

## English 9 - Foundations of Literature - Summer Reading 2026

Welcome Class of 2030!

Reading has tremendous benefits for our minds and bodies, and we at Bishop Brady High School encourage you to make time to read this summer to help you build your reading stamina in preparation for the upcoming school year, relieve stress, prepare for life outside of school, and expose you to new experiences.

The purpose of summer reading this year is to promote student choice. In an effort to support the development of critical reading, thinking, and writing skills, students must be given the opportunity to take ownership of their reading choices. The suggested titles provide choice, as well as opportunity to interact with texts that will assist in developing understanding, perspective, and appreciation for the people, places, and ideas that comprise the world. If you have questions or would like to read a book not included on the list, please email Mrs. Peggy Sica, Curriculum Facilitator at [psica@bishopbrady.edu](mailto:psica@bishopbrady.edu). We look forward to our school year together and are eager to hear about your summer reading!

Happy Reading,  
The Bishop Brady English Department

**Note to Parents, Families, and Guardians:** Our Summer Reading suggestions include some titles containing mature themes and content. Thus, we encourage parents and guardians to take an active role in helping individual students choose those books that are the best for them. Several websites, including Common Sense Media and Amazon.com, offer reviews to help parents and students make the best selection for them.

### Bishop Brady Honor Code Pledge

By signing this statement, I agree that I have read the Honor Code Policy as stated in the Student/Parent handbook, understand it, and will abide by its provisions. As a student, my signature indicates that I agree to the following statement on all academic activities requested by faculty. I agree that if the statement is not requested, I still will abide by the Honor Code Policy.

### Bishop Brady Honor Code Statement

During this activity I have not participated in or been witness to a violation of the Bishop Brady Honor Code.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

[See pgs. 20 and 55 in 2025-2026 Student-Parent Handbook]

## The Assignment:

You will read and complete a project for **one book** from the list below:

### Fiction

- *A Wrinkle in Time* (or another title in the *Time Quintet*) - Madeleine L'Engle
- *Refugee* - Alan Gratz
- *Ready Player One* - Ernest Cline
- *Scythe* - Neal Schusterman
- *The Chronicles of Narnia* (choose ONE of the seven titles in the series) - C.S. Lewis

**Book Options** - You must select a book that you have not previously read - if you would like to read something not listed, please email Mrs. Sica at [psica@bishopbrady.edu](mailto:psica@bishopbrady.edu).

- For your fiction selection, **you will complete a visual project** which should represent the overall message or important theme of the novel.
- It should convey the deeper meaning you see in the work.
- The goal is to capture the essence of the novel in a unique way.
- You will be expected to explain to the class the purpose and meaning of your project through an informal presentation.
- **No digital projects.**
- **Your selected project is due Thursday, September 3, 2026.**

→ **Project Ideas: (No digital projects. Your project must be physical/tangible.)**

1. **Scrapbook.** Think about all the kinds of mementos you would put in a scrapbook if you had one. Then create a scrapbook for your character, cutting out pictures from magazines or drawing the mementos he or she would have in a scrapbook. Include at least ten mementos.
2. **Re-write and illustrate the story as a picture book** for young children. Include both images and words. Your story should be at least twenty pages in length.
3. **Word collage.** Write the title of the book in the center of a sheet of paper. Then look through magazines for words, phrases, and sentences that illustrate or tell something about your book. As you look, think in terms of the theme, setting, plot line, as well as characters. Work to get **fifty** such words, phrases, or sentences so the whole sheet of paper will be covered with no visible blank space. The visual impact of the collage should tell a potential reader a lot about the book.
4. **Create a character's room.** We learn a lot about people by what they keep in their closets, what they have on their walls, what they select to put in a room. Choose a character you have come to know well and create a living room, bedroom, kitchen, or some other room that would mean a lot to the character. Draw it or write about it, making sure to include an explanation of why you designed the room as you did.
5. **Create a mobile from items related to the story.** Select 10 items that represent people, places, events, or other parts of the book and hang them from a hanger using string or yarn. Create and write a key that explains each object and why you chose it.
6. **Create a diorama of a scene from the book.** Create a scene from the book in a shoebox or other box paying attention to detail and nuance. Write a description of what the scene shows; this should be at least one, detailed paragraph.
7. **Create an illustrated timeline** showing the important events in this book. Your timeline should include at least twenty events from throughout the entire novel. While digital timelines are appealing, please create a physical project.
8. **Invent a game** (sport, board, word, logic, or other) inspired by the book. Your game should include the board(s), pieces, rules, etc.
9. **Create a playlist of at least twelve songs** and explain how **each** song relates to the characters, settings, or themes of your book. Be sure to include the song title, the artist, and a written explanation of at least 3-5 sentences per song.

If you have questions or would like to create a project on your fiction novel not included on the list, please email Mrs. Sica at [psica@bishopbrady.edu](mailto:psica@bishopbrady.edu).

Category	Advanced (10 points)	Proficient (7-8 points)	Basic (5-6 points)	Below Basic (4 points or below)
Originality / Inference	Student imaginatively infers what may happen before or after an author's writing, or makes educated and supported guesses about the author's or a character's hidden intent.	Student uses imagination and inferences in determining an author's intent, as well as what may have happened before and after the text.	Student makes reasonable guesses at where an author is going in the writing, but only supports these assertions with minimal textual evidence..	Student either doesn't make any inferences, or makes those that he or she cannot support from the text.
Description / Detail	Student insightfully provides detailed explanations about various components of a text while demonstrating keen understanding for multiple nuances or interpretations.	Student provides ample detail and description about several elements of a text while showing exceptional understanding of how to view characters and the author's intent through various lenses.	Student demonstrates an understanding of the main events, themes, and characters, but does not delve into these components from more than one viewpoint.	Student provides minimal or no detail on any components of the text, while displaying little insight into the plot, setting, characters, or themes of that work.
Accuracy	Student presents claims and information that are not only accurate but show a level of understanding beyond the surface level of a text.	Student's claims are all accurately presented and clearly supported through citation of relevant textual evidence.	Student's claims are mostly accurate, but only somewhat supported by citations of relevant textual evidence.	Student makes claims that are either inaccurate or cannot be supported at all by the text.
Art / Layout	Student's artwork attractively shows careful thought as to its interpretation and meaning, as well as its relevance to the written work.	Student's artwork attractively shows some thought as to its interpretation and meaning, as well as its relevance to the written work.	Student's artwork is attractive, but shows little thought as to its interpretation and meaning.	Student's artwork is not colorful and shows little or no thought as to its relevance to the written work at hand.
Presentation	Student presents enthusiastically, accurately, and thoroughly. Speaks loudly and clearly. Maintains consistent eye contact.	Student presents concisely. Speaks clearly. Eye contact is maintained.	Student presents project. Difficult to hear. Minimal eye contact.	No presentation.