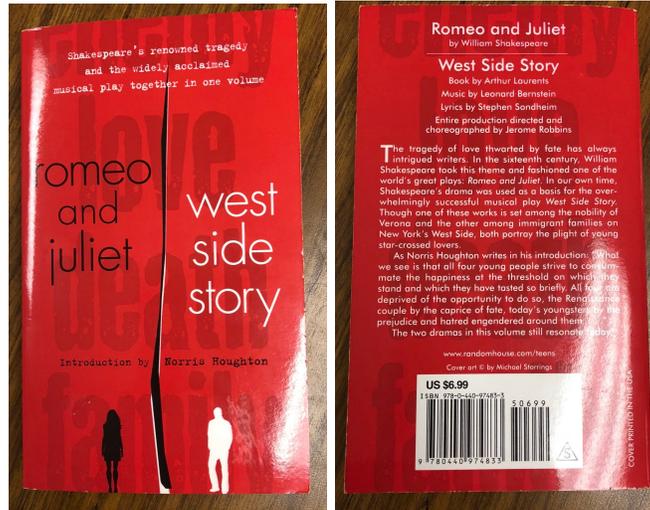


9th grade Summer Reading

Super Reader Project (fiction)

It is strongly suggested that while students are reading the book, they annotate* and mark it up. This book will help lay the foundation for our reading of *Romeo and Juliet*.



This book contains both texts and will make discussions between the two texts more fluid. The ISBN number is: 978-0-440-97483.

In addition, students can work on this project while reading. Some responses are easier to create while reading rather than when the book is completed.

Questions and answers may be typed or handwritten. Handwriting should be neat and legible. Paper should be turned on the first day of school.

Answers are expected to be thorough. A one-sentence answer when elaboration is needed will not be sufficient.

Total Points: 50

Basic Information

1. The title of this book is... It was written by ...
2. A main character of my novel is...
- 2b.. Three character traits (adjectives) I would use to describe this character are...
3. A minor character of my novel is...
- 3b. A character trait (adjective) I would use to describe this character is...

4. A character can be **dynamic** (changes in some way through the story) or **static** (does not change through the story). Choose *ONE* of the choices below. You must use textual evidence in your answer. You must explain why the character is dynamic or static and why there is or is not a change.

_____ from my novel is a dynamic character because...

_____ from my novel is a static character because...

5. A character can be **round** (fully developed, the reader feels like he knows the character) or **flat** (under-developed, the reader does not know the character well). Choose *ONE* of the choices below. You must use textual evidence in your answer. You must explain why the character is round or flat and why. Select a different character than the ones you wrote about in Questions 2, 3, 4.

_____ from my novel is a round character because...

_____ from my novel is a flat character because...

6. The setting of my novel is... (Use at least 3 explanations. Setting is made up of PLACE and TIME. If the setting changes often, explain the setting where the majority of the action occurs.)

7. The setting is very important to the story. How does the setting affect the characters? The story would be completely different if set in another time or place. The setting is critical to this story because... (Do not simply write, "It would be different." You should explain.)

8. The main conflict in my novel is... This type of conflict is known as person vs. _____ (person, society, nature, supernatural, self)

9. A minor conflict in my novel is ...

10. Three events that happen in order to make the main conflict worse are ...

11. The turning point in the novel is...

12. The main conflict is resolved by...

Vocabulary

13. A word in this book that some kids my age might not know is Its part of speech is...

13b. The sentence that contains this word is "....." (copy the full sentence)

13c. Kids could guess the meaning of the word might be ... because ...

14. Another word in this book that some kids my age might not know is Its part of speech is ...

14b. The sentence that contains the word is "....." (copy the full sentence)

14c. Kids could guess the meaning of the word might be ... because ...

15. A third word in this book that some kids my age might not know is Its part of speech is ...

15b. The sentence that contains the word is “.....” (copy the full sentence)

15c. Kids could guess the meaning of the word might be ... because ...

