LNHS requires summer reading for all English classes. Below is a brief description of the summer reading expectations for grade 9 classes. More specific assignment details can be found on the school website. Please be sure to complete the summer reading assignment for the English class you are scheduled to take in the fall.

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<th>Course Name</th>
<th>Expected Title(s)</th>
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<tr>
<td><strong>English 9/English 9 Daily</strong></td>
<td>Student will read one (1) FICTION or one (1) NON-FICTION book or novel of the student’s choosing. See school website for list of suggested titles.</td>
<td>Student Choice. See school website for list of suggested titles.</td>
<td>Complete the “English 9 Fiction/Non-Fiction Summer Reading Assignment”. See assignment guidelines below or the school website for details.</td>
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<td><strong>English 9 Honors</strong></td>
<td>Choose one of the titles listed in the assignment guidelines below or on the school website.</td>
<td>See choices in assignment guidelines below or the school website.</td>
<td>Complete the “English 9 Honors Summer Reading Journal Assignment”. See assignment guidelines or the school website for details.</td>
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<tr>
<td><strong>English 9 GT (Lyceum)</strong></td>
<td>Choose two (2) of the four titles listed in the assignment guidelines below or on the school website.</td>
<td>See choices in assignment guidelines below or the school website.</td>
<td>Complete the “English 9 GT Summer Reading Assignment”. See assignment guidelines or the school website for details.</td>
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~English 9 Fiction/ Non-Fiction Summer Reading Assignment~

Students will read one (1) FICTION or one (1) NON-FICTION book or novel of students’ choosing and then complete the assignment below. The summer reading assignment is due the first day of class.

1. Complete the following tasks about your FICTION TEXT. Your responses should be thoughtful, well-developed, and include specific examples from the text to support your answers. In addition, your responses should be written in “final draft format”. This means your responses should be typed or neatly handwritten in blue or black ink.

**Conflict:** The conflict of a story is defined as the struggle in the story.
- Discuss the conflict(s) of the story and how it was resolved.

**Setting:** The setting of a story is the time and place of the story.
- Discuss how the setting of the book affects the story (character development, plot, tone, theme).

**Character:** Direct characterization (description of appearance and action) / Indirect characterization (behavior, dialogue, thoughts, action)
- How would you describe your character? Provide 2 examples from direct characterization and 2 examples of indirect characterization.

**Theme:** The theme of a story is the author’s message or lesson learned.
- Discuss the theme of the story. How does this theme relate to your life? Be sure to use examples from the story to support your answer.

2. Complete ALL of the following tasks about your NON-FICTION TEXT. Your responses should be thoughtful, well-developed, and include specific examples from the text to support your answers. In addition, your responses should be written in “final draft format”. This means your responses should be typed or neatly handwritten in blue or black ink.

**Summary**
- Write a journal entry for each chapter of the book that summarizes the main events in the book.
- Select a chapter from your nonfiction book. Write a 50-word summary that summarizes the most important information in that chapter.

**Reflection**
- Discuss how the book relates to an event in your life or in the world. Be sure to include specific examples from the book and how they relate to this event.
- Find two pieces of information in your selection that were interesting to you. Explain why it was interesting to you.

**Author’s Claim:** The author’s message or lesson for the reader
- Identify the author’s claim and 3 examples from the text to support your answer.
Assignment Overview

Students will choose one of the titles listed below for their summer reading assignment. Students will read /annotate their selected book and complete ten (10) detailed journal entries over the selection. The journal entries must be typed and will be due the third day the class meets.

English 9 Honors Summer Reading Options/ List:

