

North Providence High School

Summer Reading 2010-2011

The goal of summer reading is to establish a life-long love of reading in our students, thereby continuing to build a culture of literacy at North Providence High School. The books on the lists below represent books of high interest in their subject areas, written in a variety of genres and at a variety of reading levels. Choose a book based upon your own area of interest.

All students enrolled in North Providence High School for the 2010-2011 school year are required to read one book selected from the following lists, and to complete a project due the first week of school. Projects will be graded and count toward first quarter grades in English. Additional assessments related to summer reading may be given in English class based upon teacher discretion. Credit will be given only for books read from the lists below.

Fiction:

Born Blue by: Han Nolan (Unified Arts)

Brother, I'm Dying by: Edwidge Danticat
(English/Social Studies)

Fat Kid Rules the World by: K.L. Going (Unified Arts)

Kaleidoscope Eyes by: Jen Bryant (Social Studies)

Muchacho: A Novel by: Louanne Johnson
(English/World Language)

Numbers by: Rachel Ward (Math)

Positively by: Courtney Sheinmel (Science)

Shooting Star by: Fredrick L. McKissack
(English)

The Solitude of Prime Numbers: A Novel
by: Paolo Giordana (Math)

Wintergirls by: Laurie Halse Anderson
(English)

Sarah's Key by: Tatiana de Rosney
(English/World Language/Social Studies)

Graphic Novels:

American Born Chinese by: Gene Yang

Watchmen by: Alan Moore

Scott Pilgrim: Vol., 1 by: Brian Lee O'Malley

Non Fiction:

All But My Life by: Gerda Weissmann Klein
(English/Social Studies)

Almost A Woman by: Esmeralda Santiago
(World Language)

Freakonomics: A Rogue Economist Explores the Hidden Side of Everything by: Stephen Dubner, Steven Levitt (Business)

Long Way Gone by: Ishmael Beach
(English/Social Studies)

Slumgirl Dreaming: Rubina's Journey to the Stars by: Rubina Ali (Social Studies)

The Factory Girls by: Leslie Chang (Business)

The Last Lecture by: Randy Pausch (English)

When I Was Puerto Rican by: Esmeralda Santiago
(World Languages)

The Head Bone's Connected To The Neck Bone: The Weird, Wacky, and Wonderful X-Ray
By: Carla Killough McClafferty (Science)

Smile by: Raina Telgemeier

Pyong yang by: Guy Delisle

Level of Performance	Expectations
Distinguished	<ul style="list-style-type: none"> ▪ Communication: All requirements of the project are met. Oral and/or written skills are highly proficient. ▪ Thinking and Reasoning: Project is comprehensive and demonstrates a high level of analysis, synthesis, and problem-solving. ▪ Content and Skills Project demonstrates an application of skills (GSEs) and knowledge to practice as derived from reading. ▪ Creativity: Information and evidence are accurate and appropriate, with claims well supported if appropriate. Overall, the project is organized, detailed, and carefully edited, and incorporates appropriate tone, style, and diction. It is obvious from this project that the student read the novel completely.
Proficient	<ul style="list-style-type: none"> ▪ Communication: Most requirements of the project are met. A proficient command of oral and/or written language is demonstrated. Errors in language, structure and grammar are minimal. ▪ Thinking and Reasoning: Project demonstrates some level of analysis, synthesis, and problem-solving. ▪ Content and Skills: Project shows some application of skills (GSEs) and knowledge to practice as derived from readings. ▪ Creativity: This project responds to all parts of the assignment and generally demonstrates a clear and consistent focus and purpose. Most of the time, information and evidence are accurate and appropriate, with claims adequately supported. Overall, the project is adequately organized, detailed, and edited, and incorporates appropriate tone, style and diction. Some minor weaknesses exist.
Emerging	<ul style="list-style-type: none"> ▪ Communication: Few project requirements are met. Several errors in language, structure, and grammar. ▪ Thinking and Reasoning: Project demonstrates little evidence of analysis, synthesis, and problem-solving. ▪ Content and Skills: Project demonstrates little application of skills (GSEs) and knowledge as derived from reading. ▪ Creativity: The project does not respond adequately to all parts of the assignment and does not maintain a consistent focus and purpose. Information and evidence are sometimes inaccurate or missing, and claims are marked by generality and are not always adequately supported. Overall, the project is simply unorganized, has a minimum of detail, and needs more editing. Word choice is predictable and not always accurate.
Unacceptable	Entry demonstrates the above characteristics to a minor degree or not at all.

Summer Reading Projects

Choose one of the following projects to be handed in to your English teacher during the first week of school. Please refer to the rubric on the back indicating how you will be graded. You may also be given further assessment on your book, as to be determined by your English teacher.

1. Write a critique of your novel.

- Express your opinion of the book offering specific reasons and examples to support your opinion.
- The title of the book and the author's name should be in the first line of the critique.
- 2 pages typed, double spaced.

2. Make a scrapbook about your novel.

- Include pictures that could represent the main characters and places in the novel (add a caption to explain each picture) as well as newspaper and magazine articles that reflect the themes and problems encountered in the novel.
- Write an explanation of your scrapbook's contents (1 page double spaced).
- 6 page minimum.

3. Create a poem about the novel

- Poem should express a topic, conflict, plotline or character related directly to the novel.
- 36 line minimum.

4. Create a Photo Story about your novel.

- **Photo Story is a program you can download for free at <http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.msp>**
- Take your OWN photographs of pictures which you feel represent your novel.
- Include captions on the pictures to describe how the picture reflects the novel.
- Write a two-page typed explanation of how your Photo Story depicts the novel.
- You must submit a hard copy of your Photo Story to your teacher.
- Your Photo Story will be presented to the class.

5. Create a Soundtrack for your novel.

- Choose 6-8 songs which you feel best depict the themes, characters, plot, issues, etc, in your novel.
- Include a paragraph for each song explaining why the song is representative of the novel.
- Your soundtrack should also have a cover page (similar to a CD cover) which depicts your novel.
- Be prepared to share your soundtrack with the class.