9th Literature Honors Summer Reading Assignment

Dear Students and Parents,

To encourage students to become careful readers of texts and to prepare students for the upcoming school year, the English Department is continuing the summer reading expectation for all students registered for 9th Literature Honors. Please read through the following information to identify the requirements for the assignment. It is the responsibility of each student to complete the reading and assignments by the start of the school year. Students can access the suggested texts by using the links below or Google searching the titles.

Grading rubrics are included in this packet. **Students are expected to turn in their completed assignment on Monday, August 15th electronically or on paper. Submission instructions will be given the first week of school.** Students will be assessed over the summer reading texts within the first few weeks of the school year. Assessments of summer reading texts will be included in the first grading period.

**This assignment is required for all incoming 9th Honors Literature students. Failure to complete the required assignment will result in a 0 in the gradebook.**

Please feel free to contact one of us below with any questions.

Have a wonderful summer break!

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Welcome future 9th Grade Literature and Composition students! Below is the **required** assignment for summer reading. **This assignment is due Monday, August 15th .**

# Assignment Overview

This assignment will require students to choose **two short stories** from the list below and complete two tasks:

1. **Task #1: Readings & Annotations**
2. **Task #2: STEAL Characterization Charts**

All directions, resources, examples, and rubrics for students to complete these assignments are included in this document.

# Short Story Choices

**Choose TWO short stories from the list below to read and analyze for your summer assignment.**

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| [Sonny's Blues by James Baldwin](https://docs.google.com/viewer?a=v&pid=sites&srcid=Zmxocy51c3xzdW1tZXJ8Z3g6NGQ5ZDY0M2U4YzkwZDliNQ) | [A Sound of Thunder by Ray Bradbury](https://docs.google.com/viewer?a=v&pid=sites&srcid=bW91bnRhaW52aWxsZWFjYWRlbXkub3JnfGNyYWlnLXMtY2xhc3Nlc3xneDoxMjI3ODZmYmIzNjY2OTk1) |
| [Paul's Case by Will Cather](https://docs.google.com/file/d/0Byq6h70zkproRUNJZW0wcFVlNU0/edit?resourcekey=0-4-uXsrVYKuDddEojnKNThg) | [Lamb to the Slaughter by Road Dahl](https://docs.google.com/viewer?a=v&pid=sites&srcid=d29vZHdhcmQuZWR1fGVuZ2xpc2g4dC1iYW5kcm93c2tpfGd4OjQ4Y2Y3ZmNhNTA0MTExOWM) |

*\*All texts can be found online. Google the title and author name if links above are not working.*

# Task #1: Readings & Annotations

1. As you read your chosen short stories, you will include annotations that follow the guidelines below.
2. You must include at least **one** entry for each annotation requirement below for **each** short story.
3. Your annotations should appear **on the texts – either on digital copies of the short stories or handwritten annotations on paper copies of the stories.** Annotations on Post-Its are also acceptable.
4. Your annotations should be **clear and easy to read.** Please write neatly!
5. Instructions for submitting your completed annotations will be given the first week of school.

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|  | **Short Story Annotations**  |
| **Central Idea**  | **Underline** a sentence from the passage that best demonstrates the central idea *(plot, character, theme*) of the short story. In the margins, explain the idea you identified.  |
| **Words/Phrases**  | **Circle** unfamiliar words and phrases and **underline** context clues. In the margins, explain what you think these words and phrases might mean based on the identified context clues.  |
| **Questions/** **Reactions**  | **Write a question mark (?) or an exclamation point (!)** to indicate questions or strong feelings/responses. Explain your thoughts in the margins.  |
| **Characterization**  | **Highlight sections in yellow** that show character development. In the margins, explain how the character is growing/changing.  |
| **Mood**  | **Highlight words and phrases in blue** that contribute to the mood of the passage *(the feeling it gives the reader).* In the margins, explain the mood you identify.  |

## Annotation Tips

1. **Annotations must occur THROUGHOUT a text.** If you haven’t annotated an entire text, you can’t properly analyze theme, the use of symbolism, and other important elements of a text. If this seems like it’s a healthy amount of highlighting/underlining/post-it “noting,” that’s because it is!

1. **You don’t want to highlight or underline every line of a text** – that’s too much, and it’s not proper for true analysis of a text. You’re looking to annotate based on the guidelines listed above.

1. **Annotations should go BEYOND simply marking the text** – annotations should include your own thoughts/reactions/analysis to the events of the story in your own words.

 Annotations = marking the text **PLUS** your own writing/comments.

# Task #2: STEAL Characterization Charts

1. After reading your chosen short stories, review the information on **direct** and **indirect characterization** below.
2. Review the elements of the STEAL framework carefully, paying special attention to the guiding questions for each element of STEAL.
3. Fill in the STEAL Characterization Charts based on **one character from each of your chosen short stories.**
4. You must include a **short, direct quote with citation (page number)** for each entry.
5. You must provide analysis answers in **complete sentences** for each entry.
6. Typing in and submitting this document electronically is the preferred method of completion. Submission instructions will be given the first week of school.

**Characterization** is the process by which the writer reveals the personality of a character. Characterization is revealed through **direct characterization** and **indirect characterization.**

**Direct Characterization** tells the audience what the personality of the character is.

Example: “The patient boy and quiet girl were both well-mannered and did not disobey their mother.”

Explanation: The author is directly telling the audience the personality of these two children. The boy is “patient” and the girl is “quiet.”

