All students entering grades 9, 10, 11 and 12 are encouraged to complete the following activities during the summer. The intention of these activities is to not only encourage a love for reading and for self-expression as well as foster the development of reading and writing skills. Such activities have proven beneficial to avoid “the summer slide”.

For computer access to the list of books and to borrow reading material visit one of the Cranston Public Libraries:

<table>
<thead>
<tr>
<th>Library</th>
<th>Address</th>
<th>Phone</th>
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<tr>
<td>Central Library</td>
<td>140 Sockanosset Cross Rd 943-9080</td>
<td>943-9080</td>
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<tr>
<td>Arlington</td>
<td>1064 Cranston St.</td>
<td>944-1662</td>
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<tr>
<td>Auburn</td>
<td>396 Pontiac Ave.</td>
<td>781-6116</td>
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<tr>
<td>William Hall</td>
<td>1825 Broad St.</td>
<td>781-2450</td>
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<tr>
<td>Oak Lawn</td>
<td>230 Wilbur Ave.</td>
<td>942-1787</td>
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<tr>
<td>Knightsville</td>
<td>1847 Cranston St.</td>
<td>942-2504</td>
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This work will be collected and students will be recognized for their productive efforts.

Assignment:

- Students are to choose at least one book from the 2017 Summer Reading Suggestions found on the Cranston Public Schools website.

- After reading each book, choose two questions below and respond to them. Each response should be thoughtful, thorough, and include textual evidence/support. Be sure to address all parts of the question.

- A rubric is included as guidance towards the standard expectations for writing. All thoughtful and thorough efforts will be accepted!

- This assignment is due to your English teacher the first week of school.
Choose any two questions to answer about each book. Choose different questions for each novel read.

1. What is the main character like? Give three adjectives (physical and/or personality traits) that describe one of the characters. Are these traits strengths or weaknesses? Be sure to cite evidence from the text that supports the adjectives that you chose.

2. Is the main character a person to admire? Use evidence from the text to prove your point.

3. Do any characters change during the course of the book? Explain how the events in the book change the character. Use evidence from the text to prove your point.

4. Why do you think the author wrote this book? Think about what lessons or points the author is trying to get across to the reader.

5. What topic(s) do you think this author needed to know about to write this book? For example, an author usually does some research to help him/her write the text. What evidence of research do you find in this text? Use evidence from the text to prove your point. (You may need to look at the author’s biography.)

6. If you read a non-fiction text, explain what text features* enhanced your understanding of the topic? *Text features include table of contents, index, glossary, graphs, statistics, labeled diagram, bold/underlined italicized words, web links, etc. Which text features could have been included or improved to better your understanding of the book/topic?

7. Compare one of the characters in the text to another character you’ve read about or a real person. Use evidence from the text to support your ideas.

8. Identify and describe the culture and/or setting depicted by the author. Would the story be different if set in a different culture/setting? Use evidence from the text to prove your point.

9. Visually represent (a drawing, painting, collage, tech representation, etc.) a setting from the book and use textual evidence to explain the choices in your portrayal of the setting.

10. Write a poem, a song or create a PowerPoint summarizing the topic or main events of the book.

11. Does your author use specific techniques to make the story interesting? Using the list below, show how the author uses literary techniques to improve the story. Use evidence from the text to prove your point.

12. Who would you recommend this book to? How would this person/group of people benefit from reading this book? Why? Be sure to use specific examples and how the author’s style or craft would influence/impact that person?

13. Describe and explain how this book (fiction or non-fiction) has changed your understanding, point of view, awareness, or perspective of a particular topic/social issue as result of reading the book. Be sure to include references to the book to support your thinking.
Dialogue: An author uses dialogue for many reasons. A few are: to forward the action, show what a character is like, set the mood or tone of the piece, provide information, etc.

Flashback: General term for altering time sequences, often giving the end result first and then going back in time to tell how the ending happened.

Foreshadowing: An author’s deliberate use of hints or suggestions to give a preview of events or themes that do not develop until later in the narrative. Images such as a storm brewing or a crow landing on a fence post often foreshadow ominous/bad developments in a story.

