

# Summer Reading Book Assignments for Incoming 9<sup>th</sup> Graders

*Hull High School is committed to preparing all students for success in college and career. We believe that strategic reading is an essential skill for all students, and one that must be practiced in order to be improved on. Research shows that "summer reading programs can be effective in lessening summer learning loss and increasing reading achievement" (www.cslpreads.org). To that end, all HHS students are required to read over the summer in preparation of the upcoming school year.*

**\*\* Honors students will be required to read two books: the primary text and one choice from the secondary choice list.**

**\*\* College Prep students will be required to read the primary text. CP students also have the option to read one choice from the secondary choice list for extra credit.**

**\*\* Honors students are required to read and take notes on TWO books: ONE of the primary text choices and ONE additional text from the list provided.**

**\*\* College Preparatory students are required to read and take notes on ONE of the primary text choices. They also have the option to read and take notes on an additional text from the choice list for extra credit.**

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## Primary Texts

*All students must select ONE primary text to read and take notes on. Honors students may read both, or may choose a different text (see next page) for their second required reading.*

### **Primary Text (Option 1):** *The Poet X* by Elizabeth Acevedo

Winner, National Book Award, 2018, for Young People's Literature

**Description (from National Book Foundation):** A young girl in Harlem discovers slam poetry as a way to understand her mother's religion and her own relationship to the world. Xiomara Batista feels unheard and unable to hide in her Harlem neighborhood. Ever since her body grew into curves, she has learned to let her fists and her fierceness do the talking. But Xiomara has plenty she wants to say, and she pours all her frustration and passion onto the pages of a leather notebook, reciting the words to herself like prayers—especially after she catches feelings for a boy in her bio class named Aman, who her family can never know about. With Mami's determination to force her daughter to obey the laws of the church, Xiomara understands that her thoughts are best kept to herself. So when she is invited to join her school's slam poetry club, she doesn't know how she could ever attend without her mami finding out, much less speak her words out loud. But still, she can't stop thinking about performing her poems. Because in the face of a world that may not want to hear her, Xiomara refuses to be silent.

### **Primary Text (Option 2):** *The Boy Who Harnessed the Wind: Creating Currents of Electricity and Hope* by William Kamkwamba and Bryan Mealer

Winner, Alex Award, 2010, by the American Library Association

**Description (from Penguin Random House):** When fourteen-year-old William Kamkwamba's Malawi village was hit by a drought, everyone's crops began to fail. Without enough money for food, let alone school, William spent his days in the library and figured out how to bring electricity to his village. Persevering against the odds, William built a functioning windmill out of junkyard scraps, and thus became the local hero who harnessed the wind. Lyrically told [...], this story will inspire many as it shows how – even in the worst of times – a great idea and a lot of hard work can still rock the world.

### Secondary Text Options

Only Honors students are required to read and submit notes on 2 texts; they may choose to read both primary texts (see previous page) OR 1 primary text and 1 from the options listed below. CP students may do the same, for extra credit.

#### ***The Book of Lost Things* by John Connolly (2011)**

High in his attic bedroom, twelve-year-old David mourns the death of his mother. He is angry and alone, with only the books on his shelf for company. But those books have begun to whisper to him in the darkness, and as he takes refuge in his imagination, he finds that reality and fantasy have begun to meld. While his family falls apart around him, David is violently propelled into a land that is a strange reflection of his own world, populated by heroes and monsters, and ruled over by a faded king who keeps his secrets in a mysterious book...*The Book of Lost Things*. An imaginative tale about navigating the journey into adulthood, while doing your best to hang on to your childhood.

#### ***The Field Guide to the North American Teenager* by Ben Philippe (2019)**

Norris Kaplan is clever, cynical, and quite possibly too smart for his own good. A black French Canadian, he knows from watching American sitcoms that those three things don't bode well when you are moving to Austin, Texas. Plunked into a new high school and sweating a ridiculous amount from the oppressive Texas heat, Norris finds himself cataloging everyone he meets [...]. Making a ton of friends has never been a priority for him, and this way he can at least amuse himself until it's time to go back to Canada, where he belongs. Yet, against all odds, those labels soon become actual people to Norris. [...] But the night of the prom, Norris screws everything up royally. As he tries to pick up the pieces, he realizes it might be time to stop hiding behind his snarky opinions and start living his life—along with the people who have found their way into his heart.

#### ***Piecing Me Together* by Renée Watson (2017)**

Jade believes she must get out of her poor neighborhood if she's ever going to succeed. Her mother tells her to take advantage of every opportunity that comes her way. And Jade has: every day she rides the bus away from her friends and to the private school where she feels like an outsider, but where she has plenty of opportunities. But some opportunities she doesn't really welcome, like an invitation to join Women to Women, a mentorship program for "at-risk" girls. She's tired of being singled out as someone who needs help, someone people want to fix. Jade wants to speak, to create, to express her joys and sorrows, her pain and her hope. Maybe there are some things she could show other women about understanding the world and finding ways to be real, to make a difference.

