

9th Grade Summer Reading

Goals:

- Encourage a lifelong habit of reading
- Prevent the “summer slide” that occurs between May and August
- Ignite the literary conversation among students and between teachers and students
- Encourage students to improve their interaction with texts and construct meaning

Task:

- **All students must purchase a paper copy of their assigned book.**
- Honors English are required to complete additional work during the summer

Assessment/Grading:

- Formative Guided Reading Questions
- Formative Class Discussions
- Additional Assessments(s) may include written work, quizzes, and a test

9th:

On-Level and Gonzaga:

Fahrenheit 451 by Ray Bradbury

Honors:

Fahrenheit 451 by Ray Bradbury

AND

Short Stories – [Linked Here](#)

“The Pedestrian” by Ray Bradbury

“The Veldt” by Ray Bradbury

“Harrison Bergeron” by Kurt Vonnegut

Please continue to the bottom of this file for complete directions.

Should you have any questions, please reach out to Tracy McBride, English Department Chair;
tmcbride@ndpsaints.org

English 1, English 1 Gonzaga, Honors English 1

*Honors Students – see your additional work following the Annotation Guidelines and Expectations page

Summer Assignment: *Fahrenheit 451* by Ray Bradbury

Instructions: Use the guidelines below to help you annotate your paper (not digital) book. You should also have your own reactions to the text and annotate those ideas. High scores will be given to those who consistently engage with the text and demonstrate critical thinking. Highlighting alone is NOT engaging with the text - you must include comments as to why something has been highlighted.

Note: You are only expected to annotate the novel portion of the book. We understand that some versions will have ancillary material which may be used during the school year, but is not expected to be annotated for the first day of school.

Students are expected to use **Parts I-III** to actively engage with and annotate *Fahrenheit 451*.

Part I. Characterization: Tracking Montag

Guy Montag is not only the main character; he is a study in transformation.

As you read, observe the stages of his internal shift:

- What assumptions does he begin with?
- What unsettles him?
- When does curiosity become conviction?
- When does conviction become action?
- What does he lose as he changes?
- What does he gain?

Notice how his language, emotions, and decisions evolve. Pay attention to moments of hesitation, impulsiveness, fear, and clarity. His development is gradual, uneven, and at times reckless.

Part II. Additional Characterization: Those Impacting Montag's Transformation

Note how the following characters influence Montag's transformation, as well as their connection with the themes listed in Part III:

Clarisse McClellan

Mildred Montag

Captain Beatty

Faber

Granger

Part III. Themes to Identify in Your Annotations:

Censorship and the Destruction of Knowledge:

As you read, annotate any moments that reveal WHY books are banned in this society. Pay close attention to the role of firefighters and Captain Beatty's long explanation. Who decided books should be burned, and why?

Happiness vs. Fulfillment:

Montag's society is built around the idea that everyone is "happy." But are they? Mark moments where characters seem numb, empty, or distracted rather than truly happy. How does this society define happiness?

Technology and Isolation:

Notice how technology functions in this world. The parlor walls, the Seashell radios, the mechanical hound, mark every piece of technology you encounter and write a note about what it does to human connection.

Conformity vs. Individuality:

Clarisse is immediately marked as "different." Annotate what makes her different and how other characters react to people who do not fit in. Who are the true individuals in this text?

Knowledge v. Ignorance

As Montag begins to read, he discovers that possessing knowledge is not simple. It requires effort, patience, and discomfort. Annotate moments where characters choose ignorance, or struggle toward understanding. Why might ignorance feel safer? What responsibilities come with knowledge? Is knowledge portrayed as empowering, destabilizing, or both? Consider whether Bradbury presents ignorance as imposed, voluntary, or culturally conditioned.

Resistance and Rebellion

Different characters respond differently to the society around them. Some enforce the system, some quietly endure it, and some challenge it. As you read, consider what true resistance requires. Is rebellion impulsive or deliberate? Is it intellectual, emotional, or physical? What are the risks of speaking, thinking, or acting differently? Reflect on whether resistance begins internally before it becomes external.

Destruction and Renewal

Destruction is constant in this novel, but it is not the final word. Track moments where annihilation is paired with the possibility of rebuilding. Fire destroys, yet later it also warms. The phoenix suggests cyclical rebirth. What must be lost before renewal is possible? Is Bradbury suggesting that destruction is inevitable, or that it is preventable? Consider whether the ending offers hope, warning, or a fragile combination of both.

Annotation Guidelines and Expectations

When school starts, your teacher should be able to look at your work and see your thinking/how your brain processes the novel by reading your annotations. This work will be due the first week of school.

Annotation tips for ALL Students:

Annotation is a key component of closer reading. You will need to develop a system that works for you (within the following guidelines). Effective annotation is both economical and consistent. The techniques are almost limitless.

How-To-Annotate	Annotations Instructions and Rubric
Before Reading: *Examine the front and back covers *Read the title and any subtitles *Examine the illustrations *Examine the print (bold, italics, etc.) *Examine the way the text is set up (book, short story, diary, dialogue, article, etc.) *As you examine and read these, write questions and make predictions and/or connections near these parts of the text During Reading: Write *Ideas about Characters (who) Main traits, motivations, physical characteristics *When (setting) *Where (setting) *Vocabulary you do not know *Important ideas or information about Plot *Summative what happened *Make predictions *Formulate opinions *Make connections *Ask questions *Analyze the author's craft *Write reflections/reactions/comments After Reading: *Reread annotations and draw conclusions *Reread introduction and conclusion - try to figure out something new *Examine patterns/repetitions - determine possible meanings *Determine what the title might mean	<i>Print this page and cut the attached bookmark (left). Use it to help you read for important information.</i> Obviously, annotation is as personal as reading, and there are MANY ways to annotate a book. What your teacher will be looking for when your books are collected is the level of critical thinking that went into your reading. So, make your thinking visible. Your teacher will look to see if you have recognized the elements of literature, including characters, setting as well as word choice (vocabulary), and important information. Comments and questions throughout the chapters and at the end of chapters also will show your thinking process. A Grade: For an annotated book to receive an A, there would be markings and written commentary throughout the entire book, including recognition of significant plot points or ideas. There will probably be something significant noted in nearly every chapter. B Grade: A "B" book may be limited in written commentary, but the "highlighted" areas will reflect the significant elements discussed at left. C Grade: A "C" book may be missing some significant elements, but will still be highlighted generally throughout the book, showing your basic understanding of the characters and plot. Lower Grades will reflect a lack of reading, possibly in skipped sections or random highlights of insignificant material.

Need additional help? We've provided some videos on the NDP Summer Assignments webpage to help you as well.

English 1 Honors Students

Please read *Fahrenheit 451* by Ray Bradbury (see above) as well as the three short stories attached in this document. Read Bradbury's novel FIRST to enable you to make cross-connections and analyze threads between the book and the provided short stories. As you read these literary works written decades ago, you should make constant comparisons with your own 2026 society and react.

Step 1: Annotate *Fahrenheit 451*

See the annotation directions (Parts I – III) above that applies to all Freshman English students. Annotating (making notes in the margins) will improve your critical reading skills and prepare you for the work we will do when we start the school year. “Talking to the text” with a pen in hand will help you think more deeply as you read.

Step 2: PRINT OUT and annotate the short stories considering their thematic connections to *Fahrenheit 451* along with the journeys/transformations of the main characters [Files Located Here](#)

Step 3: Write your name with a permanent marker on the outside cover of *Fahrenheit 451*. Please bring your book and annotated short stories with you on the first day of class.