

2020 Summer Reading 9th Grade Honors: REQUIRED

Summer Reading Text- (Choose ONE of the following texts)

A Separate Peace by John Knowles

The Body by Stephen King

The Secret Life of Bees by Sue Monk Kidd

The Color of Water by James McBride

Welcome to the 2020-21 academic year at New Prairie High School! We are excited to begin our work together, and we are hopeful you will come prepared on the first day of school with your highlighted and annotated book AND a detailed outline that will be used to craft your first essay. If you have any questions about this assignment, please contact either Amanda Davis or Kristen Barden at: amandadavis@npsc.k12.in.us or kbarden@npsc.k12.in.us

Step #1- Engage in Pre-reading Activity:

- Purchase the text-*** Begin reading as soon as possible. Because we will use this book in class to introduce the skill of annotation, it will be important for you to have a paper copy of the book rather than a digital copy – a copy that can be written in while reading.

Step #2- Annotating, Highlighting, and Main Events:

- Read, highlight, and comment*** – Using the color key set out for you below, look for quotes as you read that connect in some way to the following three topics (motifs): ***Love, Courage and Fear.*** Then, in the margins and/or in-between the lines explain how the quote/phrase you highlighted connects to the respective topic.
- Highlight Color Key-*** You will need THREE different highlighter colors for annotating.
 - Love = **Pink**
 - Courage = **Green**
 - Fear= **Orange**

* Annotation involves making notes on the page next to the highlighted text, explaining how the highlighted content connects to the topic associated with the colors listed above.

For example: Highlighted (in orange- in this case meaning Courage) ... “...let us talk about dying.” (Green 5). My comment next to the orange highlighting (yours should be green) would say something like ... **C.** This must be difficult to talk about- what COURAGE to talk about your own mortality. [See attached image]

- Identify Main Events*** – Jot down the key events/ideas (3-5 bullet points) on the first page of each chapter. This will prove helpful when we begin crafting the essay during the first few weeks of school.

Step #3- Quote Chart: Once you finish reading and annotating the book, flip back through the text and become a ‘quote hunter’! Pick out the best of the best from each of the three highlighted categories.

GRADING:

- All annotated books will be graded using the attached rubric. Books will be collected on the first day of school. Please look to the included example to get an idea of what we will be looking for with regard to annotations.
- Charts will be turned in on the first day of school and assessed based on completion of the assignment
- Students will be using the chart and their annotated books to create an outline and write an essay that will count as a major grade during the first few weeks of school. A rubric for the essay will be given out after the essay instruction begins.