<table>
<thead>
<tr>
<th>Non-Fiction Options</th>
<th>Fiction Options</th>
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<tbody>
<tr>
<td>• <em>The Glass Castle: A Memoir</em> by Jeanette Walls</td>
<td>• <em>Eleanor and Park</em> by Rainbow Rowell</td>
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<tr>
<td>• <em>Unbroken</em> by Laura Hillenbrand</td>
<td>• <em>The Road</em> by Cormac McCarthy</td>
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<tr>
<td>• <em>Spare Parts: Four Undocumented Teenagers, One Ugly Robot, and the Battle for the American Dream</em> by Joshua Davis</td>
<td>• <em>We Were Liars</em> by E. Lockhart</td>
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<tr>
<td>• <em>The Immortal Life of Henrietta Lacks</em> by Rebecca Skloot</td>
<td>• <em>Like Water for Chocolate: A Novel in Monthly Installments with Recipes, Romances, and Home Remedies</em> by Laura Esquivel</td>
</tr>
<tr>
<td>• <em>Wild: Lost to Found on the Pacific Crest Trail</em> by Cheryl Strayed</td>
<td>• <em>Miss Peregrine’s Home for Peculiar Children</em> by Ransom Riggs</td>
</tr>
<tr>
<td>• <em>The Short and Tragic Life of Robert Peace: A Brilliant Young Man Who Left Newark for the Ivy League</em> by Jeff Hobbs</td>
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English 9 Honors Summer Reading Assignment:

As you read and annotate the novel, choose passages that you feel are the most important in the book from the P, ?, and ! categories (explained below). Then choose ten significant passages spaced evenly throughout the book to complete journal entries over. These passages should accomplish two things: One, each passage should relate to a larger theme or message you believe the author is attempting to present. Two, each passage should be personally thought provoking and have either changed your thinking or made you re-evaluate your own perception of the idea.

Annotation Instructions:

P = mark a P next to a passage that makes you pause and think. This thinking can occur because you made a connection with the text, you like the writer’s style, or for any other reason that made you pause and THINK while reading.

? = mark a question mark next to a passage that makes you question. This question can stem from confusion or disbelief.

! = mark an exclamation mark next to a passage that makes you think “WOW!” This means that you’ve had a strong reaction to the story because you can’t believe an event just happened or you feel a personal connection with the character or event.

[] = mark brackets around a character’s name the first time it appears in the text. (You only have to bracket the character’s name once). At the top of the page, write a brief description of the character to help you keep track.

O = circle unfamiliar words.
Some tips about annotations:

*Annotations are meant to slow down your reading but not hinder it. It is important to absorb this book and THINK about what you are reading; these codes will guide you through this.

*How much should you be annotating? You should have at least one symbol marked on each page; some pages will have more and some will have fewer.

*If you want to add more codes or write more notes in your margins, this is fine! Please use these codes for consistency.

*Annotating is a SKILL that is taught at every level of the AP English program. We will annotate EACH book we read. It might be awkward at first, but you will get used to it, and it will become second nature to you.

Please follow this format for journal entries:
1. Page number of passage, first five words of passage and last five words of passage, and the annotation code

2. Comments which reflect DEEP THINKING! Do not necessarily choose the first example of each annotation you run across in the assigned reading section; choose the ones which are the most important and reflect a close reading. Each entry should be a minimum of nine sentences.

Example:

233. “In the middle of night….my breath left me, all was abandoned now”

In this passage there are significant clues that the narrator is experiencing hallucinations, though he thinks they are real.

The passage reminds me of the time when I was a little girl and I was afraid that there were monsters under my bed. In my rational head, I knew not to believe in monsters, but my kid-self shuttered at the thought of even putting a single toe on the floor. I used to use a stretchy toy to turn off my light at night, so I could be in bed and not have my toes eaten off by some alleged monster. My fear consumed me. My imagination was crazy good when I was five. This is much like the narrator in the book, except that the narrator is a teenager. He freaks out at every turn. And the personification, at the end of the passage, makes it sound like he is barely dead, or almost dead, from the fright. The fact that his siblings are gone and he can’t find his grandmother, and now his breath leaves him too, may also mean that he needs to escape altogether. Maybe he wishes he were dead.

Please bring your book to class the first day and be prepared to discuss and work with the summer reading.
I. Lyceum English 9 (Pre-AP) Required Readings:

Choose Two
1. The Old Man and the Sea (Ernest Hemingway)
2. Of Mice and Men (John Steinbeck)
3. The Memory Keeper’s Daughter (Kim Edwards)
4. House on Mango Street (Sandra Cisneros)

II. Evaluation:
1. Bring your annotated texts on the first day of class.
2. Reading cards for one book are due the third day of class.

