



The Woodlands College Park High School

Conroe Independent School District

9th Grade Summer Reading Assignment 2021

English I - Level

In Conroe ISD, we encourage all students to read over the summer in order to enrich learning and provoke thought. Summer reading strengthens reading skills, increases academic achievement, fosters a love for reading, and empowers students to become lifelong learners.

Summer Reading Agenda:

1. Purchase a hard copy or ebook copy of your choice from the list below. If that's not an option, you may check the book out from the library or choose a book you have already that you've read within the last few months.
2. Read and annotate the novel using the instructions listed below.
3. Complete the chart using your annotations and complete the short answer response question.

Important Reminders:

- The chart and short answer response are due Monday, August 16th.
- Students will be placed in book clubs related to the summer reading within the first two weeks of school.

The Book List Information:

1. *5 to 1* by Holly Bodger (336 pages)
2. *The Poet X* by Elizabeth Acevedo (357 pages)
3. *Long Way Down* by Jason Reynolds (306 pages)
4. *Shakespeare Makes the Playoffs* by Ron Koertge (170 pages)
5. *Swing* by Kwame Alexander with Mary Rand Hess (432 pages)
6. *White Rose* by Kip Wilson (341 pages)
7. *Brown Girl Dreaming* by Jacqueline Woodson (319 pages)
8. _____ (recently read book)

Assignment:

During Reading:

- Students are expected to annotate and record textual evidence from their novel based on the categories listed below. This may be done by color coding/highlighting in your book or using sticky notes to mark the quotes in your book.
 - Character
 - Conflict
 - Figurative Language/Imagery
 - Text Structure
 - Author's Overall Message (Theme)
 - Personal Connections

After Reading:

- When students have completed the novel and the annotations as explained above, students are then to move on to transferring their quotes to the chart.
- On this chart you are to:
 1. Provide the title and author of your novel on the page.
 2. List 2-3 quotes you found for each category.
 - For each quote, you must correctly cite the quote by including the author's last name and page number in parenthesis at the end. Ex: "And that's how Xiomara,/bare-knuckled, fought the world" (Acevedo 126).
 3. Answer ONE of the short answer response questions using the evidence you've found in the novel.

Step 1: Annotate as you read

As you read, color code moments from the text according to the key below. You may either highlight the quotes

you find, or use sticky notes to mark them in your book. **Find as many quotes as you can!**

Color	Type of Quote
YELLOW	Character: Find quotes that demonstrate a character's personality. Look for their speech, thoughts, emotions, actions, and looks.
BLUE	Conflict: Find quotes that demonstrate a problem in the story. It can be big or small, internal or external.
PINK	Figurative Language/Imagery: Find quotes that appeal to your senses or that use literary devices such as similes, metaphors, personification, symbolism, alliteration, etc.
ORANGE	Text Structure: Find moments in the text where the sentences are put together in a way that's different or unique.
GREEN	Theme: Find moments in the text that hint at the author's overall message; what are they trying to teach readers through this story?
PURPLE	Personal Connections: Find moments in the text that you relate to or have a strong opinion about.

Teacher Example: Annotations

Below is an example of an annotated page from Elizabeth Acevedo's *The Poet X*. The notes on the side demonstrate why each line was highlighted - **this is an optional step**.

Text Structure: I think it's interesting how "bare-knuckled" is set apart by commas. This draws my attention! →

Personal Connection: I relate to this because I am always worried about others' expectations of me. →

Figurative Language: "The world not singing" is an example of personification →

Conflict: It seems like Xiomara is facing a conflict with society here. She is struggling with stereotypes. →

Character: This quote tells me a lot about Xiomara's character; she sees herself as fulfilling many roles, and describes herself as "protective" and "misunderstood." →

Rough Draft Assignment 2 – Last Paragraphs of My Biography

And that's how Xiomara, bare-knuckled, fought the world into calling her correctly by her name, into not expecting her to be a saint, into respecting her as a whole grown woman.

She knew since she was little, the world would not sing her triumphs, but she took all of the stereotypes and put them in a chokehold until they breathed out the truth.

Xiomara may be remembered as a lot of things: a student, a miracle, a protective sister, a misunderstood daughter,

but most importantly, she should be remembered as always working to become

the warrior she wanted to be.

