

A decorative banner with a blue border and scroll-like ends. The text is centered and reads: Woodbridge Township School District, Summer Reading, and Entering 10<sup>th</sup> Grade.

Woodbridge Township School District  
*Summer Reading*  
Entering 10<sup>th</sup> Grade

Dear Students,

As we approach the end of the school year, it is time to start thinking about the pleasures of summer reading. The purpose of the summer reading program is to encourage the enjoyment of reading and the development of our students' independent reading skills.

All students entering ninth, tenth, eleventh, or twelfth grade will read at least one novel. All reading and corresponding assignments will be completed prior to the first day of school in September. Please refer to the attached instructions for further clarification and expectations.

The summer reading assignment will count as a minor assessment grade per assignment. However, during the first few weeks of school, teachers may reference key literary concepts that apply to the books the students have read, and they may be required to complete additional assignments at that time.

We encourage students to visit local bookstores and public libraries in order to find their books. Students may also go online to purchase their books.

Happy reading!

John Bader  
*Assistant Superintendent for Curriculum and Instruction*

Sarah DeRollo  
*Supervisor of English Grades 6-12 and Media Centers*  
*District Test Coordinator*

# Summer Reading Assignment and Project Options

## *Why is it important to learn from life and from the experiences of others?*

Choose a non-fiction book of your choice that will help you in answering the above essential question. Then respond to the question by choosing an option from the list of assessments below.

Possible suggestions:

Believe: My Faith and the Tackle That Changed My Life by Eric LeGrand, 2013.

Chew on This by Eric Schlosser, 2007.

**ASSESSMENTS:** Students will demonstrate to their English teacher that they have read the chosen book. Students are cautioned to submit original work only. Students may choose from the following assessment opportunities:

- **ESSAY:** Submitted essays must be 1-2 pages in length. All essays are to be double-spaced and typed in 12 point font. The essay must demonstrate that the student has read the book and must include the following components: a summary of the plot, a description of the setting, a description of the main characters and an explanation of the essential question.
- **CREATIVE WRITING RESPONSES:** The written response must be 1-2 pages in length, double-spaced and typed in 12 point font. Students may choose from the following list:
  - *Write an interview with one of the main characters;*
  - *Write a prologue to the book;*
  - *Write an alternative ending to the book;*
  - *Write a newspaper article describing a major incident in the book; or,*
  - *Add a new character to the story and give his/her observations about the other characters*
- **TECHNOLOGY/MEDIA PRESENTATIONS:** Students may choose to make a presentation through the use of technology and other available media. Students may complete a video presentation and submit it to their English teacher. A video presentation must be three to five minutes in length and include the following components: a summary of the plot, a description of the setting, a description of the main characters and an explanation of the essential question. The conclusion must include the student's personal opinion of the book, and he/she must sell the book to the class. Students must submit a written outline of the presentation on the first day of school to their English teacher. Students must also make arrangements with the English teacher to schedule a date and time for this presentation. Students may use Power Point slides with appropriate graphics as part of their presentation as well.
- **ARTISTIC REPRESENTATIONS:** Students may choose to demonstrate their understanding of the book through artistic representations. Students may choose to write or record a song, create a collage/poster or create a tri-fold brochure. Artistic representations must include the following components: a summary of the plot, a description of the setting, a description of the main characters and an explanation of the essential question. Students must include a written paragraph which tells their personal opinion of the book, and he/she must sell the book to the class.