#### ***The Sun Is Also a Star* by Nicola Yoon (2016)**

**Natasha:** I'm a girl who believes in science and facts. Not fate. Not destiny. Or dreams that will never come true. I'm definitely not the kind of girl who meets a cute boy on a crowded NYC street and falls in love with him. Not when my family is twelve hours away from being deported to Jamaica. Falling in love with him won't be my story.

**Daniel:** I've always been the good son, the good student, living up to my parents' high expectations. Never the poet. Or the dreamer. But when I see her, I forget about all that. Something about Natasha makes me think that fate has something much more extraordinary in store—for both of us.

**The Universe:** Every moment in our lives has brought us to this single moment. A million futures lie before us. Which one will come true?

Name \_\_\_\_\_

Date: \_\_\_\_\_

**Grade 9 ELA**  
**Summer Reading Assignment**

**Directions:** While reading your primary text, all students must take notes in two-column note format using the worksheet below. Notes will be collected on the first day of school for a homework grade and will be used for a writing assessment of the teacher's choosing.

**Text Title (circle one):**    *The Poet X*                      or                      *The Boy Who Harnessed the Wind*

| Notes on the Text   | Your Reactions  |
|---|---|
| <p>Describe the central character of the text using 3 <b>strong adjectives</b>. Explain each.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> | <p>To what extent did you relate to this character as you were reading? (Ex: What do you have in common with him/ her? Have you encountered anyone like this person in your own life or in books, television, film?) <b>Make connections and explain.</b></p> |

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|---|--|
| <p>Is the main character's central conflict <i>internal</i>, <i>external</i>, or both? Explain their biggest struggle.</p>  | <p>Reflect on how you felt/responded to reading about this character's struggle in the text. What connections did you make as you were reading (to your own life, to similar conflicts you've seen in books, television, film)? <b>Explain.</b></p>                        |
| <p>How does the main character <b>grow</b> as a result of this conflict, by the end of the novel? Explain.</p>  | <p><b>Your reactions to this character's growth</b> – for ex:<br/>In which moments were you cheering this character on?<br/>In which moments did you feel frustrated with the character or with others' treatment of them? What surprised you about their development?</p> |
| <p><b>Important Quote #1:</b> Copy down 2-3 lines from the text that struck you as important in terms of the character's growth through conflict. <i>Include page #</i></p> | <p>Why you felt this quote was important:</p>  |

|   |   |
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| <p><b>Important Quote #2:</b> Copy down 2-3 lines from the text that struck you as important in terms of the character's growth through conflict. <i>Include page #</i></p> | <p>Why you felt this quote was important:</p> |
| <p><b>Important Quote #3:</b> Copy down 2-3 lines from the text that struck you as important in terms of the character's growth through conflict. <i>Include page #</i></p> | <p>Why you felt this quote was important:</p> |



Name \_\_\_\_\_

Date: \_\_\_\_\_

**Grade 9 ELA**  
**Summer Reading Assignment**

**Directions:** While reading your secondary text, take notes in two-column note format using the worksheet below. Notes will be collected on the first day of school for a homework grade and will be used for a writing assessment of the teacher's choosing. **ONLY HONORS STUDENTS ARE REQUIRED TO COMPLETE SECOND TEXT NOTES. CP CAN COMPLETE FOR EXTRA CREDIT.**

**Text Title (circle one):** *The Poet X*

*The Boy Who Harnessed the Wind*

*The Field Guide to the N.A. Teenager*

*The Book of Lost Things*

*Piecing Me Together*

*The Sun Is Also a Star*

| Notes on the Text   | Your Reactions  |
|---|---|
| <p>Describe the central character of the text using 3 <b>strong adjectives</b>. Explain each.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> | <p>To what extent did you relate to this character as you were reading? (Ex: What do you have in common with him/ her? Have you encountered anyone like this person in your own life or in books, television, film?) <b>Make connections and explain.</b></p> |

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| <p>Is the main character's central conflict <i>internal</i>, <i>external</i>, or both? Explain their biggest struggle.</p> | <p>Reflect on how you felt/responded to reading about this character's struggle in the text. What connections did you make as you were reading (to your own life, to similar conflicts you've seen in books, television, film)? <b>Explain.</b></p>                    |
| <p>How does the main character <b>grow</b> as a result of this conflict, by the end of the novel? Explain.</p>             | <p><b>Your reactions to this character's growth</b> – for ex:<br/>In which moments were you cheering this character on? In which moments did you feel frustrated with the character or with others' treatment of them? What surprised you about their development?</p> |



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|---|---|
| <p><b>Important Quote #1:</b> Copy down 2-3 lines from the text that struck you as important in terms of the character's growth through conflict. <i>Include page #</i></p> | <p>Why you felt this quote was important:</p> |
| <p><b>Important Quote #2:</b> Copy down 2-3 lines from the text that struck you as important in terms of the character's growth through conflict. <i>Include page #</i></p> | <p>Why you felt this quote was important:</p> |
| <p><b>Important Quote #3:</b> Copy down 2-3 lines from the text that struck you as important in terms of the character's growth through conflict. <i>Include page #</i></p> | <p>Why you felt this quote was important:</p> |

