

Summer Homework for Honors English 9

Task: Read a novel, mark up text, and reflect in writing

Audience: Your Honors 9 English teacher

Purpose: To keep students sharp during the summer months, to preview deeper level thinking skills, to gauge the work ethic/study habits of incoming students, and to serve as a springboard for our first unit of study. The assignments explained below will count toward their English grade for quarter 1.

Honors 9 Summer Reading Requirement

There are 5 titles from which to choose; select one to read over the summer. Read more than one for pleasure!

[Orphan Train](#)

Christina Baker Kline

* warning: contains a sexual assault scene

[A Separate Peace](#)

John Knowles

[Into Thin Air](#)

John Krakauer

[To Kill a Mockingbird](#)

Harper Lee

[Missing Isaac](#)

Valerie Luesse

Book Availability:

The Burnsville Barnes and Noble should have copies of each title available for purchase, but many choose to order online. Used copies or old copies of books are perfectly acceptable, as is checking out a copy from a local library. If you do check out a copy from a library, make sure that you renew it through the third week in September. Finally, feel free to borrow a copy from friends and/or older siblings as long as there are little to no margin notes; if there are lots of margin notes, then we would ask them to find another copy so that we know the work is original.

Evaluation of Reading:

One of the most important skills that students can develop throughout high school is to become an “active” reader - to be thoughtful and engaged while reading. We will work on this skill throughout 9th grade, and the summer reading activity will help preview the development of this skill for students. The assignment is a good indicator of the kind of reading we will do, and the expectation of student engagement with reading (taking notes in the margins). One of the best pieces of advice I can give is to read to understand - not simply to finish.

The **assessment for the summer reading is twofold:** notes while you read (“post-it” notes or margin notes) AND a typed assignment of 4 paragraphs (explained below) – both due on or before **Friday, 9/11.**

Part 1: Reading Assignment (due on Friday, 9/11): Evidence of your thinking is seen by using:

- Post-it notes on pages throughout the novel and/or written notes in the margin of the book
- Your goal is to make a note every 5 pages (you can certainly do it more often)
- You will turn in your book to me, and I will return it a few days later.

Charting the “Inner Voice” as you read

Most of us, when we watch a movie or video, respond out loud with what we are thinking and feeling. This is our way of making sense of what we see while sharing our thoughts with others. Reading is no different. When you read, you have that ‘inner voice’ that is having a silent dialogue with the text. To help you improve your thinking and to allow me to see what you are thinking, I would like all of you to record your thinking as you read.

Here are some suggestions as to what you can write in the margins or on a sticky note:

1. What **reaction** or **opinion** do you have to what you read? Explain.
2. Ask a **question** about something that happened in the story. Explain why you are asking it.
3. Give an **observation** or **insight** about an event/conflict/character in the story. Explain.
4. Make a **connection** between what you read and something else. Explain.
5. **Predict** what you think might happen next or later in the story. Explain.
6. **Identify** and **explain** what the author is doing to create a memorable/effective story. This could be point of view, structure (flashbacks/flash forwards, foreshadowing), pacing, symbolism, etc.

Demonstrate your thinking by doing one or more of the above strategies at least every 5 pages of text.

Your notes should include a variety of responses and a variety of lengths. Some can be a sentence but most should be 2+ sentences. Take your time, be thoughtful, and don't begin reading it the weekend before school begins!

Part 2: Typed Assignment: As you are reading and marking up the margins, select **4 excerpts** (lines directly from the book) that demonstrate the development of a character or the development of a main idea or theme.

For each of the 4 excerpts, do the following:

- Type the line(s) from the book including quotation marks, and the page number in parenthesis.**
Example: "This would be our longest journey together" (Lee 252). Note the citation form!
 - Include 6+ sentences** of how the excerpt shows a character's growth or the development of a theme. Avoid plot summary as much as possible. The excerpt is not part of the 6+ sentences.
 - This is not a formal essay which means you don't need to type an introduction or a conclusion.
 - 2 of the excerpts should reflect a character's growth or development. **Select two different characters.**
 - 2 of the paragraphs should reflect the development of a theme. **Select two different themes.**
 - For the character paragraphs, explain how the excerpt reflects the change and how has he/she has changed, developed, or matured throughout the book
 - A theme is not simply a word like 'love, war, or forgiveness'; it is what the book implies about that word.
For example: **"It is important to forgive not only to repair a relationship but also to avoid becoming bitter".**
 - + After the excerpt, state your theme/message and then explain in 6+ sentences how the excerpt reflects it and how it is developed throughout the book through characters, conflicts, and/or plot events.
- + **Type your paragraphs on a Google document; you will submit your typed paragraphs to an assignment on Schoology. In class, we will model how to upload the paragraphs.**
- + **Do not use any online source (internet/AI platform/Grammarly) since I want original thinking/writing. And, I want to see where you are in your writing skills; the writing should sound like you, not like a college student. We have software that can detect the usage of AI so please do your own thinking, writing, and revising.**

An Honors English scholar is expected, and required, to meet deadlines in a timely manner. The deadlines for each of these assignments are firm, and we will hold you accountable for meeting those deadlines. **Start no later than Monday, August 10th,** so that you can finish both parts of the assignment with quality and on time.

There is no summer homework for AP World History.

Mr. Dettmer – Team Energy English teacher

robert.dettmer@district196.org

* If you have any questions about the summer homework, send me an email :).

Ms. Chanthalakeo – Team Hurricane English teacher

sh.chanthalakeo@district196.org