

TRA Summer Reading 2018 Grades 9-12

This year, students will read TWO books of their own choice within the Lexile level given for each grade and 65 pages or longer in length.

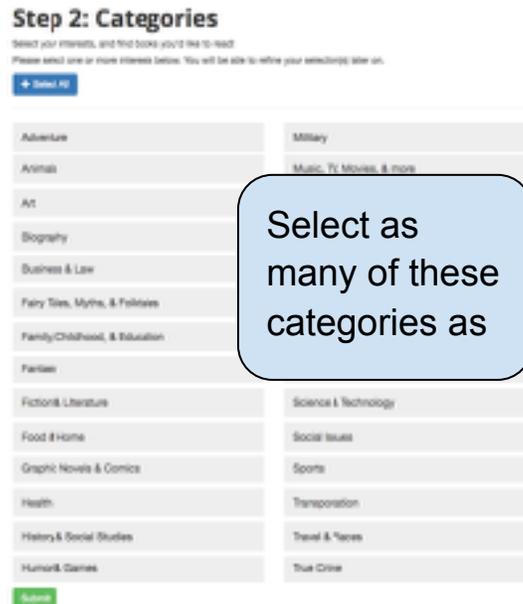
The **Lexile Framework for Reading** is an educational tool that uses a measure called a Lexile to match readers with books, articles and other leveled reading resources.

Steps to choosing your books:

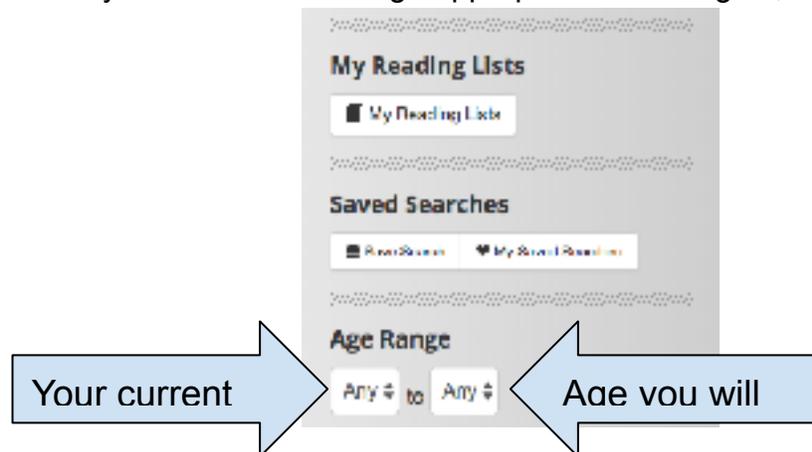
1. Go to the following link: <https://fab.lexile.com/search/>
2. Use the box on the left titled “My Lexile Measure is...” to enter the Lexile range for the grade level you will be in for the 2018-19 school year (see below) and click Submit.

The screenshot shows the 'Step 1: Enter Your Lexile' page. At the top, it says 'Tell us your Lexile measure and find the books you'd like to read!' and has a 'Find a Book' button. Below this, there are two main sections: 'My Lexile measure is...' and 'I don't know my Lexile measure...'. The 'My Lexile measure is...' section has a 'Lexile' input field and a 'Lexile Range' section with 'L' and 'TD' input fields. A blue arrow points to the 'TD' field. The 'I don't know my Lexile measure...' section has a 'My current grade is:' dropdown menu and three radio button options: 'I find the books I read for school difficult.', 'I find the books I read for school just right.', and 'I find the books I read for school easy.'.

3. Select the categories that fit your interests and click Submit.



4. On the right-hand side of this page, you can select your age range. Select your current age and the age you will turn on your next birthday. This helps ensure that the books you choose will be age appropriate. Once again, click submit.



5. The last step is to choose your books, read, and enjoy!

Lexile Levels by Grade

9th:	925-1350
10th:	985-1400
11th:	1000-1440
12th:	1085-1500

FAQ

Can I read a book outside my assigned lexile level?

You may read a book that is *higher* than your assigned lexile level, but not one that is lower.

Can I read a book rated for another age?

As long as you have your parent's permission, you may read a book rated for older students, but a book rated only for students younger than you will not be accepted.

What if I already have a book in mind? Can I read that book?

You can use the search tool on the website to see if the book falls within the Lexile range for your grade level. If it is within the Lexile range or above it, then you may read that book. If it is below the range then you may not read it for summer reading.

Can I read a book I have read before?

You may not read a book that you have read before, either for school or otherwise.

Once you have finished your reading, see the instructions below for completing the questions and project.

Summer Reading Assignments

The summer reading assignment consists of two parts. The first part will mostly be completed while you are reading one of the novels of your choice. The second part will mostly be completed after you finish reading the OTHER novel of your choice. Both parts should be finished and turned in by Monday, August 13.