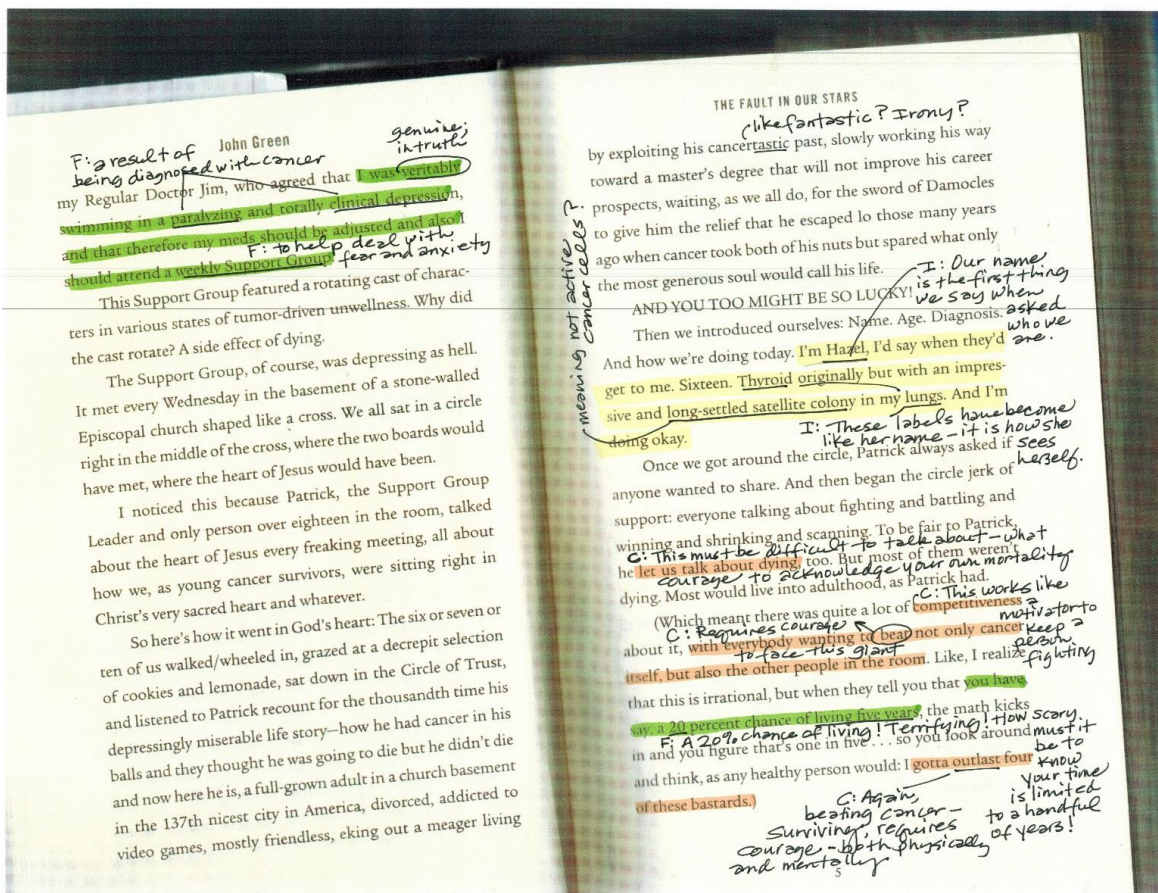
REMINDER: This reading is required for any student taking or considering an honors level Freshman Literature and Composition class in 2020-21 – no exceptions. Expect to use Your Chosen Book within the first week of school for an essay. This means all reading and annotations must be read BEFORE the first day of school. Failure to complete this reading will severely impede your initial success in 9th Honors Literature and Composition. We are looking forward to working with you next year, so let's make sure we begin the course on a positive note!

We look forward to meeting you and working with you!! GO COUGARS!!

Rubric

EXCEEDS EXPECTATIONS (A Quality Work)	MEETS EXPECTATIONS (B Quality Work)	MEETS BUT NEEDS DEVELOPMENT (C Quality Work)	DOES NOT MEET EXPECTATIONS (F Quality Work)
<ul style="list-style-type: none"> <input type="checkbox"/> Labeled/color highlighted content consistently appropriate: Love, Courage, and Fear <input type="checkbox"/> Comments show depth/insight/strong connection to three topics <input type="checkbox"/> Main Events/Key ideas are specific and thorough <input type="checkbox"/> Active engagement with text 	<ul style="list-style-type: none"> <input type="checkbox"/> Labeled/color highlighted content present and mostly appropriate <input type="checkbox"/> Comments are vague; summary heavy; mostly connected to three topics <input type="checkbox"/> Main Events/Key ideas are present and are mostly detailed <input type="checkbox"/> Mostly engaged with text 	<ul style="list-style-type: none"> <input type="checkbox"/> Labeled/color highlighted content inconsistent and at times not appropriate <input type="checkbox"/> Comments lack detail and purpose; vaguely connected to three topics <input type="checkbox"/> Main Events/Key ideas lack detail and purpose <input type="checkbox"/> Engagement with text is inconsistent/lacking 	<ul style="list-style-type: none"> <input type="checkbox"/> Many blank pages in a row/Color-coded highlighting missing <input type="checkbox"/> If comments are included, there is no connection to any of the three topics <input type="checkbox"/> No evidence of engagement or having done the reading; no understanding of the text
Percentage:	Percentage:	Percentage:	Percentage:

Sample Annotations:



Name: _____

Quote Chart

Directions: Once you finish reading and annotating the book, flip back through the text and become a 'quote hunter'! Pick out the best 5-8 quotes from each of the three highlighted categories. Be sure to include page numbers.

Example: Under COURAGE I would write- "...let us talk about dying." (Green 5). ** Green is the author's last name

Love		Courage		Fear	
1		1		1	
2		2		2	
3		3		3	
4		4		4	

Name: _____

5		5		5	
6		6		6	
7		7		7	
8		8		8	