Analyzing the Author’s Writing

16a. The hook (first sentence or first 2-3 sentences of the book) the author uses to draw the reader in is “.....” (copy the full hook)

16b. If a reader had to give a name to the kind of hook this author was using, he/she might call it ... (What does the author seem to be doing? Quote, story, etc.)

16c. The hook was effective (or ineffective) hook because...

17. One well-written sentence in the book is “.....” (copy the sentence)

17b. It is well written because...

18. Another well-written sentence in the book is “.....” (copy the sentence)

18b. It is well written (or beautifully written) because...

19. The audience the author of this book seems to be writing for is ... (Be specific. Consider age, gender, groups of people based on similarities).

19b. Give three proofs (textual evidence) from the book to support your answer for #8 [conflict].

20. A theme is a universal life experience or an idea the author wants you think about. It is not always a moral or a lesson. It is often an abstract idea. One theme of this novel is...

21. Another theme of this novel is...

22. Three tone words that describe the author’s writing style or voice are....

23. One creative literary device (figurative language) the author used is (list the literary device, or figurative language devices, by name)

If you don’t know what a literary device is, do a web search. You have already written about character, setting, theme, and conflict. Do not use these again.

23b. Write the sentence from the book where the literary device appears.

23c. Using this literary device (#23) adds to the storytelling in this scene by... Explain.

24. Another creative literary device the author used is (list the literary device by name)
If you don't know what a literary device is, do a web search. You have already written about character, setting, theme, and conflict. Do not use these again.

24b. Write the sentence from the book where this literary device (#24) appears.

24c. Using this literary device (#24) adds to the storytelling in this scene by... Explain.

25. The author seems to have his/her own craft when writing this book. Two creative techniques the author uses when writing are.... Explain.

My Opinion

26. One scene in the novel that would be interesting to rewrite is ... because...

26b. If I were to rewrite the scene, I would... (You are not allowed to answer, "There is nothing in this book that should be written differently.")

27. I would (or would not) recommend this novel to others because... The type reader who would like this is one who ...

BONUS QUESTION (IF APPLICABLE)

28. My novel contains irony. The irony is... (explain fully) This is called situational, verbal, or dramatic (choose one) irony because...

*What does it mean to annotate a text?

Research shows if readers "mark up" a text while they are reading, they stay more focused, understand what they are reading, and perceive important passages more readily. I require annotating texts as often as possible. If I copy a passage, I am expecting a student to "mark it up." If a text is in our literature book, I often give out Post-a-Notes and ask students to annotate while reading. I also often suggest students purchase their own copy of a book, so they can write and make notes in the margins.

Here are some ideas for annotating:

1. Students will be participating in Literature Circles this school year. They will be taught different roles as readers. These roles make perfect opportunities to annotate.

- a. **Connector** – mark a connection between you and the book, "I've had that experience before!"
- b. **Questioner** – mark things you were wondering as you read
- c. **Passage Master** – mark special quotes from the passage, "This section is significant!"
- d. **Illustrator** – Sketch something from the passage, for clarity, for understanding, simplify different settings
- e. **Researcher** – If you read something that warrants a "Google search" for more information, jot that down as annotation
- f. **Word Wizard** – mark words you are unsure of, words that have significance

2. Students can circle words they are unsure of and write possibilities to the side. As students learn about an author's intentional word selections, they may begin to recognize "loaded language." An author may choose a particular word for a reason.

Ex: What's the difference in babysitting a kid? child? brat? angel? rascal? lad?

3. Students may mark passages with emojis or end punctuation. A smile can mean, "I liked that!" A frown can mean, "I disagree or dislike." They can use exclamation points and question marks.

4. Students may make comments in the margins. I often tell them to write things that they would say to a friend sitting beside them during a movie. Anything that crosses their mind while reading (within reason) is okay. In 9th grade, these thoughts can sometimes be sarcastic. That's fine!

5. Students should read as writers. If they see something very creative or poetic, they should mark it. They can mark figurative language or interesting language. We will look for "beautiful sentences" at school. Students should begin recognizing them on their own.