

## English 9

### 2020 *Suggested* Summer Reading

Dear Rising 9th Grade Students & Parents:

Recreational reading is known to improve comprehension and writing skills, thus it remains a vital component in a student's academic success. While summer is a time to relax, I hope that you will take advantage of the time and read some books that we do not get to read during the busy school year. Parents and students can review the included list to determine which book is appropriate and interesting for their rising eighth grader. Students will have the option to complete an assignment. I look forward to hearing about and discussing your choice book in the upcoming year. Enjoy your summer and read away!

Sincerely,

9th Grade English Teacher

The following works are recommended for summer enrichment. Parents and students are invited to review the following titles to decide what might be appropriate (and interesting) for each individual.

- Alcott, Louisa May — *Little Women*
- Bradbury, Ray — *The Martian Chronicles*
- Cisneros, Sandra — *The House on Mango Street*
- Dickens, Charles — *Oliver Twist*
- Doyle, Arthur Conan — *The Hound of the Baskervilles*
- Martel, Yann—*Life of Pi*
- Schlosser, Eric—*Fast Food Nation* (Nonfiction)
- Shetterly, Margot Lee —*Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race* (Nonfiction)
- Tan, Amy—*The Joy Luck Club*
- Tolkien, J.R.R — *The Fellowship of the Ring*
- Yousafzai, Malala—*I Am Malala: How One Girl Stood Up for Education and Changed the World* (Nonfiction)

## Writing About Summer Reading

Students may complete a **writer's journal** which will be due on **the first day of school**. The purpose of the assignment is to prompt students to begin thinking in an analytical manner that motivates them to think beyond basic plot summaries and characterizations; therefore, students should be noting thematic and symbolic meaning as well as character analyses and the writer's style, which will continue to develop their inference skills.

Students may respond to one of the choices or all of them, but they must adhere to the following format:

- All responses must be typed (12-pt Times New Roman font with one-inch margins), include the MLA first-page header, contain page numbers in the top right corner (if necessary), and must be double-spaced.
- Respond in complete sentences in paragraph form to each item.

### Writing Responses:

#### 1. **Your First Impression**

What was your first impression of this work? Why? Provide specific examples from the work to illustrate your points.

#### 2. **Plot**

What are the most significant incidents in the story told in the work? (Do not summarize the entire story.) Who is/what are involved in the main conflict? What is the main conflict? What event serves as the climax of the story?

#### 3. **Character**

Choose a character you like particularly well and choose a character who you dislike. Clearly identify each of the characters and explain your feelings about both characters. Support your opinions with specific material from the work.

#### 4. **Writer's Style**

What is the overall mood of this work (sad, humorous, exciting, entertaining, informative, depressing, etc.)? Describe the writer's style (word choice and sentence structure, organization of the work). Is it difficult, easy, interesting, unusual, simple, or complicated to read? Support your opinion with examples.

## **5. Mood**

What feelings/emotions did this reading evoke? Using quotation marks and providing page number(s), cite a brief passage that made you feel this way. Would you recommend this work to others? Why or why not? Provide specific reasons.