

SBCS Summer Reading Assignment - Rising 9th-12th Grades

Students entering 9th-12th grades are required to complete a summer reading assignment for all English courses. Students will read the book assigned below, completing the annotation assignment as they read. On the first day of school, students are to submit their annotations to their English teacher and be prepared to quiz and test over the novel. The summer reading assignment will be a test grade.

Assigned Books: **9th** - *The Hobbit* by J.R.R. Tolkien **OR** *Pride and Prejudice* by Jane Austen, **10th** - *Les Misérables* (abridged) by Victor Hugo, **11th** - *Fahrenheit 451* by Ray Bradbury, **12th** - *Frankenstein* by Mary Shelley

Annotations Assignment: Annotations will be graded based on their number, variety of color, correct use of categories, and expression of original thought.

Annotating is a systematic way of taking notes while reading, marking the text itself. As students read, they will take notes and highlight IN THE NOVEL. The novels will be handed to the English teacher on the first day of classes to be graded (students will receive their novels back). **Students need at least 15 annotations for every fifty pages,** appearing throughout the novel. (This means that any group of fifty pages has at least fifteen annotations, whether it is page 1-50 or 30-80.) Annotations **must include** written comments in addition to any highlighting, underlining, or circling. Use the following guidelines to mark the novels:

- **Orange** - Plot and characters. Make notes when something big or significant happens. Note new characters or changes in a character's physical appearance or personality (i.e. "Her skin went ghostly white as she realized the werewolf lurked in the shadows behind her" would warrant a note! *She's so afraid you can see it in her face!* might be your note in the margin.). Identify conflicts and resolutions, or relationships that change (falling outs, arguments, physical altercations, couples coming together, death, etc.)
- **Pink** - Vocabulary and descriptive language. Mark and **DEFINE** unfamiliar words (no definition-no credit). Highlight important descriptions (imagery). Note physical descriptions of characters or setting. (i.e. "With the heat came clouds of insects—thick, swarming hordes of mosquitoes that flocked to his body, made a living coat on his exposed skin, clogged his nostrils when he inhaled, poured into his mouth when he opened it to take a breath" You may highlight this and comment on how gross it must be to live where the mosquitoes are so overwhelming.)
- **Blue** - Themes/recurring elements. The theme is the life lesson or purposeful message of the story. It's often developed through recurring elements or objects. Note dialogue between characters or narration that indicates theme. Mark ideas, expressions, or objects that keep showing up (symbols and motifs). (i.e. "Never look back, darling. It distracts from the now." When Edna Mose says this in *The Incredibles*, you might note that it's a powerful message for overcoming the past and pursuing the present.)
- **Green** - Questions and personal responses. As you read, you may have questions or moments with which you identify. Mark those reactions in the margins. Mark passages that make you happy, sad, frustrated, angry, or even bored. Specific questions about what is happening, why events or people are significant, etc. or how you connect with the characters, situations, etc., how certain events or descriptions make you feel, and why you feel that way are all good things to note in the margins. (i.e. When the clock strikes twelve on Cinderella, it reminds me of how much trouble I get into when I break curfew.)