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Theme: This quote makes me think that the author is trying to teach readers that they must constantly work on themselves in order to succeed. ~

Step 2: Add to the Quote Bank

Once you've finished reading, review your annotations and select **2-3 quotes of your favorite quotes for each category**. Add them to the chart below. Be sure to include a citation for each quotation used (Author's Last Name Page #).

Quote Bank 	
Character <i>Find quotes that demonstrate a character's personality. Look for their speech, thoughts, emotions, actions, and looks.</i>	<ul style="list-style-type: none"> • • •
Conflict <i>Find quotes that demonstrate a problem in the story. It can be big or small, internal or external.</i>	<ul style="list-style-type: none"> • • •
Figurative Language/Imagery <i>Find quotes that appeal to your senses or that use literary devices</i>	<ul style="list-style-type: none"> • • •
Text Structure <i>Find moments in the text where the sentences are put together in a way that's different or unique.</i>	<ul style="list-style-type: none"> • • •
Theme <i>Find moments in the text that hint at the author's overall message; what are they trying to teach readers through this story?</i>	<ul style="list-style-type: none"> • • •

Personal Connections

Find moments in the text that you relate to or have a strong opinion about.

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-
-

Teacher Example: Quote Bank

This is an example of how to transfer quotes from the text to your Quote Bank. The slashes (/) indicate a line break in the original text. This makes quoting poetry a lot easier! **Note:** Students reading *The Poet X* may not use the quotes in this example.

****Keep in mind: This is just an example. Your quote bank must include at least 2 - 3 quotes per category.****

<h3 style="text-align: center;">Quote Bank</h3> 	
Character <i>Find quotes that demonstrate a character's personality. Look for their speech, thoughts, emotions, actions, and looks.</i>	<ul style="list-style-type: none"> • "Xiomara may be remembered/as a lot of things: a student,/a miracle, /a protective sister,/a misunderstood daughter" (Acevedo 126).
Conflict <i>Find quotes that demonstrate a problem in the story. It can be big or small, internal or external.</i>	<ul style="list-style-type: none"> • "But she took all of the stereotypes/and put them in a chokehold/until they breathed out the truth" (Acevedo 126).
Figurative Language/Imagery <i>Find quotes that appeal to your senses or that use literary devices</i>	<ul style="list-style-type: none"> • "She knew since she was little,/the world would not sing her triumphs" (126).
Text Structure <i>Find moments in the text where the sentences are put together in a way that's different or unique.</i>	<ul style="list-style-type: none"> • "And that's how Xiomara,/bare-knuckled, fought the world/into calling her correctly by her name" (Acevedo 126).
Theme <i>Find moments in the text that hint at the author's overall message; what are they trying to teach readers through this story?</i>	<ul style="list-style-type: none"> • "She should be remembered/as always working to become/the warrior she wanted to be" (Acevedo 126).
Personal Connections <i>Find moments in the text that you relate to or have a strong opinion about.</i>	<ul style="list-style-type: none"> • "Into not expecting her to be a saint,/into respecting her as a whole grown woman" (Acevedo 126).

Step 3: Short Answer Response Questions (choose only ONE to answer):

- Responses must be written in paragraph form, contain complete sentences, and include evidence from the text.
 - Remember to correctly cite your evidence using the author's last name and page number.

Circle ONE:

1. Explain how a conflict the main character faces contributes to the author's message in the novel.
 2. What did you learn about the main character as you read the novel?
 3. How did the use of imagery or figurative language add value to the novel?
 4. Explain one connection you made with the novel while reading - this may include a connection to your own life, to a movie you've seen, to a video game you've played, or to another book you've read.

Dear Parents/Guardians,

As a part of the College Park 9th grade English I Level curriculum, each student is expected to select an individual, independent novel from a list of pre-approved titles. Students are responsible for reading the book and completing an assignment that will prepare them for the first 9-week assessment.

The primary objective of this assignment is to allow students to choose and read books that interest them. However, because each parent feels differently about what is appropriate for their own child, we require all students to have their book approved first by you. Please see the back of this letter for a brief summary of each novel.