III. Directions:
1. Read and annotate your two book selections. You should procure your own copies of the summer reading texts and thus have the freedom to write in them and make notes as you read. The skill of annotating means that you are mentally interacting with the text. To do this means not only to highlight key passages, but to label the significance in the margin. Mark interesting passages, highlight key quotations, take notice of character analysis, etc. and write notes. Record brief summaries at the end of chapters or add post-it notes in places you believe are significant. Personally, I recommend different color highlighters for stylistic elements, symbolic objects and events, and examples of characterization.

IV. Assignment: Reading Cards
1. You will be completing one set of READING CARDS over one of the two books you have chosen. The cards will help you practice close reading, a necessary skill class skill. The cards will also serve as a review of literary terms. Read through the entire assignment so that you understand each part of the assignment before you begin.
   *Complete the set of cards as you read. Do NOT wait until you finish the book. Since the assignment requires a close reading of each text, the information you collect cannot be found in movies, plot summaries, or Sparknotes.
2. You will need one set of 4x6 note cards, lined on one side. You may use colored or spiral-bound cards to suit your individual study style. You may write on the backs (unlined side) of cards, but make sure that you start each card on the lined side.
3. Write the card heading in big, bold letters on the first line of every card. Write your initials in the upper right corner of each card in case separation occurs.
4. Cite page numbers for each card with the exception of cards #10, #12 and #20.
5. Cards must cover the entire span of the book.
6. The required information on the cards should be easy to find and understand. Use lists and bullets for information unless otherwise specified and make sure the cards are legible. Avoid pencil as it does have a tendency to smear. Use complete sentences when required.

Prepare your cards as follows:

Card #1 (1 card): Visual Symbol. Provide a visual symbol important to the work. Explain the symbol and tell why you chose to use that symbol and its significance to the overall work. Quote the lines (and cite the page numbers) that inspire you to choose this symbol. Make sure the symbol is in color.

Cards #2 and #3 (2 cards): Setting. Identify at least 5 phrases or descriptions total that identify the setting where each story takes place. They may describe time, place, region, or atmosphere. Use bulleted phrases and cite page numbers.

Cards #4, #5, and #6 (3 cards): Striking images, Ideas, Events, Objects, Phrases, and Words. From each work, choose five total items that seem significant or striking – for example, an image, an event, an idea, an object or thing, a phrase, a word. For each, state the context of the item (what it refers to) and why you believe it is significant. Include page numbers.

Cards #7, #8 and #9 (3 cards): Imagery. Find an example of three different figures of speech in the book (metaphor, simile, personification, oxymoron, irony, alliteration, symbol, allusion, etc.) and (a) record the example and cite the page number, (b) identify the technique, and (c) explain its significance to the book.

Card #10 (1 card): Summary. Outline the plot of the book in a succinct manner using a traditional five-part plot structure. The length of the summary does not need to exceed the front and back of a notecard.

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Card #11 (1 card): **Recurring Motifs/Archetypes.** Identify at least one recurring motif (think about color, objects, events, things, concepts). Cite 3 occurrences (don’t forget to cite page numbers). Briefly state the context of the occurrence (what is it about, what’s happening with it). Then, write a sentence or two stating how the use of the motif is connected to the book. Include page numbers.

Card #12 (1 card): **Point of view.** Using a complete sentence, establish the point of view used in your book. How does the author’s choice of narration impact the storyline?

Card #13 (1 card): **Conflict** Identify both an external and an internal conflict from your novel. Make sure to break down the external conflict by identifying what type it is (ie. man vs. nature). How do these conflicts impact the storyline? Include any page numbers supporting your answer.

Card #14 (1 card): **Theme.** State what you consider to be the meaning of the work as a whole. Explain your observation with details from the book (cite page numbers). Concentrate on explaining the meaning. What does your writer believe?

Cards #15, #16, #17, #18, and #19 (5 cards): **Key Passages related to character.** Find five key textual references (ie. phrase, sentence, paragraph, excerpt) significant to your understanding of a character/key player. Identify your character’s name and his/her general role within the story. Copy the passage correctly (quotation marks, cite page number) and explain what the passage reveals about the character. Make sure to represent the character’s presence in the entire book. The last step is to identify whether your character as a dynamic or static one.

Card #20 (1 card): **Tone.** After you have completed the reading of this book, identify the overall tone of the book. The tone is defined as the attitude an author displays toward the subject. Look at such items as diction (word choice), imagery and syntax to figure out the tone. Provide an explanation with your answer.