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| **Indirect Characterization** shows things that reveal the personality of a character. There are five different methods of indirect characterization:  |
| **S**peech  | What **(dialogue)** does the character say? How **(tone and dialect)** does the character speak?  |
| **T**houghts  | What is **revealed** through the character’s **private thoughts and feelings?** What a character thinks, believes, and values. What **motivates** the character?  |
| **E**ffect on others  | What is revealed through the **character’s effect on other individuals?** How do other characters **feel or behave in reaction** to the character? The relationships the character has with others and the way he/she treats other characters.  |
| **A**ctions  | **What does the character do?** How does the character **behave?** How do they **react** to people and events?  |
| **L**ooks  | What does the character **look like?** How does the character **dress?** Includes the character’s physical features, body language, clothing, etc.  |

# STEAL Chart Model Entry

Reference the model below to help you complete the STEAL Chart.

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| **STEAL Chart Story Title: *The Giver* by Lois Lowry**  **Character: Jonas**  |
|  | **Example & Pg. #**  | **What insight does the textual example give us into the character? What do readers learn?**  |
| **T**houghts  | “Now Jonas had a thought that he had never had before. This thought was frightening. What if others—adults—had, upon becoming Twelves, received in their instructions the same terrifying sentence? What if they had all been instructed: You may lie?” (Lowry 71)  | This example gives the reader insight into the realizations Jonas begins to have about the world around him: not everyone is expected to follow all of the rules. This thought demonstrates how naive (showing a lack of experience, wisdom, or judgment) Jonas has been, and signals the beginning of his transition into a Receiver of Memory. Readers learn that Jonas may face an internal conflict later on if he has to tell a lie.  |

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| **STEAL Chart #1 Short Story #1 Title:**  **Character Name:**  |
|  | **Example & Pg. #**  | **What insight does the textual example give us into the character? What do readers learn?**  |
| **S**peech  |  |   |
| **T**houghts  |  |   |
| **E**ffect on others  |  |   |
| **A**ctions  |  |   |
| **L**ooks  |  |   |
| **Direct** **Characterization** **\*include an example of direct characterization if it appears in your story choice.**  |  |   |

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| **STEAL Chart #2 Short Story #2 Title:**  **Character Name:**  |
|  | **Example & Pg. #**  | **What insight does the textual example give us into the character? What do readers learn?**  |
| **S**peech  |  |   |
| **T**houghts  |  |   |
| **E**ffect on others  |  |   |
| **A**ctions  |  |   |
| **L**ooks  |  |   |
| **Direct** **Characterization** **\*include an example of direct characterization if it appears in your story choice.**  |  |   |

**Grading Rubrics**

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| **Task #1: Readings & Annotations Rubric**  |
| **Mastery 41-50**  | The texts are extensively highlighted or underlined with many margin notes in addition to shorthand notations. The annotations demonstrate that the student has carefully read and considered the meanings of each text. The margin notes serve as an abbreviated outline of what the texts say and what the reader thinks about it.  |
| **Proficient 31-40**  | The texts are extensively highlighted or underlined with fewer margin notes compared to the most carefully considered readings. Shorthand notations are present. The annotations that are present demonstrate that the student has carefully read and considered.  |
| **Developing 21-30**  | The texts are less extensively highlighted or underlined with some margin notes and shorthand markings. The annotations demonstrate a less thorough reading of the works than the top two ratings.  |
| **Emerging 0-20**  | The texts are highlighted or underlined, and the student uses shorthand markings. There are virtually no margin notes; consequently, it is impossible to determine how thorough the reading of the texts has been **or** there are so few notations overall that the texts may not have been read completely. No attempt.  |
| **Reading & Annotations Total \_\_\_\_\_\_\_/50**  |

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| **Task #2: STEAL Characterization Charts Rubric**  |  |
| **Criteria**  | **Mastery**  | **Proficient**  | **Beginner**  | **Developing**  |
| **STEAL Chart** **Entries**  | Student includes entries for all parts of STEAL.  | Student includes entries for all parts of STEAL, but one entry may be incomplete.   | Student attempts to include entries for all parts of STEAL, but one or two entries are missing or incomplete.   | Student does not attempt to include entries for all parts of STEAL. Two or more entries are missing or incomplete. No attempt.  |
| **STEAL Chart** **Evidence &** **Citations**  | Student provides relevant evidence for each part of STEAL. Evidence includes citation (page number).  | Student provides evidence for each part of STEAL, but one or more examples may not be relevant. Evidence includes citation (page number).   | Student attempts to provide evidence for each part of STEAL, but one or more examples may not be relevant or are missing/ incomplete. Evidence includes citation (page number) for most entries, but some are missing.   | Student does not attempt to provide evidence for each part of STEAL, or most examples are not relevant, or are missing/ incomplete. Evidence does not include citation (page number) for most entries.   |
| **STEAL Chart** **Explanations**  | Student provides logical and detailed explanations for each part of STEAL. Explanations are formatted in complete sentences and demonstrate a deep understanding of character.  | Student provides explanations for each part of STEAL. Most explanations are formatted in complete sentences and demonstrate an understanding of character.   | Student provides explanations for some parts of STEAL. Some explanations are formatted in complete sentences but may not demonstrate an understanding of character. Student summarizes or retells the story.    | Student does not provide explanations for most parts of STEAL. Explanations are not formatted in complete sentences. Explanations do not demonstrate an understanding of character. Student summarizes or retells the story. No attempt.  |
| **STEAL Characterization Chart Total \_\_\_\_\_\_/50**  |  |