



The Woodlands College Park High School
Conroe Independent School District

9th Grade Summer Reading Assignment 2018
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 the book of choice mentioned in the parent letter or listed on the College Park website
2. Read and annotate the novel using the During Reading Chart
3. Complete the After Reading Character Chart

Important Reminders:

- The Reading Chart and Character Chart are due on the first day of school
- Students will be given an in-class assessment related to the summer reading within the first two weeks of school.

The Book List Information:

1. *Peak* by Roland Smith, pages: 256
2. *The Absolutely True Diary of a Part Time Indian* by Sherman Alexie, pages 229
3. *The Hate U Give* by Angie Thomas, pages 464
4. *Butter* by Erin Jade Lange, pages 320
5. *I'm Not Your Perfect Mexican Daughter* by Erika L. Sánchez, pages 352
6. *All the Light We Cannot See* by Anthony Doerr, pages 544
7. *Unwind* by Neal Shusterman, pages 384
8. *Perks of Being a Wallflower* by Stephen Chbosky, pages 224

Assignment:

During Reading:

- Students are expected to annotate and record textual evidence from their novel over the main character's characteristics (STEAL; Speech, Thoughts, Emotions, Actions, Looks) on the chart titled "During Reading."
- You will "steal" clues about your character's traits and qualities, which will allow you to determine what motivates your main character.

After Reading:

- When students have completed the novel and the STEAL chart as explained above, students are then to move on to the Character Chart.
- On this chart you are to:
 1. Provide the title and author of your novel on the page.
 2. Creatively illustrate their main character's appearance as described in the text.
 3. Completely answer the questions using textual evidence. Make sure that you correctly cite the quote. ex: (Smith 78)

TEACHER EXAMPLE During Reading

Characterization for Katniss Everdeen from *The Hunger Games* by Suzanne Collins

Speech	<ul style="list-style-type: none">• “I volunteer!” I gasp. “I volunteer as tribute!” (Collins 22).
Thoughts	<ul style="list-style-type: none">• “Rue’s death has forced me to confront my own fury against the cruelty, the injustice they inflict upon us” (Collins 236).
Emotions	<ul style="list-style-type: none">• “Five years later, I still wake up screaming for him run” (Collins 5).• “The anguish I always feel when she’s in pain wells up in my chest and threatens to register on my face” (Collins 15).
Actions	<ul style="list-style-type: none">• “As soon as I’m in the trees, I retrieve a bow and sheath of arrows from a hollow log” (Collins 6).• “I protect Prim in every way, but I’m powerless against the reaping” (Collins 15).
Looks	<ul style="list-style-type: none">• “I pull on trousers, a shirt, tuck my long dark braid into a cap, and grab my forage bag” (Collins 4).

Teacher Example After Reading: Character Chart

Head: What has your character learned from the struggles they have faced throughout the entire book?

By competing for her life in the Hunger Games, Katniss learns that power can be overcome by love and sacrifice. Katniss demonstrates her willingness to sacrifice herself for her sister when she “volunteers as tribute” (Collins 22) in place of Prim. This selflessness flies in the face of the Capitol’s cold-hearted lottery system, creating a loophole that allows Katniss to save the life of the person she loves most. Later, Katniss and Peeta discover another loophole in the Capitol’s power when they indicate that they are willing to eat poison berries rather than allow the Hunger Games to cause them to turn on each other (Collins 200). This show of compassion forces the Gamemakers to end the game without a fight to the death, revealing that the Capitol’s power can be overcome by those willing to sacrifice for love.