When you are approving your student's selection, please look it over to ensure that the content of the novel is appropriate for your student. If you have objections, have your student choose another book. Once you have approved the book, please sign the provided book approval form.

Your student will be responsible for providing a copy of the book that you both choose from the list. Please make sure you purchase the correct ISBN number for the chosen book, as there are many different editions of some of the selections.

Once a student has returned the parent consent form to their 9th grade teacher on the first day of school. We want your student to feel as though he or she is reading material that is interesting to him or her but is also challenging.

Sincerely,

Mrs. Allred
Ms. Anderson
Mrs. Scott
Mrs. Mihjazi
Mrs. McRae
Mrs. Robbins
Mrs. Ray

Summer Reading Book Approval Form
Due: May 17th, 2021

Students – Complete the top portion of the form before giving to parents or teachers.

Student Name: _____

Book Title: _____

Author: _____

Number of Pages: _____

Parents – Please do not sign a blank form or a form that is not completely filled out above.
Please ask your student to show you the letter that accompanies this form.

I, _____, am aware that my child will be reading the above named book in connection with their English I class. I understand that this book was selected by my child, and by signing this form, I give my student permission to read this book. I understand I am approving the content of this book.

Parent Signature: _____ Date: _____

Tell your 9th grade teacher which book you've selected! Use the QR Code below to fill out the Google Form.



Summary of Titles for Summer Reading - Due May 17th

*** Please research these books further with your student/parent before making a final decision ***

***Long Way Down* by Jason Reynolds (306 pages)**

ISBN-13: 978-1481438261 (\$6.78 on Amazon)

Teacher Rating: PG-13 for language, violence, and trauma

Summary: Will, a young black boy, learns his brother Shawn was shot dead in the street. Will plans to seek revenge, but before he can leave the elevator of his building, he is greeted by a series of ghosts who confuse and complicate his perspective on Shawn's death and the idea of revenge killing.

***5 to 1* by Holly Bodger (336 pages)**

ISBN-13: 978-0385391535 (\$15.67 on Amazon)

Teacher Rating: PG

Summary: In the year 2054, India has a ratio of five boys for every girl, making women an incredibly valuable commodity. In an attempt to make marriage fair, the boys must complete a series of tests for a chance to win a wife.

***Shakespeare Makes the Playoffs* by Ron Koertge (170 pages)**

ISBN-13: 978-0763658526 (\$6.99 on Amazon)

Teacher Rating: PG

Summary: Kevin is a 14 year old kid with a passion for baseball, a knack for writing poetry, and has a girlfriend named Mira. However, his relationship with Mira becomes rocky when Amy enters the picture. Kevin needs to figure out which girl is for him.

***Swing* by Kwame Alexander and Mary Rand Hess (432 pages)**

ISBN-13: 978-0310761945 (\$10.99 on Amazon)

Teacher Rating: PG-13 for mild violence

Summary: Noah and his best friend Walt want to become cool, make the baseball team, and win over Sam, the girl Noah has loved for years. When Noah finds old love letters, Walt hatches a plan to woo Sam. But as Noah's love life and Walt's baseball career begin, the letters alter everything.

***White Rose* by Kip Wilson (341 pages)**

ISBN-13 - 978-0358376699 (\$9.99 on Amazon)

Teacher Rating: PG

Summary: Sophie, her brother, and his fellow soldiers formed the White Rose, a group that wrote and distributed anonymous letters criticizing the Nazi regime and calling for action from their fellow German citizens. This is based on a true story.

***The Poet X* by Elizabeth Acevedo pages 544**

ISBN-13 978-0062662811 (\$9.99 on Amazon)

Teacher Rating: PG-13 for explicit language and depictions of body image/puberty

Summary: Xiomara, a young girl in Harlem, discovers slam poetry as a way to understand her mother's religion, her desires, and her own relationship to the world.

Brown Girl Dreaming by Jacqueline Woodson
ISBN-13 978-0147515827 (\$6.50 on Amazon)

Teacher Rating: PG

Summary: Raised in South Carolina and New York, Woodson always felt halfway home in each place. In vivid poems, she shares what it was like to grow up as an African American in the 1960s and 1970s, living with the remnants of Jim Crow and her growing awareness of the Civil Rights movement.