

## SADDLE RIVER DAY SCHOOL - 9TH GRADE SUMMER READING 2019

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Students entering in 9th grade have been placed in either **College Prep** or **Honors** for their English requirement. Please read the following instructions carefully for your specific class reading assignment. If you are not sure of your class section, please contact us (see last page).

### **COLLEGE PREP - 9th**

Students entering English 9 will **choose any two (2) books** from the following list:

*Left for Dead* by Pete Nelson  
*Eleanor & Park* by Rainbow Rowell  
*Turtles All the Way Down* by John Green  
*A Separate Peace* by John Knowles  
*Friday Night Lights: A Town, A Team, And a Dream* by H.G. Bissinger  
*In These Girls, Hope is a Muscle* by Madelaine Blais  
*How the Garcia Girls Lost Their Accents* by Julia Alvarez  
*The Other Wes Moore: One Name, Two Fates* by Wes Moore  
*Marrow* by Amanda Braxton-Smith  
*The Illustrated Man* by Ray Bradbury  
*A Tree Grows in Brooklyn* by Betty Smith  
*Speak* (**not** the graphic novel) by Laurie Halse Anderson  
*A Study in Charlotte* by Brittany Cavallaro  
*Winger* by Andrew Smith and Sam Bosma

### **HONORS - 9th**

Students entering Honors English 9 will **choose any two (2) books** from the following list:

*In the Heart of the Sea: The Tragedy of the Whaleship Essex* by Nathaniel Philbrick  
*A Tree Grows in Brooklyn* by Betty Smith  
*The Martian Chronicles* by Ray Bradbury  
*The Curious Incident of the Dog in the Night-Time* by Mark Haddon  
*The Heart is a Lonely Hunter* by Carson McCullers  
*The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie  
*Little Brother* by Cory Doctorow  
*Speak* (**not** the graphic novel) by Laurie Halse Anderson  
*The Lathe of Heaven* by Ursula LeGuin  
*Into Thin Air* by John Krakauer

## READER'S LOG

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In addition to reading the books, ALL incoming freshmen will start the process of **ANNOTATION** or “talking to the text”—reflecting critically on what you read, asking questions about it, noting passages that interest or confuse you or stand out to you, and connecting what you read to your own life and what you know about the world. We will be spending the year developing this process, but for now, you are going to try a bit on your own.

To practice this kind of thinking, you will be answering questions about your reading for **both** books that you read this summer. You will write log entries at four points over the course of the book—after you have read about 25% of the book, after you have read about 50% of the book, after you have read about 75% of the book, and after you have finished the book. At each of the 4 points, choose at least 3 of the following questions to answer in the log entry:

- What are you noticing about the plot, characters, conflict(s), or theme? What are you wondering?
- Are there elements to the author's style of writing that stand out to you (for instance, are they writing in a particular dialect of language or do they use repetition in a unique way? Is there dialogue or large passages of narration?)
- What has been challenging for you so far? (Be specific.) Have you gotten stuck at all? What have you done to get unstuck?
- What is your process (re-reading, asking questions, talking to friends, predicting, drawing pictures, summarizing, taking notes, etc) to help you understand the book?
- Is there anything you understand better now than you did earlier in the book? Explain why or why not.
- Can you make any connections between the book you are currently reading and something you've read or watched in the past? Describe and explain.

You will stop four (4) times, and will answer at least three (3) questions each time, which means you will answer **12 questions for each book**. There is a detailed example on the following page. You should be prepared with your responses by the first day of class in September.

**See example on the following page.**

## EXAMPLES

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If it would help you to see an example of a log entry, check out this segment for the first 25% of *A Separate Peace* by John Knowles (from a former freshman student):

I find it interesting how Gene is always following Finny at whatever he does or tells him to do and never resists even though he doesn't want to. An example of this is when he doesn't want to go to the Super Suicide Society of the Summer Session every night, but still goes because he doesn't want Finny to think of him differently.

The things I am doing are making summary points at the end of each chapter, and making an inference or prediction about a character or what might happen next.

I am noticing that Finny and Gene's relationship is changing because one day Gene is studying and says he can't go to the meeting that night when he would usually go every time, but Finny understands that he has to and doesn't want him to jump off the tree because school work is more important to him. The narrator is Gene and he is talking in first person, so the book is written from his perspective where he thinks a lot of jealous things about Finny and how he wants to get even with him. Finny is really athletic and can get away with anything even if it clearly broke the school rules and Gene says no one can be like him. Gene cares about his school work and about graduating while Finny is careless about most things, but he doesn't want Gene to tell anyone that he broke the school record of the fastest swimming time.

I am wondering what happened to Finny after he fell out of the tree he jumped out every day and if he did it purpose because he wanted to see if Gene would help him.

## QUESTIONS/CONCERNS

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If you have any questions or concerns about summer reading, you can contact Ms. McDonough, the Head of the Humanities Department and teacher for all ninth grade English at any time →  
[mmcdonough@saddleriverday.org](mailto:mmcdonough@saddleriverday.org)

**Happy Reading & See you in September!**  
**The Humanities Department, SRDS**