

English 9 Honors

Summer Reading

Welcome to Freshman Honors English! I am looking forward to working with each of you this coming year. Summer reading is an important part of the Honors English experience; current research indicates that summer reading programs “enhance and sustain student literacy behaviors over the break...” (www.NCTE.org, 4/29/14). The required summer reading is intended to help keep your reading skills sharp and further develop your reading practices. To do this, **please obtain your own copy** of one of the novel choices and complete the assignments listed below; **all assignments are due on the first day of the second week of school.** ***Students adding the course after the second week of July or after the start of the school year must still complete the summer reading and related activities; the assignments must be completed and turned in on the first day back after Fall Break.

If you have any questions, please e-mail Mrs. Jacobs, kjacobs@plainfield.k12.in.us.

Also, consider joining our course Remind -- I might use it occasionally to provide you with important information, details or deadlines. Here's the link: <https://www.remind.com/join/22grads>.
Again, I can't wait to meet you in August!

Novel Choices: *I am the Messenger* by Markus Zusak
The Kite Runner by Khaled Hosseini
The Secret Life of Bees by Sue Monk Kidd
Speak by Laurie Halse Anderson
Noggin by John Corey Whaley

****Sources for books include: Amazon.com, Barnes and Noble, Half Price Books, among others. A few novel choices have multiple editions; students may read any edition. They are also welcome to use digital books if they are comfortable annotating digitally.**

This section provides you with questions to ask yourself as you prepare to read your novel; these are not the types of questions for which we would expect written answers.

Essential Questions:

- Who or what determines our identity as individuals?
- What effect does the outside world have on our individual personalities?
- How does an author use the elements of a story (characterization, setting, symbolism, etc.) to develop a message about the subject of the work?

BEFORE YOU READ:

- *Think* of the experiences that have played the most significant role in shaping you into the person you are today.
- *Consider* genre. Does your novel fit in more than one genre? Is it exemplary of the type of book you typically like to read?
- *Ask* yourself. What are your expectations as you begin reading? What do you think your novel will be about? Predict how you think it will end.

Assignment:

AS YOU READ:

- 1. Annotate:** For helpful resources on annotation, checkout this English teacher's [short video](#) and/or this [handout](#).
Take notes and mark passages. Pay attention to the things that affect the main character and change how he/she feels about him/herself. Mark new or interesting vocabulary and literary devices.
- 2. Quote:**
In a reader response journal, record a list of **ten quotations** from the text that span the entire novel. Be prepared with these quotations, typed, by the first day of the second week of school.
Reader Response Journals must: ([an example is included with these materials](#))
 - Include page numbers.
 - Include an explanation of each quotation's importance; this explanation should be **five to seven sentences** in length.
 - Include a discussion about how the novel as a whole connects to the themes or central ideas of the novel.
 - Use the proper format for quotations. See the example on the following page for guidance on how to set-up your response journal.

Example Quote:

“What Mister Radley did might seem peculiar to us, but it did not seem peculiar to him” (49).

***Include the page number in parentheses after the quotation mark.*

The period to end the sentence is placed outside the parentheses.

3. Notice and Note:

Vocabulary

Learning new vocabulary words is a sure way to boost your reading ability. As you read your chosen book, find ten vocabulary words that are the least familiar to you. On a separate piece of paper, include the following for each entry:

- vocabulary word
- page number
- part of speech
- definition
- your own sentence using the word, giving a context clue (a clue to the word's meaning) You may change the form of the word if needed.

Please type your list and label it **Summer Reading: Vocabulary**. For example:

Prevaricate (15) *verb*: to lie

I do not prevaricate because my parents taught me that telling fibs will make others doubt my integrity and sincerity.

Notice that I give a clue to prevaricate when I say, “telling fibs will make others doubt my integrity and

sincerity.”

AFTER YOU READ:

4. What kinds of questions do you have? **What do you think the author’s message is, and how do you know this?** *Think about the quotes you’ve selected, and consider how they might support or explain the message.* Write your ideas about the author’s message in the back of the book, or on a piece of paper a stick it in the back of the book. Record any thoughts you have about the novel... questions, comments, areas of the novel which you found difficult to understand, etc. Jot down a few things you would like to talk about with your peers who also read this novel – again, in the back of the book or on a piece of paper – this will be a source for discussion.