Hyperbole: An excessive overstatement or conscious exaggeration of fact. “I’ve told you that a million times already” is a hyperbolic statement.

Imagery: Language and descriptions that bring to mind sensory impressions. For example: The room was dark and gloomy. - The words “dark” and “gloomy” are visual images. The river was roaring in the mountains. – The word “roaring” appeals to our sense of hearing.

Irony: Broadly speaking, irony is a device that emphasizes the contrast between the way things are expected to be and the way they actually are. A historical example of irony might be the fact that people in medieval Europe believed bathing would harm them when in fact not bathing led to the unsanitary conditions that caused the bubonic plague.

Metaphor: The comparison of one thing to another that does not use the terms “like” or “as.”

Personification: The use of human characteristics to describe animals, things, or ideas. Carl Sandburg’s poem “Chicago” describes the city as “Stormy, husky, brawling / City of the Big Shoulders.”

Sarcasm: A form of verbal irony (see above) in which it is obvious from context and tone that the speaker means the opposite of what he or she says. Saying “That was graceful” when someone trips and falls is an example of sarcasm.

Sensory description - descriptions that use the senses – sight, smell, touch, hearing, taste.

Simile: A comparison of two things through the use of the words like or as. The title of Robert Burns’s poem “My Love Is Like a Red, Red Rose” is a simile.

Vocabulary: An author’s choice of words often evokes feelings. Example: “a horrendous accident” – horrendous makes the reader feel more horrified than if the author wrote a bad accident or a small accident. Vocabulary sets the mood and tone of the writing.
The Cranston high school graduate exhibits proficient communication skills. Grades 9-12

CONSTRUCTED RESPONSE

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Nearly Meets Standard</th>
<th>Below Standard</th>
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<tbody>
<tr>
<td>CCW.1a. 9-12; CCW.2a. 9-12: Uses a topic sentence to introduce constructed response. This may be made by turning the question into a sentence.</td>
<td>The constructed response begins with a skillful topic sentence that clearly indicates the main purpose of the writing.</td>
<td>The constructed response begins with a clear topic sentence that indicates the main purpose of the writing.</td>
<td>The constructed response begins with a vague topic sentence that may indicate the main purpose of the writing.</td>
<td>The constructed response does not begin with a skillful topic sentence that clearly indicates the main purpose of the writing. It begins with the answer to the question.</td>
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<tr>
<td>CCW.2b. 9-12; CCW.2b.9-12: Details and Elaboration</td>
<td>The student effectively selects and provides a depth of accurate evidence and details relevant to the topic/prompt. The details are elaborated. When applicable, the student references texts and uses relevant and insightful citations to support interpretations and thesis.</td>
<td>The student selects and provides sufficient, accurate evidence and details relevant to the topic/prompt. There is some elaboration. When applicable, the student references texts and uses relevant citations to support interpretations and thesis.</td>
<td>Information may be cursory, lacking, and/or not accurate. There is little elaboration. When applicable, the student references limited texts and uses some relevant citations to support interpretations and thesis.</td>
<td>Information is lacking. Details may be listed. When applicable, the student does not references texts and uses few citations to support interpretations and thesis.</td>
</tr>
<tr>
<td>Content</td>
<td>Student shows a profound and thoughtful understanding of the content. Builds a logically accomplished and accurate answer.</td>
<td>Student shows understanding of content. Builds a logical, accurate answer.</td>
<td>Student shows some understanding of content. Answer may not be complete.</td>
<td>There may be some misunderstandings and inaccuracies of content.</td>
</tr>
<tr>
<td>Comment (optional)</td>
<td>When appropriate, provides an insightful, concluding statement that follows from and supports the information (e.g. articulating implications or significance of the topic.)</td>
<td>When appropriate, provides a concluding statement that follows from and supports the information (e.g. articulating implications or significance of the topic.)</td>
<td>When appropriate, attempts to provide a concluding statement. It may be repetitious of topic sentence.</td>
<td>Concluding statement repeats topic sentence verbatim.</td>
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