heart to heart (write a one page letter to a character of your choice giving him/her a piece of your mind, and place your letter in an addressed envelope; make sure that your letter has all of the parts of a friendly -or not-letter)

Illustrations (draw three different illustrations, that do not already exist, that could be placed on the cover of the book)

Justify why the book is a *must read* OR a *must not read* for all teens (in paragraph form and no less than 10 sentences)

Know your book (provide five questions *worth asking* for the book and include answers to your questions)

Lessons learned (include at least three lessons [themes] you learned from the book along with what in the book cause you to "see" the lesson)

Making *personal* connections (explain at least two personal connections you were able to make with the book; in other words, explain the events, characters or situations that reminded you of something in your life)

Narration (recognize the point of view in which the story of the book is told and why you think the author chose this point of view)

Obituary\* (create an obituary for a character of your choice from the book; **look in the newspaper for proper format for an obituary**)

Pictures (choose three pictures from the book and describe how they inspired the characters)

Quotes ( write down five of your favorite quotes from the book; be sure to give the author credit by including the title and page number from which you have borrowed this information; also tell: who said it, where in the story was it said and why this quote is significant (reveals a theme, develops a character, etc.)

Resolution\* (include details from the book)

Sensory details (quote a descriptive passage that appeals to the senses. Be sure to give the author credit by including the title and page number from which you have borrowed this information. Explain why this passage is so effective)

Top five song list (choose a character and create a top-five song list that would be found on his/her iPod. You **must** include a sample of the lyrics for each song and explain how this song applies to the character)

Undercover mission (go on an undercover mission to reveal and write five facts about the author)

Visiting your favorite character (what five questions would you ask your favorite character from the book, and **explain** your reasoning for each question)

**Which** of the characters are you the most like? Which are you least like? (explain your choice in paragraph **form** with no less than 10 sentences)

Xenophobia\* (tell which characters experience xenophobia and why you think this)

**You get to** create a page based on your own ideas! (kind of like a freebie; just be sure to stick to the book)

Zinger\* (although some books have more than others, describe at least one zinger and explain why you feel it is a zinger)

# Summer Reading Assignment Project

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

CATEGORY	Insufficient (10 Points)	Fair (20 Points)	Adequate (30 Points)	Accomplished (40 Points)	Superior (50 Points)
Creativity	More time and effort needed. Hasty effort to put project together. Sloppy.	Presented some creativity however inadequate and not relevant to reading.	You've satisfied expectations. Generic delivery of information. Some effort evident.	Some personal touches and effort evident. Original approach to delivery of information.	Unique approach to delivery of information. Obvious extra effort and reflection.
Organization/ Quality/Effort	Does not follow set requirements. Unorganized and virtually no time or effort in the project. Looks like last ditch effort to turn something in.	Faint understanding of following requirements however unorganized. Very little evidence of time in the project.	Jumbled or unorganized, hard to follow. Minimal evidence of preparation; simplistic execution of the project.	Reader can follow and understand essential message; organized. Shows time and thought went into the preparation and execution of the project.	Easily followed and smooth; well made and organized. Strong evidence of time and thought went into the preparation and execution of the project.
Content	Unclear or confused information	Some evidence of	Adequate information presented;	Generally informative; the audience learns	Very informative; the audience

	presented. Demonstrates minimal understanding of the reading or work as a whole.	information however unclear. Little understanding of the reading or work as a whole.	information delivered is predictable. Demonstrates a basic understanding of the reading or work as a whole.	some new ideas. Demonstrates a clear understanding of the reading or work as a whole.	learns intriguing ideas. Demonstrates clear and insightful understanding of the reading or work as a whole.
Completion	Has 9 or less of the letters completed.	Has 10-14 of the letters completed.	Has 15-19 of the letters completed.	Has 20-25 of the letters completed.	Has all 26 letters completed.