

Grade 9 Summer 2023 Reading List

Teacher: Mrs Holly Kennison - hkennison@ndpios.com

Grade 9 (HCB and CB)

Book to read: *Tuesdays with Morrie* by Mitch Albom

Can be purchased at:

<https://www.barnesandnoble.com/w/tuesdays-with-morrie-mitch-albom/1142026690?ean=9780767905923>

IMPORTANT: You will be given a quiz the first full day of class on the above book. It is worth 10% of your first quarter's grade.

What you need to know: See reading guide below. You can also create your own study guide or highlight and make notes in the margins of your book. Post it notes work well also if you are not able to write in your book.

Grade 9 (HCB Only)

Book to read : *The Metamorphosis* by Franz Kafka

Can be purchased at:

<https://www.barnesandnoble.com/w/metamorphosis-franz-kafka/1116615522?ean=9781557427663>

DIRECTIONS: You will be required to write at least a five paragraph essay on the following.

You will be writing a descriptive essay. You will be graded on the following (see also the attached rubric):

1. Have required length (5 paragraph)
2. Use proper mechanics in writing (grammar, punctuation, etc)
3. Cover the prompt completely
4. Well thought out
5. turn it in properly with hard copy

Writing Prompt: Gregor wakes up one morning and he is turning into an insect. Imagine how that would feel!!!! Kafka does a good job of describing the change and how it affects Gregor.

In this essay, you will imagine how it would feel to wake up in the morning turning into a different species (anything that would be reasonable for you to turn into ie nothing crazy or inappropriate). In a descriptive essay, describe how that change would feel, look, smell, etc. Consider how your family would react to the change and describe their reaction.

You will provide a hard copy the first full day of school and after we learn how to sign in you will turn it in to turnitin.com.

"Tuesdays With Morrie" Reading Guide

Name _____

Date _____

1. What college did Mitch graduate from? How did he meet Morrie?
2. What disease was Morrie diagnosed with? What was his prognosis?
3. Describe Morrie's personality in the chapter "The Syllabus." What activity did Morrie love to do?
4. How did Mitch find out that Morrie was sick?
5. What is the definition of a narcissist? (Look it up if you can't figure it out from the context clues in the book.)
6. How long has it been since Mitch has seen Morrie?
7. What did the doctor tell Morrie to do to check his lung capacity? How far can you count to?
8. Give an example of how we get wrapped up or addicted to someone else's drama?
9. Why did it seem appropriate that Morrie and Mitch still meet on Tuesdays? (page 51)
10. What time of day doesn't Morrie feel sorry for himself. On the opposite end of the spectrum he sees himself as lucky. Why?
11. On the third Tuesday, what unusual item did Mitch arrive with?
12. What does Morrie mean when he says, "Once you learn how to die, you learn how to live." (page 82)
13. Who is Lou Gehrig?
14. What does Morrie mean when he says you need to "detach from a moment." (clue: his coughing)
15. How has Morrie's view on being dependent changed? Was caused this change? What was Morrie's Ultimate Sign of Dependence?
16. When asked about growing old, Morrie is not envious. What is Morrie's perspective on aging?
17. What did Morrie ask Janine to do for him?
18. Why does Morrie insist on having a living funeral?
19. On page 149, Morrie says, "There are a few rules I know to be true about love and marriage." What are they?
20. What does Morrie mean by "love one another or die"?
21. What does Morrie mean by, "Death ends a life, not a relationship." (page 174)
22. To the very end, Mitch arrived at Morrie's with food. Discuss the importance of this ritual.

Name: _____ Homeroom: _____ Date: _____ Class: _____

Descriptive Essay Rubric

Descriptive essays take time and creativity to do well. The purpose of a descriptive essay is to present and engaging description so that your reader can visualize the images under the description. Please remember, to *describe* means to illustrate in words or tell something about and/or to provide an account of all relevant information.

Category	4	3	2	1
<i>Ideas and Content</i>	Effective and appropriate details create a vivid picture showing knowledge and insight.	Sufficient details create a picture showing some knowledge and insight.	Underdeveloped details show little knowledge and are too general to create a picture.	Limited or disconnected details show a lack of understanding and sidetrack the reader.
<i>Organization</i>	Sequencing of details is effective and logical. Transitions effectively tie the ideas of the paper together. Uses topic sentences flawlessly.	Sequencing of details is logical. Transitions attempt to tie the ideas of the paper together. Uses topic sentences with few errors.	Sequencing of details is limited. Transitions are limited. Uses topic sentences with errors.	Sequencing of details is not clear. Transitions are not evident. Does not use topic sentences effectively.
<i>Sentence Fluency</i>	Sentences contain words that are relevant so the meaning is enhanced. Sentences vary in beginnings, length, and structure. Sentences sound smooth and rhythmic when read aloud.	Sentences contain words that are necessary for the meaning to be clear. Sentences vary in beginnings, length, and structure. Most sentences sound smooth and rhythmic when read aloud.	Sentences contain some unnecessary words; however, meaning is fairly clear. Sentences offer some variety in beginnings, length, and structure. Sentences follow a predictable pattern and rhythm when read aloud.	Sentences contain unnecessary words that detract from the meaning. Sentences offer little or no variety in beginnings, length, and structure. Sentences lack rhythm or pattern when read aloud.

Conventions	A strong grasp of the standard writing conventions is apparent: capitalization is accurate, punctuation is smooth and enhances meaning, spelling is correct even on more difficult words, grammar is essentially correct, usage is correct, paragraphing (indenting) enhances the organization of the paper.	A strong grasp of the standard writing conventions is apparent: capitalization is correct, punctuation is smooth and enhances meaning, spelling of common words is correct, more difficult words are generally correct, grammar is essentially correct, usage is generally correct, paragraphing (indenting) works with the organization of the paper.	A basic grasp of standard writing conventions is apparent. Errors in conventions may impair readability.	A minimal grasp of the standard writing conventions is apparent. Numerous errors in conventions distract and/or confuse the reader.
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Comments: Score: _____ / 16