



**9th and 10th Grade Summer Reading Assignment
2017**

Dear Rising Sophomore and Freshman Cadets,

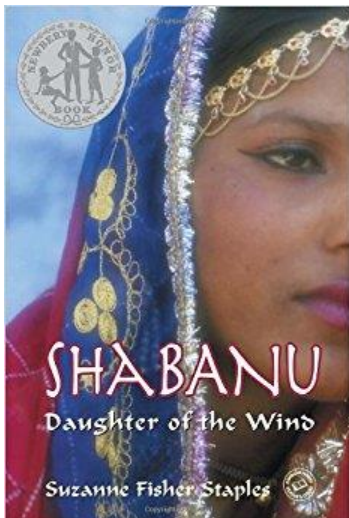
Reading over the summer is critical to your academic success – not to mention it is fun! The research is very clear that students who don't read over the summer suffer academic loss in the fall. In order to combat this "summer slide" and to encourage the enjoyment of reading, we have carefully curated a list of five books we think you will love. From the list below, you will read **one book** of your choice and write a **multi-paragraph essay** responding to one of the prompts provided. You will turn your essay in to your English teacher no later than August 25, 2017.

Parents, please research the content of the books before allowing your cadet to make a selection. A website that may be useful for this purpose is commonsensemedia.org. If you would like to review the reading levels of the books, you may find this information at arbookfind.com.

If you have any questions or concerns about the summer reading assignment, please email Ms. Dotson at jdotson@nomma.net.

Please choose one book from the list below:

Shabanu, Daughter of the Wind
by Suzanne Fisher Staples



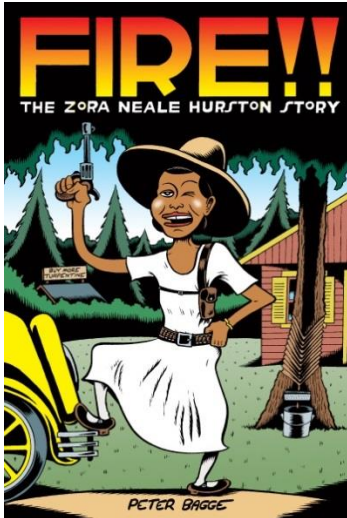
Recommended for: ALL LEVELS

Good if you're interested in: other cultures, fiction, women's studies

Life is both sweet and cruel to strong-willed young Shabanu, whose home is the windswept Cholistan Desert of Pakistan. The second daughter in a family with no sons, she's been allowed freedoms forbidden to most Muslim girls. But when a tragic encounter with a wealthy and powerful landowner ruins the marriage plans of her older sister, Shabanu is called upon to sacrifice everything she's dreamed of. Should she do what is necessary to uphold her family's honor – or listen to the stirrings of her own heart?



Fire!! The Zora Neale Hurston Story
by Peter Bagge



Recommended for: ALL LEVELS

Good if you're interested in: The Harlem Renaissance, non-fiction, biographies, graphic novels

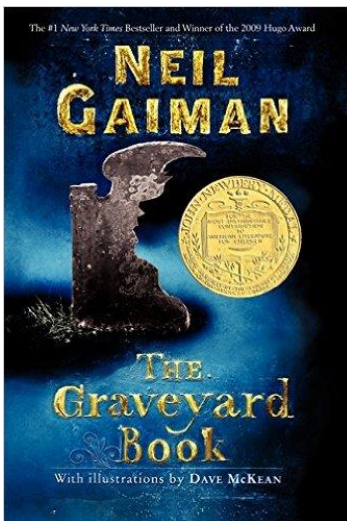
[In his graphic novel chronicling the life of author Zora Neale Hurston]...he turns what could be a rote biography into a bold and dazzling graphic novel, creating a story as brilliant as the life itself. Hurston challenged the norms of what was expected of an African American woman in early 20th century society. The fifth of eight kids from a Baptist family in Alabama, Hurston's writing prowess blossomed at Howard University, and then Barnard College, where she was the sole black student. She arrived in NYC at the height of the

Harlem Renaissance and quickly found herself surrounded by peers such as Langston Hughes and Wallace Thurman.

