

2018 Summer Reading 9th Grade Honors: REQUIRED

Learning Objectives:

- To cite strong and thorough textual evidence to support analysis of what the text says explicitly as it relates to the motif of overcoming adversity [ELAGSE9-10RL1].
- To determine a theme and/or central idea of a text that stems from the motif of overcoming adversity; to provide a summary of the text [ELAGSE9-10RL2].
- To use the annotations and summary to write an argumentative essay; to support claims by using valid reasoning and relevant and sufficient evidence [ELAGSE9-10W1].

Summer Reading Texts:

Please choose ONE TEXT from the following list of fiction novels:

- All The Pretty Horses** by Cormac McCarthy - *The tale of John Grady Cole, who at sixteen finds himself at the end of a long line of Texas ranchers, cut off from the only life he has ever imagined for himself. With two companions, he sets off for Mexico on a sometimes idyllic, sometimes comic journey to a place where dreams are paid for in blood (Summary from Amazon).*
- Eleanor and Park** by Rainbow Rowell - *Eleanor is the new girl in town, and she's never felt more alone. Then she takes the seat on the bus next to Park. Quiet, careful and - in Eleanor's eyes - impossibly cool, Park's worked out that flying under the radar is the best way to get by. Slowly, steadily, through late-night conversations and an ever-growing stack of mixed tapes, Eleanor and Park fall in love (Summary from Amazon).*
- Ready Player One** by Ernest Cline - *In the year 2045, reality is an ugly place. The only time teenage Wade Watts really feels alive is when he's jacked into the virtual utopia known as the OASIS. Wade's devoted his life to studying the puzzles hidden within this world's digital confines—puzzles that are based on their creator's obsession with the pop culture of decades past and that promise massive power and fortune to whoever can unlock them (Summary from Amazon).*
- The Fault in Our Stars** by John Green - *Despite the tumor-shrinking medical miracle that has bought her a few years, Hazel has never been anything but terminal, her final chapter inscribed upon diagnosis. But when a gorgeous plot twist named Augustus Waters suddenly appears at Cancer Kid Support Group, Hazel's story is about to be completely rewritten (Summary from Amazon).*

Step #1:

- Purchase the text of your choice** - Begin reading as soon as possible. Because we will use this book in class to review 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 one color of highlighter, look for quotes as you read that connect in some way to the motif: **Overcoming Adversity**. Then, in the margins and/or in-between the lines jot down an ABBREVIATED (shorthand) note to remind you why/how the quote/word, phrase, or sentence you highlighted connects to the motif. Annotation does not NOT mean that you will have something written on every single page, rather your goal is to read the text through the lens of overcoming adversity, looking for anything that directly connects. For example: Highlighted Quote From Text ... “I’m Hazel, I’d say when they’d get to me. Sixteen. Thyroid originally but with an impressive and long-settled satellite colony in my lungs. And I’m doing okay” (Green 5). Abbreviated Comment ... *Cancer at 16 and doing “okay” shows strength.*
- 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 drafting the essay during the first week of school.

Step #3- Construct an outline that includes quotes that support the motif: Once you finish reading and annotating the book, flip back through the text and become a ‘quote hunter’! Pick out the BEST quotes you highlighted. Your outline should be labeled like the one below: I, II, and III with the same titles.

I. Introduction

- Title of the chosen text and author.
- Concise overview/summary of the novel ... No more than 100 words in length.
- Thesis Statement **YOU WILL COMPLETE THIS AFTER CLASSROOM INSTRUCTION, SO SIMPLY WRITE OUT THE WORDS “THESIS STATEMENT.”**

II. Motif – Overcoming Adversity

A. **QUOTES** (Here you will list 10 of the best/most powerful quotes in the text that show/demonstrate/define/connect to **Overcoming Adversity** (these should be highlighted). Include page numbers for each of the quotes you choose).

1.



10.

B. **MESSAGE** (Here you will write the overall message you believe the quotes you chose above are sending to you the reader).

III. Conclusion

A. Name one thing you learned/walked away thinking/believing after reading this novel. Be specific and detailed in your response.

GRADING:

1. 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.

2. Outlines will be turned in on the first day of school and assessed based on completion of the assignment in the format explained above. All outlines must be typed following MLA format (listed below)

MLA FORMAT:

- Use 12pt, Times New Roman font when typing your outline
- Include a proper MLA style header at the top left corner of the first page in this order:
 - Your Name (first and last)
 - Teacher's Name
 - Course Name (Honors English 9 – Class Period)
 - Date Due (7 August 2017)
- Title (centered on page underneath the heading) – *Title of chosen text* Essay Outline
- Margins should be set at 1 inch on all sides
- Include a works cited page with only one entry for your chosen text

3. Students will be using the outline and their annotated books to write an essay that will count as a major grade during the first ten days of school. A rubric for the essay will be given out after the essay instruction begins.

MLA Style Information- for more information about MLA style and overall paper construction can be found here: <https://owl.english.purdue.edu/owl/resource/747/01/>

REMINDER: This reading is required for any student taking or considering an honors level Freshman Literature and Composition class in 2018-2019 – no exceptions. Expect to use your chosen text 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 RAIDERS!! ☺

* If you have any questions about the assignment, please contact Kimberly Green at: greenkb@fultonschools.org. Happy Reading!