Part I. Choose ONE of the books that you read and answer the following questions for that book. At least one paragraph is required for each answer. Answers will reflect a response to a variety of sections of the novel. Here are the five questions:

1. If you could change one action by one character in the novel, what character and action would you choose? Why? How would your change alter the novel as a whole?
2. What part of the novel did you have the strongest reaction to while reading? This response could be sadness, anger, excitement or another emotion. Why did you react strongly to that particular part of the novel?
3. While reading the novel, what did you predict incorrectly? What did you correctly predict? For instance, what part of the novel was not surprising and what part of the novel surprised you the most?
4. What will you always remember about this particular novel? This can be something that happened in the plot, a particular character or even a memorable visual. Why was it memorable to you?
5. What option did you choose for your summer reading project? Briefly describe your project and why you chose that option.

PART II is on the next page.

Part II. For this part, use the other book that you did not use for Part I and choose one of the nine project assignments from the following list. (You CANNOT use the same book for both parts of the assignment). You will present your project to your English class in a 3-5 minute presentation starting on the first full week of class; the project itself is to be turned in Monday, August 13. Be prepared to answer questions regarding the novel and your project during your presentation.

1. Storyboard

Create a visual outline, a storyboard, of the major plot points and events in the novel. You may use images, quotes, and other aspects of the major elements of the novel for your storyboard. You will present your storyboard to the class. Be able to fully explain your storyboard. Be ready to answer questions not only about your choices for your storyboard, but also the novel in general. Remember to think about how to make your storyboard unique.

2. Comic Strip

Create a comic strip from a specific character's point of view, using specific plot elements and quotes from the novel. Be able to explain the significance of your comic strip, why you chose to highlight a particular section of the novel in your comic strip, and the significance of your comic strip in relation to the novel as a whole. Be ready to answer questions about the novel and your comic strip.

3. Timeline

Create a timeline with images, specifically focused on significant plot points, why they are significant, how they are connected, how they show cause and effect for events in the novel, and how they show character development. You will present your timeline to the class. Be ready to answer questions about what you highlighted in your timeline and about the novel.

4. Book Cover

Design a front cover and back cover for the novel. Include images, significant quotes, plot elements, and character information while highlighting specific themes and conflicts in the novel. Write a paragraph about the novel on the back cover. Look at actual book covers to help you with how to organize your project. Do not use clip art or Google images. You will present your book covers by explaining how they reflect the theme, conflict, messages, and characters in the novel. Also, you will write a one-page (typed) analysis explaining your cover and each element you chose (images, colors, font, etc.) and why. Be prepared to answer questions about your book covers and the novel.

5. Travel Brochure

Create a travel brochure, using images of places within the book. Use tone, mood, setting, and significance of setting in your brochure. Think about all of the different aspects of setting in the novel. For instance, is the setting in a specific city, state, country, or time period? Is the setting mostly indoors, outdoors, urban, or rural? Present your brochure to the class and be ready to answer questions regarding your brochure and how it represents the novel. Also, be ready to answer questions about the novel.

6. History Lesson

Using the novel and historical research, create a presentation explaining an important issue from the time period of the novel. Explain how the time period is significant in relation to the novel. Your presentation should include images to enhance the presentation. Be sure to connect the history to specifics in the novel, and be prepared to answer questions about the novel and your research.

7. Correspondence

Taking on the persona of one or more characters in the novel, write at least four diary entries and/or letters that the character(s) could possibly write during the course of the novel. You may have one character write four diary entries or you may have two different characters write letters to each other. Other variations of this idea are acceptable, also. Use specifics from the novel to legitimize your diary entries and/or letters, thinking about how the characters would write and what they would say as they wrote in their diaries or to another character. Be prepared to answer questions about your project and the novel.

8. Newspaper or Newscast

Create the front page of a newspaper using the novel as inspiration. You will need to provide pictures, appropriate headlines and write news articles (could have character interviews) to capture the tone and happenings of the novel. Or, you may write a fake newscast regarding the novel in the same way, using the tone and significant moments in the novel. This may either be read live in class or recorded and shown to the class as a video newscast. Be prepared to answer questions on the parts of the novel you chose to highlight as newsworthy and other questions regarding the novel.

9. Soundtrack

Create a soundtrack to correspond with the novel. Choose songs that represent two of the main characters, two major moments in the novel, and the overall tone of the novel. Therefore, the soundtrack should include five songs total. You will play short clips from the school-appropriate songs and fully explain how they represent the characters, moments, and tone through the lyrics and the music itself. Explanations for song choices should be written down to reference during your presentation. Be prepared to answer additional questions about your project and the novel in general.