Hurston went on to become a noted folklorist and critically acclaimed novelist, including her most provocative work *Their Eyes Were Watching God*. Despite these landmark achievements, personal tragedies and shifting political winds in the midcentury rendered her almost forgotten by the end of her life. With admiration and respect, Bagge reconstructs her vivid life in resounding full-colour.

- Review from *Drawn & Quarterly*

The Graveyard Book
by Neil Gaiman



Recommended for: ALL LEVELS; Disponible en español : *El Libro del Cementario*

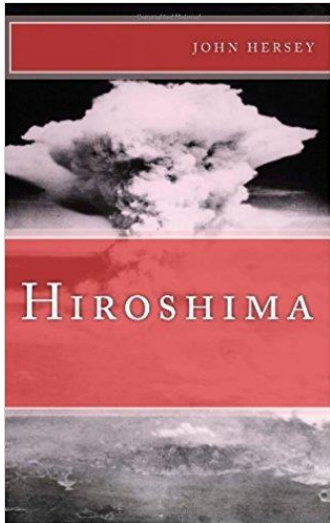
Good if you're interested in: fiction, fantasy, Harry Potter

Bod is an unusual boy who inhabits an unusual place – he's the only living resident of a graveyard. Raised from infancy by the ghosts, werewolves, and other cemetery creatures, Bod has learned the old customs of his guardians' time as well as their ghostly teachings – such as the ability to fade so mere mortals cannot see him.

Can a boy raised by ghosts face the wonders and terrors of the worlds of both the living and the dead?



Hiroshima
by John Hershey

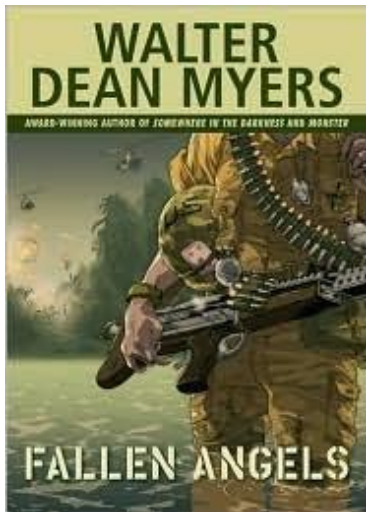


Recommended for: ADVANCED READERS

Good if you're interested in: World War II, nonfiction, personal narratives

On August 6, 1945, Hiroshima was destroyed by the first atom bomb ever dropped on a city. This nonfiction book is an account of the ruin of this city and the wreck of human lives by one atomic bomb. The novel tells the story of six individuals who survived in that city.

Fallen Angels
by Walter Dean Myers



Recommended for: ALL LEVELS

Good if you're interested in: Vietnam, fiction, self-discovery

A coming of age tale for young adults set in the trenches of the Vietnam War in the late 1960s, *Fallen Angels* is the story of Perry, a Harlem teenager who volunteers for the service when his dream of attending college falls through. Sent to the front lines, Perry and his platoon come face-to-face with the Vietcong and the real horror of warfare. But violence and death aren't the only hardships. As Perry struggles to find virtue in himself and his comrades, he questions why black troops are given the most dangerous assignments, and why the U.S. is there at all



Essay Prompts

Choose **one** prompt below, and write a **well-developed, multi-paragraph essay with a thesis and evidence from the text** as support for your ideas. This means you should use specific details from the book (quote or paraphrase) to show how your response is correct.

These prompts can be used for both fiction and nonfiction books. **Do not write a book report or simply summarize the book or novel for the entirety of the essay.** Please use the NOMMA Writer's Checklist and Writing Rubrics included below to help you write a successful essay.

