



Summer Reading Assignment - Summer 2019
William & Reed Academy
9th Grade Literature & Composition

Dear Students,

You did it! You made it through middle school to 9th grade! You are now one of the amazing high school students at William & Reed Academy, and we look forward to a great year. Working our way through stories of quests and heroes, love, murder, and mystery, the journey through 9th grade Literature & Composition will be an exciting one. Like any journey, it will be full of challenges, learning as you go how to interpret the world: reading for knowledge, defending your position, fortifying your weak points, and removing obstacles. You will learn to think deeply about the world – both the ancient and your own. You will create complex arguments and gain understanding about where you are as a person and a scholar. You will become one of William and Reed's greatest assets.

The Assignment: BRING Parts 1 & 2 on Monday, August 5th because we will begin working with these on the first day of school.

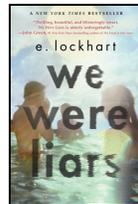
Part 1: You will print, read, and annotate an excerpt from the article: "How to Mark a Book"
<http://classicalkids.net/files/How%20to%20Mark%20a%20Book.pdf>.

Part 2: You will read and annotate ONE of the following: *We were Liars* by E. Lockhart or *Never Let Me Go* by Kazuo Ishiguro. By annotate, we mean that you should underline, highlight, star, note, etc. anything that you:

- A. Find interesting
- B. Can be applied from what you learned from the "How to Mark a Book" article, or
- C. You just want to talk about later.

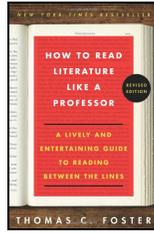
We Were Liars plot description: <https://www.teenreads.com/reviews/we-were-liars>

Never Let Me Go plot description: https://www.goodreads.com/book/show/6334.Never_Let_Me_Go



****Any highlighting or underlining MUST have a margin note to accompany it.** Bring this with you on the first day of school. (see rubric & sample annotations on pgs. 3 & 4. We will spend the first two weeks using student work as a discussion point for the course with a summative assessment at the end of the first two weeks.) You should expect a novel reading test during the first two weeks of school.

****ALSO - If you have been recommended for Honors by our teachers/school counselor:** You will read and annotate *How to Read Literature Like A Professor* by Thomas C. Foster.



Honors students will be given a reading quiz and a project to assess their understanding of the book within the first two weeks of school.

If you have any questions, you may contact your teacher, Mrs. Blevins or Ms. Vander Ven, at

cblevins@williamandreed.com

cvanderven@williamandreed.com

SAMPLE ANNOTATED IMAGES & RUBRIC (See next page): Although these are very extensive for one page, they give you a sample of what kinds of things to write in the margins for annotations. **Remember that highlighting and underlining alone DOES NOT COUNT as annotating.** You must have a notation next to each marking for it to be considered an annotation. 1-2 proper annotations per page would yield an A using the rubric.

Reading Annotations Rubric

+ (100-90)

- Student has thoroughly annotated text with questions, observations, and connections to the text/real life; summary of important ideas
- Challenging words and concepts are marked; interesting and surprising parts are noted
- Comments show a thorough understanding of the text
- Consistent marking throughout the text (not bunched)
- Student found examples of ALL or very nearly all of the required literary elements (89-80)

- Student has proficiently annotated the text with questions, observations, and connections to the text/real life; some summary of important ideas
- Some challenging words and concepts are marked; interesting and surprising parts are noted
- Comments show an understanding of the text
- Somewhat sporadic marking throughout the text (some bunching)
- Student found examples of many of the required literary elements — (75-70)

- Student annotations are insufficient but do contain a variety of comments
- Few challenging words and concepts are marked; few interesting and surprising parts are noted
- Comments do not convey understanding of text
- Few and sporadic marking throughout the text
- Student found only a few of the required literary elements and/or repeatedly marked the same elements — — (50-0)

- Student made little to no effort to annotate the text
- Few to no challenging words or concepts are marked; few to no interesting and surprising parts are noted
- There seems to be no understanding of text
- Marking is sporadic or almost nonexistent
- Student seems to make little to no effort to find required literary elements

