

# HHS Summer Reading Assignment

Every student is to read at least one or more of the suggested titles below and write a journal entry to be submitted on the first day of classes. This assignment is mandatory for all English classes. Students may also expect a quiz or additional writing assignment upon their return. Writing about a book will allow students to discover what they are thinking and feeling about the book. Criteria for this assignment are:

- Written entry should NOT be a plot summary.
- Written entry should be a personal criticism.
- Writing should address the significance or value that a character, place, situation, image, metaphor, or passage conveys.
- Students may identify certain aspects of moments in a book that were meaningful or special and write about what moved them, describing what was so powerful and significant.

All the books listed by grade level below can be found at local libraries, book stores, or the internet.

**STUDENTS BEGINNING GRADE 9** should read, *Fahrenheit 451* by Bradbury, *Unfinished Portrait of Jessica* by Peck, *The Book Thief*, *Wicked: The Life and Times of the Wicked Witch of the West* by Maguire, *Always Running* by Rodriguez, *Looking for Alaska* by Green, *The Astonishing Life of Octavian Nothing* by Anderson, *Feed* by Anderson, *Flipped* by Van Dranen, *First Part Last* by Johnson, *The Guardian* by Sparks, *Slam* by Myers, *Woman Warrior* by Kingston, *Milkweed* by Spinelli, *Jumping the Nail* by Buntin, *The Hunger Games* by Collins, *Nation* by Pratchett.

**STUDENTS BEGINNING GRADE 10** should read *Jake Reinvented* by Korman, *Caramelo* by Cisneros, or *Catch 22* by Heller, *Cold Sassy Tree* by Burns, *Invisible Man* by Ellison, *Comedy of Errors* by Shakespeare, *So.Be.It* by Weeks, *Warriors Don't Cry* by Beals, *Whale Talk* by Crutcher, *Moneyball* by Lewis, *Killing Mr. Griffin* by Duncan, *Life of Pi* by Martel, *Sweet Fifteen* by Bertrand, *Bless Me*, *Ultima* by Anaya, *Come Back to Afghanistan* by Akbar, *Runaways* by Vaughan, *Tallulah Falls* by Fletcher, *A Brief Chapter in My Impossible Life* by Reinhardt, *The Hunger Games* by Collins, *Nation* by Pratchett, *Speak or Twisted* by Anderson, *Inexcusable* by Lynch

**STUDENTS BEGINNING GRADE 11** should read *Wuthering Heights* by Bronte, *Adventures of Huckleberry Finn* by Twain, *Daisy Miller* by James, *A Hitchhiker's Guide to the Galaxy* by Adams, *After the First Death* by Cormier, *Frankenstein* by Shelley, *Skellig* by Almond, *Pride and Prejudice* by Austen, *Fire* by Junger, *A Gift from the Sea* by Lindberg, *Acceleration* by McName, *Five People You'll Meet in Heaven* by Albom, *Maximum Ride (Any in series)* by Patterson, *Ella Minnow Pea* by Dunn, *Someday this Pain will be useful to you* by Cameron, *Fast Food Nation* by Schlosser, *Chanda's Secrets* by Stratto.

**STUDENTS BEGINNING GRADE 12** should read *Angela's Ashes* by McCourt, *The Road* by McCarthy, , *There are no Children Here* by Kotlowitz, *The Secret Life of Bees* by Kidd, *Chance* by Shilstone, *Into Thin Air* by Krakauer, *Tuesdays with Morrie* by Albom, *Snow in August* by Hamil, *Merchant of Venice or Othello* by Shakespeare, *Hole in My Life* by Ganto, *One Hot Second* by Young, *Cheating Lessons* by Cappo, *Sunrise over Fallulah* by Myers, *Blankets* by Thompson, *Extremely Loud & Incredibly Close* by Foer, *Bastard Out of Carolina* by Allison, *A Lesson Before Dying* by Gaines.

HHS Summer Reading

Written Response Rubric

Student \_\_\_\_\_ Evaluator \_\_\_\_\_

Grade \_\_\_\_\_ Date of Evaluation \_\_\_\_\_ Course \_\_\_\_\_

**Exceeds (4)**

Indicates title of book and author

Uses a standard font of handwriting size to develop an entry of a PAGE or more in length

Includes and documents at least one key quotation

Makes specific references to the text, along with cited page documentation

Responds creatively and insightfully

Contains a variety of influences, personal connections and judgments

Constructs sentences using a variety of patterns

Uses mature vocabulary

Reflects use of writing process, excellent mechanics, spelling and grammar

**Meets (3)**

Indicates title of book and author

Uses a standard font of handwriting size to develop an entry of a page

Includes and documents at least one key quotation

Makes specific references to the text, but may not always be cited

Contains inferences, connections and interpretation but has limited specific support and elaboration

Constructs sentences using a standard patterns

Uses standard vocabulary

Reflects use of writing process, with minimal errors in mechanics, spelling and grammar

**Below (2)**

Indicates title of book OR author, but not both

Develops an entry of less than a page

Does not include or document at least one quotation

Lacks specific references to the text

Relies heavily on summary and or description of events and characters

Contains low inference, Interpretation or connection

Constructs simple sentences

Does not reflect understanding of the writing process, has numerous mechanical errors, along with errors in spelling and grammar

**Unsatisfactory (1)**

Indicates title of book OR author but not both

Develops an entry of less than a page

Does not include or document at least one quotation

Makes incorrect references to the text

Includes incorrect information when summarizing and or describing events and characters

Constructs incomplete sentences

Does not reflect understanding of the writing process, is illegible and incomprehensible

**Circle:**    1    2    3    4

**Additional Comments:**