1. Write a well-organized essay (4-5 paragraphs) in which you describe an "illuminating" episode or moment for the main character in your summer reading book and explain how it functions as an "A-HA!" moment, an event that indicates the deeper meaning of the work as a whole. Avoid just summarizing the plot.
2. Choose a main character from your novel and describe two of his/her personality traits. Then in the third body paragraph, explain how the character changes throughout the novel, including what causes the change. Throughout your essay be sure to include quotations and examples from the novel that support your ideas.
3. A theme is a central message of a novel. Often, it is a comment the author is making on life or society. A sample theme might be: "Love conquers all." Identify a theme in the novel that you have read. Include an introduction which briefly summarizes the plot of the novel in your own words and introduces the theme you have chosen. Include at least three body paragraphs in which you cite evidence from the novel that supports your theme and explain how the evidence you have chosen supports your theme. Finally, include a conclusion that explains why the theme may be important for readers today.

A Note on Plagiarism

Plagiarism is stealing a person's ideas or writing and passing them off as your own. This includes copying and pasting work from the internet, allowing others to complete your work, or turning in another student's old assignment. If you fail to properly quote, cite, or acknowledge someone else's words or ideas, this is also plagiarism. If your summer reading essay is plagiarized, you will not receive credit for the work. If you are unsure about what plagiarism is or want to learn more about how to avoid it, please review the plagiarism PowerPoint at nomma.net.



SUMMER READING ASSIGNMENT WRITER'S CHECKLIST

As you write your essay, remember these important points.

Content:

- ✓ Choose the prompt you'd most like to answer, and respond as directed.
- ✓ Present a clear central idea.
- ✓ Give enough details to support, and develop your central idea.
- ✓ Use well-chosen information from the book in your essay.
- ✓ Present your ideas in a logical order, and include an introduction and conclusion.

Style:

- ✓ Use words that express your meaning well.
- ✓ Write in complete sentences, and use a variety of sentence types and lengths to make your writing easy to follow

Sentence Formation:

- ✓ Write complete and correct sentences.

Usage:

- ✓ Write using appropriate subject-verb agreement, verb tenses, word meaning, and word endings.

Mechanics:

- ✓ Write using correct punctuation.
- ✓ Write using correct capitalization.
- ✓ Writing using appropriate formatting.

Spelling:

- ✓ Write using correct spelling.



NOMMA WRITING RUBICS

CONTENT RUBRIC

CONTENT: Central Idea, Development, and Organization				
Key Questions: <i>Does the writer stay focused and share insightful information related to the given task? Does the writer's use of the text show an understanding of the content and the writing task? Does the organizational structure enhance the writer's ideas and make the essay easier to understand?</i>				
Score Point	4 Consistent, though not necessarily perfect, control of the traits' features; many strengths are present.	3 Reasonable control of the traits' features; the essay has some strengths and weaknesses.	2 Inconsistent control of the traits' features; the weaknesses outweigh the strengths.	1 Little or no control of the traits' features; a minimal attempt is made to develop an essay.
CENTRAL IDEA	◦ The central idea is clear and sharply focused.	◦ The central idea is generally focused.	◦ The central idea is vague.	◦ The central idea is unclear.
USE OF EVIDENCE AND DEVELOPMENT	◦ Ample, well-chosen evidence is used to support the central idea and includes thoughtful analysis. ◦ Supporting ideas are developed thoroughly with details that are specific, relevant, and show a solid interpretation of the content.	◦ Sufficient and appropriate evidence is used to support the central idea and includes some analysis. ◦ Supporting ideas are developed adequately, though perhaps unevenly; the details are relevant and show a valid interpretation of the content.	◦ There is some evidence present but often without explanation. ◦ Supporting ideas are not developed (list-like), are superficial, or show gaps in thinking. Some details may be irrelevant, and the interpretation of the content may not be supported.	◦ There is no evidence. Portions of text may be written without purpose. ◦ Details included are irrelevant and/or show an erroneous interpretation of the content. ◦ Essay is too brief to provide an adequate sample of writing; minimal attempt.
ORGANIZATION	◦ The organizational strategy demonstrates evidence of planning and a logical progression of ideas. ◦ There is an effective introduction and conclusion and thoughtful transitions that convey a sense of wholeness.	◦ The organizational strategy is apparent with a progression of ideas that allows the reader to move through the text without confusion. ◦ The introduction, conclusion, and transitions often work well.	◦ There is an attempt at organization, but there may be digressions, repetition, or contradictory information. ◦ The introduction and conclusion are weak or may be missing; there is an occasional progression of ideas.	◦ The essay lacks an identifiable organizational strategy (random order). ◦ The lack of introduction, conclusion, and/or progression of ideas makes it difficult for the reader to move through the text (confusing).



