

## Honors 9 Summer Assignment

Welcome to English 9 Honors! I am incredibly excited that you all have put yourselves of there and decided to jump into the deep end of high school with me.

**Your Task:** You are invited to partake in an aesthetic response journal that will look at the idea of theme within both your book as well as news articles. As you read, I invite you to add creativity to your journaling by creating a collage notebook. Within this journal you will be adding in thoughts about your book, clippings of non-fiction articles that relate, maybe drawings or doodlings you do while you read etc. Or maybe your entire book is a QR code that links to a video journal of your project. You will need to determine a theme and this will become the conceptual spine of your book. This theme should inform all of your entries. Your journal should show evidence of reflection, research, and analysis.

Finally, before you read one of the classical texts, you should read and annotate How to Read Literature Like a Professor. This book will help you immensely throughout the entirety of next year and will help prepare you for the workload of Honors English 9.

### Goals:

1. Read How To Read Literature Like a Professor
2. Find a journal that you can fill out completely
3. Read your book and pick a theme; for each chapter you need to add in some sort of entry. This could mean
  - a. Writing your thoughts
  - b. Charting themes you see arising
  - c. Asking questions you have about the book
  - d. Quoting evidence from both nonfiction and fiction text (i.e. news articles supporting your theme)
  - e. Drawing a picture
  - f. Including original poems, short stories, or creative nonfiction pieces that are inspired by your book.
  - g. Adding in photos of what your book reminds you of and explaining (captioning)

**Assessment:** You will be summatively assessed on three standards for a total of **30** summative points.

**Summer Book List:** How to Read Literature like a Professor by Thomas C. Forester. Then choose **ONE** of the following: The Odyssey, Beowulf (Seamus Heaney, 2000), or The Iliad.

This is a list of Contemporary Books. You will need to choose **one** of these for the first week of school. You **DO NOT** have to read this book this summer:

Life of Pi by Yann Martel

The Brief Wondrous Life of Oscar Wao by Junot Díaz (**contains explicit content**)

Into Thin Air by Jon Krakauer

Darius the Great Is Not Okay by Adib Khorram

The Great Alone by Kristin Hannah

**RL.9.1 Citing evidence to support analysis**

Standard	4 (A) Exemplifying	3 (B) Meeting	2 (C) Approaching	1 (D) Developing
<b>RL.9.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	All major claims are supported by strong and thorough textual <b>and</b> inferential evidence. All evidence provided clearly and explicitly supports the claims.	All major claims are supported by strong and thorough textual and/or inferential evidence. Some evidence may not clearly support the claims.	Most claims are supported by textual and/or inferential evidence; some claims may not be well-supported; or all claims are vaguely-supported.	Some claims not supported supported by evidence, or the evidence provided does not clearly support the claim.

**RL.9.2 Analyzing themes and central ideas**

Standard	4 (A) Exemplifying	3 (B) Meeting	2 (C) Approaching	1 (D) Developing
<b>RL.9.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	A theme statement connected to a central idea in the text is given, including clear claims on how the theme emerges, is shaped, and is refined by specific details; synthesis-level thinking is shown by analyzing how the theme speaks to an another context such as alternative text, an instance in the wider world, or even author's craft. There is also an objective summary of the text that includes implicit and explicit evidence.	A theme statement connected to a central idea in the text is given, including clear claims on how the theme emerges, is shaped, and is refined by specific details. There is also an objective summary of the text.	A theme statement connected to a central idea in the text is given, including claims on how the theme emerges, is shaped, or is refined by specific details. There is also a summary of the text, but it's biased, unclear, or lacks detail.	Instances of at least one major theme are determined, but analysis may be vague or mostly summary; or the theme may be merely a theme subject.

**W.9.9 Drawing evidence**

<b>Standard</b>	<b>4 (A) Exemplifying</b>	<b>3 (B) Meeting</b>	<b>2 (C) Approaching</b>	<b>1 (D) Developing</b>
<b>W.9.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	Evidence is drawn from literary and informational texts to support analysis, reflection, and research. Synthesis-level thinking is shown by examining how this evidence relates to an alternative text, cultural context, or the self.	Evidence is drawn from literary and informational texts to support analysis, reflection, and research.	Evidence is drawn from literary and informational texts to support analysis, reflection, or research.	Evidence is drawn from literary or informational texts to support analysis, reflection, or research