

Sun Valley High School
SUMMER READING 2016



9th Grade
Survey of Literature

Instructors: Mrs. Schneider, Mr. Simpkins, and Mrs. Cox

Summer Reading Philosophy

The Language Arts Department at Sun Valley High School believes reading enriches a student's academic experience and greatly rewards future endeavors. Reading over the summer not only strengthens previous learning, but lays the groundwork for the next school year. Summer reading programs support students in the following ways:

- ❖ Previews themes and motifs of upcoming courses
- ❖ Enhances critical thinking and provides enrichment opportunities
- ❖ Commonality of texts promotes student -to- student discussion
- ❖ Introduces an array of genres
- ❖ Encourages them to read for enjoyment
- ❖ Combats the loss of reading achievement over the summer

9th Grade *Survey of Literature* Summer Reading Assignment

Required novel for all students entering 9th grade:

***Lord of the Flies*, by William Golding**

Directions: Over the summer, each student should read *Lord of the Flies* carefully and complete the attached RAFT essay assignment. The summer reading requirements will be reviewed in 8th grade English classes in the Spring of 2016.

Please review RAFT assignment requirements and send any inquiries to your current 8th grade teacher or to Mrs. Lauren Schneider (lschneider@pdsd.org), Sun Valley's Language Arts Department Head, before the end of the 2015-2016 school year.

RAFT Assignment is DUE on the first day of *Survey of Literature* class!

Note: Copies of *Lord of the Flies* are available at the Aston Public Library, Barnes and Nobles, Target, Amazon.com, and other retailers.

9th Grade *Survey of Literature* Summer Reading



Lord of the Flies: RAFT Writing Assignment

Directions: After reading the required summer reading novel *Lord of the Flies* by William Golding, complete a RAFT writing assignment, which you will turn into your Survey of Literature teacher on the first day of class. Not only will this assignment serve as an assessment reflecting your understanding of the novel, but it will also be the first writing sample your high school English teacher receives.

RAFT is an acronym for Role, Audience, Format, and Topic. *Read over the various options below and choose one option from each of the RAFT categories. Then, draft your response appropriately based on the role, audience, format, and topic you've selected.* You have a myriad of options, but make sure that whatever you choose makes sense; for example, you wouldn't choose to be Ralph writing a news article to Simon.

The content of your RAFT response should be thorough and include detailed evidence from the novel. Academic conventions apply; therefore, your Survey of Literature teacher will expect that this is of the highest quality. While you should keep your role in mind, be aware that you should still do your best as far as spelling, grammar, etc. is concerned.

Additionally, be sure to keep your audience and format in mind. What is your purpose? Who are you writing to? These should be your two main considerations as you think about what to include/exclude and what you should focus on. Be sure to include details, but remember that not all details are created equal—be sure that the textual evidence you provide helps to develop your controlling idea.

LENGTH REQUIREMENTS:

- 500 minimum typed words for students entering HONORS Survey of Literature
- 300 minimum typed words for students entering ACCELERATED Survey of Literature

ROLE	AUDIENCE	FORMAT	TOPIC
<i>Choose ONE of following...</i>	<i>Choose ONE of following...</i>	<i>Choose ONE of following...</i>	<i>Choose ONE of following...</i>
Ralph	Ralph	Letter	Why "I" should be leader
Jack	Jack	Speech	A major event on the island (the fire going out of control, the parachutist, etc.)
Simon	Simon	News article	Hunting (rationale of why it's the most important)
Piggy	Piggy	Editorial	Fire (rationale)
Minor character	The other boys	Interview	Explanation of death(s) on the island
The Beast	The Beast	Legal brief/Affidavit/Debate case	Rescue
William Golding	Home	Memo	"My" decisions/actions on the island (rationale)
Newspaper reporter	The Adult World	Journal	
	Court system	Memoir	
	William Golding	Eulogy	

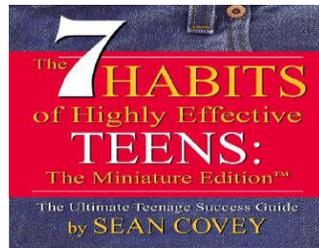
If inquiries arise regarding this RAFT writing assignment, please ask your 8th grade teacher or email Mrs. Lauren Schneider, the Language Arts Department Head, at lschneider@pdsd.org before the end of the current school year.