STYLE RUBRIC

STYLE: Word Choice, Sentence Fluency, and Voice

Key Questions: *Would you keep reading this essay if it were longer? Do the words, phrases, and sentences enrich the content and allow the reader to move through the writing with ease?*

Score Point	4 Consistent, though not necessarily perfect, control of the traits' features; many strengths are present.	3 Reasonable control of the traits' features; the essay has some strengths and weaknesses.	2 Inconsistent control of the traits' features; the weaknesses outweigh the strengths.	1 Little or no control of the traits' features; a minimal attempt is made to develop an essay.
WORD CHOICE	<ul style="list-style-type: none"> ◦ Word choice is precise, effective, and includes some vivid words and phrases as appropriate to the task. 	<ul style="list-style-type: none"> ◦ Word choice is appropriate to the task and includes some interesting words and phrases. 	<ul style="list-style-type: none"> ◦ Word choice is limited, generic, and repetitive; verbs are generally weak. ◦ Words and phrasing may be inappropriate to the task (too informal). 	<ul style="list-style-type: none"> ◦ Words and phrases are functional and simple and/or may be inappropriate to the task. ◦ Essay is too brief to provide an adequate sample of writing; minimal attempt.
SENTENCE FLUENCY	<ul style="list-style-type: none"> ◦ Sentences are fluent and vary in length, structure, and beginnings. 	<ul style="list-style-type: none"> ◦ Sentences are generally varied in length and structure, and most sentences have varied beginnings. 	<ul style="list-style-type: none"> ◦ Sentences show little or no variety in length and structure, and some may be awkward or lack fluency. Many sentences have the same beginning. 	<ul style="list-style-type: none"> ◦ The sentences may be simple and lack variety, and their construction makes the essay difficult to read.
VOICE	<ul style="list-style-type: none"> ◦ The writer's voice (individual personality) is compelling and engaging. 	<ul style="list-style-type: none"> ◦ The writer's voice is present but may not be particularly compelling. 	<ul style="list-style-type: none"> ◦ The writer's voice is weak. 	<ul style="list-style-type: none"> ◦ Voice is not evident.



CONVENTIONS

Sentence Formation: completeness and correct construction of different types of sentences

1	The response exhibits acceptable control of sentence formation. Most sentences are correct; there are few, if any, fragments, run-on sentences, comma splices, or syntax problems. Sentences show the appropriate level of complexity for the grade level.
0	The response exhibits unacceptable control of sentence formation. There are run-on sentences, fragments, and/or poorly constructed sentences that indicate that the writer does not have adequate skill in sentence formation.

Usage: correct agreement, verb tenses, and word choice

1	The response exhibits acceptable control of usage. Subject-verb agreement and pronoun-antecedent agreement; verb tenses; forms of nouns, pronouns, adjectives, and adverbs; and word meaning are generally correct. If errors are present, they do not appear to be part of a pattern of usage errors.
0	The response exhibits unacceptable control of usage. There are errors in agreement; verb tenses; forms of nouns, pronouns, and adjectives, and adverbs; and/or word meaning. The pattern of errors is evidence of a lack of control of the features of usage.

Mechanics: correct punctuation and capitalization

1	The response exhibits acceptable control of mechanics. Punctuation and capitalization are generally correct. If errors are present, they do not appear to be part of a pattern of mechanics errors.
0	The response exhibits unacceptable control of mechanics. There are errors in punctuation and capitalization. The pattern of errors is evidence of a lack of control of the features of mechanics.

Spelling: correct spelling of high-frequency and grade-appropriate words

1	The response exhibits acceptable control of spelling. High-frequency words and the majority of grade-appropriate words are spelled correctly. There is no pattern of spelling errors.
0	The response exhibits unacceptable control of spelling. There are errors in spelling high-frequency and grade-appropriate words. There is a pattern of spelling errors.