WHS Summer Reading Work
English I
9th Grade Literature & Composition
DUE DATE: AUGUST 1st (first day of school)

"A Summer of Self-Awareness & Success"

Hello WHS 9th grade students! We have designed this summer work with your short-term and long-term success in mind. The summer work outlined in this document and the first English unit are about self-awareness and success as we begin to help you lay the foundation for your high school career.

Directions: Below, you will find your summer assignment. *There are five (5) parts to the summer assignment; therefore, please pay close attention to all of the parts to ensure that you understand what is required before beginning your work.*

SUBMISSION OPTIONS: You may either 1) type your answers into the boxes embedded within this document, print, and submit a hard copy on the first day of school or 2) write your answers on notebook paper and submit the hard copy on the first day of school.

IMPORTANT: Please read every page of this document before beginning your work. If you have any questions, you may email LaTrese Scott at latrese.scott@henry.k12.ga.us.

PART 1

THE TEXTS
The speeches below are filled with advice and stories about how to be successful and how to overcome the possible roadblocks you might experience in life (even in high school). We encourage you to read all of them!

Some of the speeches, poems, essays, and stories are by amazing historical figures who have shaped history itself. Some are coaches, some are writers of popular teen fiction, and some of them are just people like you or me with something important to say. If you have any trouble with the links, just "Google" the author and title of the speech; they are all famous and easily accessible online. (Please note that we are referring to all of the speeches, articles, stories, videos, etc. as "texts.")

Text #1: JK Rowling's Speech- "The Fringe Benefits of Failure, and the Importance of Imagination"
https://news.harvard.edu/gazette/story/2008/06/text-of-j-k-rowling-speech/

Text #2: "If I Should Have a Daughter" by Sarah K- Spoken Word Transcript
https://www.poemhunter.com/poem/if-i-should-have-a-daughter/
https://listentothebeat.wordpress.com/2011/03/18/if-i-should-have-a-daughter/

Text #3: Excerpt of "Self-Reliance" by Emerson
http://www2.beth.k12.pa.us/ti/docs/Lessons/ELA/self-relianceexcerpt.pdf

Text #4: Ellen Degeneres's Commencement Speech
http://thinkerviews.com/assorted/ellen-degeneres-commencement-speech-at-tulane-university-words-of-wisdom/

Text #5: "To Learn is to be Free" by Shameen Akhatar- TED Talk Video
https://www.ted.com/talks/shameem_akhtar_to_learn_is_to_be_free/transcript

Text #6: "Looking for a job? Highlight your ability, not your experience" By Jason Shen TED Talk video
https://www.ted.com/talks/jason_shen_looking_for_a_job_highlight_your_ability_not_your_experience

Text #7: "Your Body Language May Shape Who You Are" by Amy Cuddy TED Talk Video
https://www.youtube.com/watch?time_continue=1&v=Ks-_Mh1QhMc

PART 2 (30pts)

T-CHART WORK
After experiencing the texts above, pick **two (2)** of the texts to analyze and fill out the T-chart below (when you type into the boxes, the chart will expand). Compare and contrast the speakers' ideas on the definition of success (what success is and is not). You must have at least three bullet points (pieces of information) in each section of the T-chart (for a total of nine bullet points). **Use MLA format to quote from the text to support your claims.**

15pts has 3 pieces of information in each section of the Venn diagram
15pts quotes from the video or text to support text

Please type your responses into the following T-chart. Please note which texts you are working with in the text 1 and text 2 sections.

Text 1	Both Texts	Text 2

PART 3 (20 pts)

FRAYER MODEL WORK
You are going to make 10 Frayer models with unfamiliar vocabulary words from these texts. We recognize that these texts contain some complex words, so completing the Frayer Models will help you with your understanding of these complex or unfamiliar words. We will be using Frayer Models frequently in 9th grade English so please use this opportunity to familiarize yourself with the model if the Frayer Model is new to you.

In order to insert images, go to bar at the top, click "Insert" and then click "Images." You will see the many ways to upload images from the web or from saved files. Again, when you type into the boxes, the chart will expand.

