

Student Name: _____ Grade in September of 2009: _____

Hackensack High School English Department
Summer reading Assignment: Student Book Review/Oral Presentation
CP English 1-4

Dear Parents, Guardians, and Students,

Hackensack High School has distributed a summer reading list to all students in College Preparatory English classes grades 9 through 12. The goal of the summer reading program is to help you prepare for the academic challenges ahead in addition to fostering a continued or new interest in reading. **Research indicates that summer reading improves academic performance, and conversely, lack of summer reading may lead to a loss of skills previously learned.** For these reasons, those students entering college prep English classes are being given the opportunity to choose their own summer reading selection(s).

Please follow the directions below and the rubric on the back to help you prepare for your book review/talk due in September.

Directions for success:

- Read a book of your choice that you never read before. Write down the title and author.
- Complete Parts 1 and 2 of the book review/presentation assignment.
- Take notes using the following guided reading questions and post-its if you have them. Note page numbers to help you prepare for your presentation.
- Note that plagiarism of any kind will not be accepted for credit and is in violation of HHS honor policy. Expect to be questioned about the book that you have read.
- For your convenience, the reading list and this handout will be made available on the HHS English department website.

Part 1: Answer the questions below, in writing to be turned in prior to your book talk.

Guided reading Questions—all notes and preparation for book talks due on Monday, September 14, 2009.

1. Summarize ten key events of the plot in chronological order.
2. Reflect on the significance of the book's title. (Authors don't choose titles randomly. Is there any connection between content and title?)
3. Describe your first impressions of the main character(s).
4. Explain how the main character(s) change throughout the story.
5. Cite 3-5 memorable or significant passages from the book using quotation marks and page numbers.
6. Speculate on the theme(s) that you recognize in the novel. Theme is the underlying meaning of the story, a universal truth, a significant statement the story is making about society, human nature, or the human condition.
7. On what note does the book end: hopeful? Tragic? Sad? Explain.
8. Explain why you would or would not recommend this book to your classmates.

Part 2: Prepare an oral presentation of your book using the information you gathered while answering the guided reading questions. Write out an outline or notes on index cards to assist you with your presentation.

More specifically, the focus of your book talk is to explain why or why not you would recommend this book to your classmates. You must provide and discuss in some detail at least 3 reasons supporting your position.

For example, if I read the book Catcher in the Rye, the thesis (focus) of my presentation might be:

I would recommend J.D.Salinger's Catcher in the Rye to my classmates because, although it takes place in New York City in the 1950's I can still relate to the setting, to the main character, Holden Caulfield, and to the ideas of conformity versus nonconformity that the book illustrates. (I would then discuss specific examples from the book to support each idea presented in my thesis statement.)

***Please note: All teachers will collect guided reading questions on Monday September 14, 2009. All teachers will conduct an informal round-table book talk on Friday, September 18, 2009—where students will present their book reviews aloud for a grade. Book talks should be 1.5- 2 minutes each. Teachers will schedule another day if necessary.**

Students will earn one grade for the guided questions and another for their review.

Hackensack High School Summer Reading /Book talk Presentation Rubric

	1	2	3	4	Total
Organization	Audience cannot understand presentation because there is no sequence of information	Audience has difficulty understanding presentation because speaker jumps around from topic to topic.	Student presents information in logical sequence which audience can follow	Student presents information in logical, interesting sequence which audience can follow	
Subject Knowledge	No evidence to support that a summer reading was done. Student does not have grasp of information. Student cannot answer questions about reading.	Some reading is evident, but student appears unsure of information and is able to answer only rudimentary questions.	Summer reading is evident. Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by discussing the book and answering all questions with explanations and elaborations.	
Eye Contact	Student makes no eye contact.	Student occasionally makes eye contact but relies heavily on notes.	Student maintains eye contact most of the time, but frequently returns to notes.	Student maintains consistent eye contact with audience, seldom using notes.	
Elocution	Student mumbles, incorrectly pronounces terms and speaks too quickly for the students in the back of the class to hear.	Student's voice is low. Student incorrectly pronounces terms; audience members have some difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	