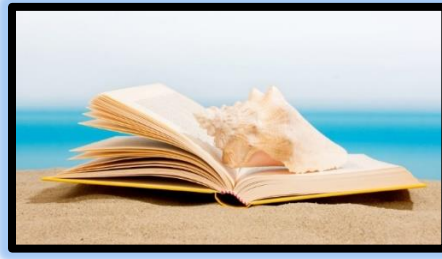


# SUMMER READING 2020



For Ninth Magnet English, read one of the following books:

- *Climbing the Stairs*, Padma Venkatraman (Fiction, India)
- *When the Emperor Was Divine* by Julie Otsuka (Historical Fiction, Japanese Internment)
- *When I was Puerto Rican*, by Esmeralda Santiago (Memoir, Puerto Rico)
- *A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah (Memoir, Sierra Leone)

## Annotations

While reading, write annotations on sticky notes and place them on the page where the information is located. Each note should offer enough detail to provide understanding and connection to the passage. To organize yourself better, choose a color code or number the notes so that you can quickly see the topic for discussion (i.e. yellow for connection, orange for questions, blue for emotion, green for analysis).

Writing good annotations will help you on the in-class essay which occurs during the second week of the semester. The more annotations you have, the easier it will be for you to complete other assignments relating to your summer reading book. You should aim for 5-10 annotations per chapter.

## Types of Annotations

Type	Description	Example
CONNECTION	Tell how the events in the story relate to your life or the lives of people you have heard of.	The teenager was in a car accident which reminded me of the time when my cousin was in a motorcycle accident. My cousin is okay now, but it was scary for a long time.
QUESTIONS	Ask a specific question about the story or about why the author wrote it the way he/she did.	What is the point of describing the scenery of where they were hiding multiple times? It doesn't seem very important to the story, but the author has told us all about it.
EMOTION	Tell how the events in the story make you feel. Do you think the character is making good choices?	It makes me mad that the protagonist is being forced to do something he obviously objects to. He needs to find a way out without compromising his morals.
ANALYSIS	Discuss the theme, point of view, setting, conflict, or other literary device you may have studied in your English classes.	One theme of this story is that good prevails over evil. The young girl shows strength of character when she will not give in to the criminals' threats.

\*Parents, please note: the summer reading selections are varied and cover many difficult yet interesting topics. Many of the books tell the stories of people living in war-torn and ravaged countries, and, as a result, there are some mature scenes (genocide, child abuse, famine, etc.). None of the books contain gratuitous scenes of sex or violence, but it is suggested that you help your student make an appropriate summer reading selection. You can go to the following website to read descriptions and reviews of all the books:

<http://www.goodreads.com/book/explore>

Please see the next page for the second part of the summer reading assignment. This is called a Major Works Data Sheet, or MWDS for short. It gives students a purpose for reading, and addresses skills needed in higher level English courses. Try to complete the MWDS as you read, but if you have questions write them down and we will address them the first week of school. If you have any summer reading related questions, please feel free to email me: [laura.smith@cobbk12.org](mailto:laura.smith@cobbk12.org).

Title/Author:		Biographical information about the author:	
Date of Publication:			
What genre is your book? What are the specific characteristics of this genre?			
Summarize your story in a well-written paragraph (make sure you include a beginning, middle, and end).			
What do you think the author's purpose was?		Examples (i.e., quotes with citations) that demonstrate the author's purpose:	
Memorable Quotes			
Quote(s) with citations		Significance/explanation(s):	
Characters			
Name	Characterization (direct/indirect)	Textual Evidence	

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Describe one significant episode

Why is this episode significant to the overall story

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Symbols & their meanings:

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What feedback would you give the author?

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