Example of a Frayer Model

Word and the definition	A sentence using that word
The connotation- is the word positive negative or neutral	A picture that helps you understand the word. Drawn well or printed. No stick figures

1.	

2.	

3.	

4.	

5.	

6.	

7.	

8.	

9.	

10.	

PART 4 (20pts)

GUIDED CONSTRUCTED RESPONSE/ <u>RACECE</u> RESPONSE WORK
CHOOSE ONE of the texts that really inspired you. Which text did you pick? Why did you pick that particular text? What about your chosen text really speaks to you?

Again, when you type into the boxes, the space will expand.

R - Restate
A - Answer
C - Cite (Textual Evidence)
E - Explain

RA-The article/ video that inspired me the most was

C - One part that inspired me was (make sure you quote here)

E - This inspired me because

C - Another part that inspired me was (make sure you quote here)

E -This also inspired me because

PART 5 (30 pts)

NARRATIVE WORK

Write a narrative (creative short story) about a time when you have had to give a pep talk to someone or someone has given a pep talk to you. **This is NOT a constructed or RACE response**. Do not simply "tell" about this time. You must "show" this experience. Set the scene. Use vivid imagery to put your reader in that time and place. Use dialogue between the characters (yourself and another person). Use similes, metaphors, personification, and any figurative language that helps you paint the scene. Type your narrative in the box below (remember, the box will expand). The grading rubric is below.

Type your narrative here:

FOUR-POINT HOLISTIC RUBRIC

Score	Description
4	The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus. • Effectively establishes a situation and a point of view and introduces a narrator and/or characters • Organizes an event sequence that unfolds naturally and logically • Effectively uses narrative techniques, such as dialogue, description, pacing, and reflection, to develop rich, interesting experiences, events, and/or characters • Uses a variety of words and phrases consistently and effectively to convey the sequence of events, signal shifts from one time frame or setting to another, and show the relationships among experiences and events • Uses precise words, phrases, and sensory language to convey experiences and events and capture the action • Provides a conclusion that follows from the narrated experiences or events • Integrates ideas and details from source material effectively • Has very few or no errors in usage and/or conventions that interfere with meaning
3	The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus. • Establishes a situation and introduces one or more characters • Organizes events in a clear, logical order • Uses narrative techniques, such as dialogue, description, pacing, and reflection, to develop experiences, events, and/or characters • Uses words and/or phrases to indicate sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events • Uses words, phrases, and details to capture the action and convey experiences and events • Provides an appropriate conclusion • Integrates some ideas and/or details from source material • Has a few minor errors in usage and/or conventions that interfere with meaning
2	The student's response is an incomplete or oversimplified narrative based on text as a stimulus. • Introduces a vague situation and at least one character • Organizes events in a sequence but with some gaps or ambiguity • Attempts to use a narrative technique, such as dialogue, description, pacing, or reflection, to develop experiences, events, and/or characters • Uses occasional signal words inconsistently and ineffectively to indicate sequence, signal shifts from one time frame or setting to another, or show the relationships among experiences and events • Uses some words or phrases inconsistently and ineffectively to convey experiences, and events, and capture the action • Provides a weak or ambiguous conclusion • Attempts to integrate ideas or details from source material • Has frequent errors in usage and conventions that sometimes interfere with meaning

Score	Description
1	The student's response provides evidence of an attempt to write a narrative based on text as a stimulus. • Response is a summary of the story. • Provides a weak or minimal introduction of a situation or character • May be too brief to demonstrate a complete sequence of events, or signal shifts in one time frame or setting to another, or show relationships among experiences and events • Shows little or no attempt to use dialogue, description, pacing, or reflection to develop experiences, events, and/or characters • Uses words that are inappropriate, overly simple, or unclear • Provides few, if any, words to convey experiences, or events, or capture the action • Provides a minimal or no conclusion • May use few, if any, ideas or details from source material • Has frequent major errors in usage and conventions that interfere with meaning
0	The student will receive a condition code for various reasons: • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive