



## GCSD SUMMER READING PROGRAM

### GRADES 9-12

Summer Reading for 2019-2020 will be counted as **EXTRA CREDIT**. Those completing the required assignments and turning them in on time will earn one percentage point (1%) of extra credit on their first quarter grade in ELA. No late work will be accepted.

#### REQUIREMENTS:

- Read a literary text over the summer and complete **TWO** of the assignments on the list, **OR**
- Read a nonfiction text over the summer and complete the nonfiction text response questions **AND one** of the assignments on the list.
- Your parent/guardian must approve your selected text for extra credit to be considered.
- All assignments are to be completed thoroughly and accurately for extra credit to be awarded.
- All assignments are **due** Monday, August 26, 2019.
- \*\*\*If you are an AHS or GHS student who does not have your ELA class until second semester, please turn in your assignment to the ELA department chair on **Monday, August 26, 2019.**

---

**PLEASE SIGN AND ATTACH/TURN IN WITH YOUR SUMMER READING WORK**

**STUDENT SIGNATURE REQUIRED:** I, \_\_\_\_\_, have read this text during the summer of 2019. I understand that this is extra credit in the English Language Arts classroom.

**PARENT SIGNATURE REQUIRED:** I, \_\_\_\_\_, verify that my child completed the extra credit summer reading.

### Assignment Choices: Literary Text

	<p>Choose <b>two</b> of the following to complete by August 26, 2019 for extra credit in your 2019-2020 English Language Arts Class</p>
<p><b>PRE-RECORDED BOOK TALK</b></p>	<p><b>PRE-RECORDED BOOK TALK:</b> Pre-record a 2 minute book-talk and bring it in on a USB thumb drive or upload it to YouTube. Include the title and author of the book and give a brief summary. Then explain why you liked it and why other students might be interested in the book. You may also read a short excerpt as part of your talk (maximum one page).</p> <p>Tips:</p> <ol style="list-style-type: none"> <li>1. Start off with an interesting quotation from the book to capture your audience’s attention. (Make sure you include an explanation of the quotation!)</li> <li>2. Spend the majority of your time discussing the plot and conflict, but include setting, major characters, and a theme. Do not give away too much, and NEVER tell the ending!</li> <li>3. Do not just list characters—remember this book talk is essentially a persuasive speech—you are convincing your audience to read the book.</li> <li>4. You may become a character in the book. (“Let me tell you about myself. My name is Harry Potter...”)</li> <li>5. Work on appropriate presentation skills: make eye contact, do not read your speech, use body language to communicate your message, speak loudly and clearly, etc.</li> <li>6. Feel free to use different voices or wear a costume. Ham it up! Have fun!</li> </ol>
<p><b>QUOTATIONS (minimum 500 words)</b></p>	<p><b>QUOTATIONS:</b> After you have read and marked important or significant quotations/passages, go back and choose 5 of those quotations (collect them from the entire text, not just one section).</p> <ol style="list-style-type: none"> <li>1. Write each quotation on a SEPARATE page in your journal (at the top of the page), copying it exactly and using quotation marks. After the quotation, place the page number in parentheses.</li> <li>2. Explain the CONTEXT of the quotation—how does it “fit” into the whole text? What is happening? Who is speaking? How is the quotation important to the meaning of the entire text?</li> <li>3. Explain WHY you chose the quotation. Suggested responses:             <ul style="list-style-type: none"> <li>• What made you notice the quotation?</li> <li>• Is there something about the author’s use of language that caught your attention or made you think?</li> <li>• Is the passage/quotation about something important-or a change in the course of the text?</li> <li>• Do you agree or disagree with the ideas in the quotation/passage?</li> <li>• Does the passage remind you of a situation you have lived as well?</li> <li>• Does the passage challenge you to think?</li> </ul> </li> </ol>
<p><b>CHANGE IN CHARACTERS (minimum 500 words)</b></p>	<p><b>CHANGE IN CHARACTERS:</b> “There is not much point in writing a novel unless you can show the possibility of moral transformation, or an increase in wisdom, operating in your chief character or characters.” (Anthony Burgess)</p> <p>Since so many stories contain lessons that the main character learns and grows from, critical readers pay attention to the meaning associated with how and why characters change and develop throughout the text.</p> <p>Write an essay about HOW the protagonist has developed/changed (what has he/she learned), WHY the character changes (causes), and WHAT those changes suggest about the meaning of the text.</p>
<p><b>TEXT TO GRAPHICS</b></p>	<p><b>TEXT TO GRAPHICS:</b> Create a visual (digital or print) based on your understanding of a passage or the book as a whole. Use graphics/symbols/colors to respond to the passage or the book. Include a relevant quotation from the book at the bottom of the page and a title for your graphic at the top. Explain how your visual represents meaning (choice of colors, symbols, pictures, etc.). You may choose to use Glogster, a blog, an online scrapbook, PowerPoint, Prezi, or other online tools to create a digital version of your visual. Please save your work in a format that is accessible in school. (Web pages may be saved as documents, rtf files, or PDF formats for easy access.</p>

## Assignment Choices: Nonfiction Text

### Requirements:

1. Choose **ONE** assignment from the chart for Literary Texts.
2. Answer **ALL** of the following questions using complete sentences (5-7 minimum per question) and examples from your nonfiction text to support your understanding of the text. \*Put your name, the title of the book and the author at the top of the page.

### Questions:

1. Does the author try to persuade you in any way? How?
2. What is the main purpose of this text? How do you know that?
3. How do statistics and data support the author's perspective?
4. Do you find the author's evidence convincing? Explain.
5. What new information did you learn? How can you apply this information to an issue or problem in today's world?
6. How did this new information change your way of thinking about this subject?
7. What words, phrases, and statements does the author use that caught your attention? Why? How did they make you feel?
8. Were there any photographs, illustrations, charts, graphs or diagrams that were important? Select two or three and show what you learned from them and explain why you believe each one was important.
9. Did the reading leave you with unanswered questions? What are these?
10. How did you connect to the reading? Was it personal? Was it an issue that affects your community and the world? Explain.