Individual Rubric for RAFT Writing Assignment

SCORE LEVELS					
		4	3	2	1
CATEGORY	Spelling and Grammar	There are no errors in spelling and/or grammar that diverts the reader's attention from the content.	There are 1-3 errors in spelling and/or grammar that diverts the reader's attention from the content.	There are 4-6 errors in spelling and/or grammar that diverts the reader's attention from the content.	There are more than 7 errors in spelling and/or grammar that diverts the reader's attention from the content.
	Assumed Role as Writer	The writer's assumed role is clear. The role fits within the context of the writing.	The writer's assumed role is clear. The context of the writing is not completely consistent with the writer's role.	The writer's assumed role is not clear. However, the context of the writing suggests ideas about what the writer's role is supposed to be.	The writer's assumed role is not clear. The context of the writing does not give any indication of what the writer's role is supposed to be.
	Recognition of Audience	The <i>audience is appropriate</i> based on the role of the writer and the <i>writing relates</i> to the target audience.	The <i>audience is appropriate</i> based on the role of the writer but the <i>writing does not relate</i> to the target audience.	The <i>audience is not appropriate</i> based on the role of the writer but the <i>writing does relate</i> to the target audience.	The <i>audience is not appropriate</i> based on the role of the writer and the <i>writing does not relate</i> at all to the target audience.
	Format of the Writing	The format is appropriate based on the role of the writer and the target audience. The format is consistent throughout the writing.	The format is appropriate based on the role of the writer and the target audience. However, the format changes throughout the writing.	The format is not appropriate based on the role of the writer and the target audience. However, the format is consistent throughout the writing.	The format is not appropriate based on the role of the writer and the target audience. The format is not consistent throughout the writing.
	Defining the Topic	The topic is <i>clear and well-focused</i> . The topic <i>completely fits</i> the format of the writing.	The topic is <i>clear and well-focused</i> . However, the topic <i>does not fit</i> the format of the writing.	The topic is <i>unclear and not at all focused</i> . However, the topic <i>does fit</i> the format of the writing.	The topic is <i>unclear and not at all focused</i> . The topic <i>does not fit</i> the format of the writing at all.

In addition to the required Summer Reading assignment for Language Arts, students must also participate in One School, One Book by reading *The 7 Habits of Highly Effective Teens*:

Sun Valley High School Presents



One School, One Book Initiative

“The inspiring examples from real-life problems that teenagers like myself deal with every day, and their experiences and situations, have helped me make lifesaving decisions. I highly recommend this book to any teenager.” —JEREMY, Age 19

The seven characteristics that happy and successful teens all over the world have in common:

Habit 1: **Be Proactive**: Take responsibility for your life.

Habit 2: **Begin with the End in Mind**: Define your mission and goals in life.

Habit 3: **Put First Things First**: Prioritize, and do the most important things first.

Habit 4: **Think Win-Win**: Have an everyone-can-win attitude.

Habit 5: **Seek First to Understand**: Then to be understood and listen to people sincerely.

Habit 6: **Synergize**: Work together to achieve more.

Habit 7: **Sharpen the Saw**: Renew yourself regularly.

Philosophy of One School, One Book: The genesis of One Book, One School started out in the elementary schools in the Penn-Delco School District. That philosophy has expanded into the middle school and is being introduced at the high school for the 2016-17 school year. The initial feedback from the elementary schools and the middle school is that when an entire school reads the same book, the excitement and discussion concentrated on the book enhances the student learning experience. Most importantly, reading a book together as a school creates the added joy of building and expanding a sense of community among all stakeholders including students, parents, teachers, and staff.

“One School, One Book compliments all of our efforts at Sun Valley. The *7 Habits of Highly Effective Teens* is an excellent tool for anyone of any age in our community. The book is practical, fun, and meaningful. A must read on anyone’s summer reading shelf.”

Pete Donaghy-Principal, Sun Valley High School

Philosophy of One School, One Book at the high school: *The 7 Habits of Highly Effective Teens* will be used with the freshman class in conjunction with the Freshman Academy curriculum. Assessment pieces in the sophomore, junior and senior classes will embrace all academic disciplines.