**Welcome to English 9 Honors.**

The following required summer assignment is due on the first day of school. Upon arrival to class, students will begin developing analysis through writing.

**Choose a book** from the following list. Students can preview these novels on ala.org, amazon.com, goodreads.com or other credible online sources. Each student should decide on a book after careful deliberation based on descriptions, editorial reviews, and student preferences and sensibilities. Each student is responsible for obtaining a copy of the selected book. While these novels are state-approved, students should be advised that these selections are high school novels and may include topics that should be handled with maturity. Parents may choose to preview novels should they so wish.

* *Bless Me, Ultima* by Rudolfo Anaya
* *The Invention of Wings* by Sue Monk Kidd
* *A Tree Grows in Brooklyn* by Bettie Smith
* *All the Light We Cannot See* by Anthony Doerr

**Annotate the Text**.

Students are expected to annotate the novel they select for summer reading. Annotation is a method frequently used to record comments, questions, and observations when one is actively and critically engaged with the text. Annotations should reflect thoughtful commentary that demonstrates critical thinking through reflection, analysis, questioning, evaluating, and determining relevance. Listed in this document are four reading and analysis strategies that are strongly recommended as a basis for annotation. Students are expected to provide a valid interpretation avoiding weak, inarticulate, insincere, simple, and/or obvious entries without any attempt to convey the meaning of the content.

The four reading and analysis strategies mentioned below are the foundation for annotations. Before students submit their work, they should check to ensure their work meets the following requirements:

* Students should apply one of the four reading strategies to **each** annotation they prepare.
* Each reading strategy must be addressed **at least once**, but an accomplished reader will provide an **even distribution of these reading strategies.**
* Students must ensure that the annotations span the **entire** book.
* Each passage may be referenced **only once**.
* Each passage must be quoted **exactly** as it appears in the book and **include a proper MLA formatted in-text citation.**
* **30 annotations are required.**

**Reading and Analysis Strategie**s

Questioning: A crucial part of critical reading is the pursuit of the causes, consequences, and significance of the choices made by the author, characters, or society represented within a literary text. For this strategy, pose a thoughtful question that pushes past simple plot events, such as wondering what will happen next or how the novel will end. Next, once a question has been raised, it must then be answered. The answers should seek to describe the larger purpose(s) of the text as a whole. Be careful not to merely summarize.

Determining Importance: When reading longer literary texts, a critical reader will work to determine the importance or significance of the text as a whole. For this strategy, choose a quotation that specifically contributes to this larger significance, and then use that passage to explain and justify your own interpretation of the text’s overall meaning. This analysis could possibly focus on the treatment of certain groups of people, traits, or values within society. It could also represent the values of a certain historical time period. The options are infinite, but the response should be detailed, argumentative in nature, and push beyond the importance of the passage to the plot.

Making Connections: Literature is best understood and most meaningful when related to personal knowledge. For this strategy, choose a passage and establish a thoughtful connection to another literary work (i.e. mythology, novel, poem, short story, play, or artwork) historical events, or social issues that are relevant within modern society. Be mindful that making a basic connection is not enough. It is necessary to develop and explain the significance of this connection. For instance, do both texts originate from similar causes or sources? Do they result in similar consequences for characters? It is important to explain why the texts share a connection and why it is significant enough to appear in multiple literary texts and often across the span of many years.

Interpreting Language: In order to fully appreciate the language used in literature, a reader must interpret it on both the surface (literal) and deeper (figurative) levels. For this strategy locate a passage that contains a powerful literary device. There is no need to define the literary term or to explain why this is an example of the term. Instead, explain why the use of that specific device, comparison, or image is significant within the text as a whole. Explanations related to the purposes, causes, and consequences of the device are good places to begin. Again, push past superficial or cursory observations. Some possible devices include (but are not limited to):

* Allusion
* Connotation
* Diction (meaningful word choice)
* Hyperbole
* Metaphor/Simile
* Motifs (repetition of ideas, symbols, images, etc.)
* Personification
* Symbolism

**Format**

Use the following to create your own template in a word document. Make sure your document is in LANDSCAPE view and font is Times New Roman, 12 pt.

|  |  |  |  |
| --- | --- | --- | --- |
| # of Passage | Strategy Used | Passage with MLA Formatted In-text Citation | Analysis |
| 1 | Interpreting Language | “‘Antonio,’ she smiled. She took my hand, and I felt the power of a whirlwind sweep around me. Her eyes swept the surrounding hills and through them I saw for the first time the wild beauty of our hills and the magic of the green river. My nostrils quivered as I felt the song of the mockingbirds and the drone of the grasshoppers mingle with the pulse of the earth. The four directions of the Ilano met in me, and the white sun shone on my soul” (Anaya 12). | Diction: Words such as power, whirlwind, magic, and swept create a sense of power. From this the reader knows that Ultima will be a powerful being that is central to the novel and its theme.  Words such as quivered, drone, and pulse make the landscape/setting seem as if it were alive, also contributing to the aforementioned sense of power. |

Completed annotation charts should be printed and ready to submit by the first day of school. If you have any questions, please feel free to email me at [sarah\_edwards@rockbridge.k12.va.us](mailto:sarah_edwards@rockbridge.k12.va.us) .