

## **Statement on Book Selection and Objectionable Material**

The Runnels English faculty has as its first mission to teach novels that engage, inspire, inform, uplift, and above all educate our students. While our first consideration is always the merit of an assigned novel, sometimes those books could contain material that some may find objectionable. In fact, almost every classic novel has been challenged at some point, and modern books are even more frequently challenged because of objectionable content. As Runnels is a school that embraces those of many faiths, cultures, and value systems, content that is deemed to be offensive will vary from family to family. As educators, we have made every effort to give students choices in their summer reading assignments, as we understand that student engagement strongly correlates with the ability to have ownership over reading choices. Please be aware, however, that this list includes books with language, themes, or situations that some students or families may find offensive. Therefore, in the spirit of academic freedom, we leave it up to each student and his or her family to make the reading selections that best fit their unique value system and interests.

### **Summer Assignments**

Summer Reading is a long tradition in many schools including Runnels. Research has shown conclusively that continued reading over long breaks keeps students from falling behind in reading skills. Because students will be expected to retain key information from their summer reading, many teachers assign corresponding work to help students remember what they read and to provide guidance and scaffolding for how to read the book closely. These assignments are mandatory. All English teachers in Junior and Senior High will require summer assignments for the summer of 2018. Additional copies of the assignments will be available through a link the Runnels Web Page at [www.runnels.org](http://www.runnels.org). Teachers will be available (via email) over the summer to answer questions concerning their assignments. English teachers will also meet with currently enrolled students before the end of the 2018-2019 school year to discuss the requirements for these assignments. Students who are new to Runnels should contact the administration and/or Norma Marsh, Dept. Head, English and Social Studies, at [n.marsh@runnels.org](mailto:n.marsh@runnels.org) for more information. All students will be expected to have completed these assignments upon their return to school for the 2018-2019 school year.

### **AP Assignments**

Many AP classes require summer assignments. Please check the Advanced Placement Summer Assignment for each course for more information. For students who are new to Runnels in the 2018-2019 year, please contact the administration for more information concerning summer assignments. AP teachers will be available via email to answer any questions concerning summer assignments as well.

Norma Marsh  
Department Head, English & Social Studies  
[n.marsh@runnels.org](mailto:n.marsh@runnels.org)

Dear rising 9<sup>th</sup> grade class,

Welcome to English I-Honors!

Attached you will find a copy of your summer reading list and the assignment for the choice reading book. The English Department has worked hard this year to provide you with a longer list of choices to read over the summer. This requirement is very important to help maintain your reading and comprehension skills over the summer. Not only is the assignment attached designed to help you better understand your summer reading but also to help you retain the information you have read. Please give the summer assignment your best effort.

Remember, all English students were given summer assignments. Additional copies of this assignment and the reading list are available on the Runnels web page at [www.Runnels.org](http://www.Runnels.org). Please do not hesitate to email me the last two weeks of July at [m.stanfield@runnels.org](mailto:m.stanfield@runnels.org) with any questions you may have over the summer. I will be unavailable until then.

Have a great and safe summer! I hope you enjoy the reading!

Sincerely,

Mrs. Stanfield  
Runnels  
English I-Honors

## Close Reading and Annotating

It is important to read a literary work closely for meaning. **Close reading** of a text will enable you to **see patterns** and **make connections**. It will take you beneath the surface of the text and will bring you to a place of **greater insight** about the piece of literature that you are reading. Annotating is **taking notes** about the literary work while you read. Close reading and annotating as you read will enable you to better understand and retain what you read.

As you read, **interact** with the text. **Ask questions. Make comments. Take notes. Look up information** that will enhance and illuminate your reading experience. If you own the book, you might find it helpful to **take notes in the margins; underline interesting passages; circle unfamiliar words; put questions marks next to parts that are confusing; and place asterisks next to text that you consider significant**. If you do not own the book, sticky notes work great.

Begin with the title. What does it mean? What else might it mean?

Continue reading. Note each character that makes an appearance. Remember that you can learn about a character from his or her **actions and reactions, from what he or she says (and sometimes does not say), from what other characters say to and about the main character, and how other characters interact with the main character**.

As you read, note anything that stands out or intrigues you. **Look for patterns, and note breaks or shifts in patterns**. As you examine the various elements within the literary work (**plot, characters, diction, symbolism, tone, theme, etc.**), remember that each of these elements is part of the larger context of the story and must be considered within that context. The idea that everything in literature is subjective is false. Every assumption about an element of literature must be supported with evidence from the text. Close reading and annotating will help you go beneath the surface of the text to find real meaning in a piece of literature. In addition, when you closely read and annotate, you will recall information more easily and for a longer period of time than when you do a cursory reading. You just may find that you enjoy reading even more when you closely read and annotate.

## 9<sup>th</sup> Grade Summer Reading

Mrs. Stanfield  
English I-H  
(3 books total)

Required:

- *Murder on the Orient Express* – Agatha Christie
- *Of Mice and Men* – John Steinbeck

Choice of one:

- *Miss Peregrine's Home for Peculiar Children* – Ransom Riggs
- *The Fifth Wave* – Rick Yancey
- *Shades of London* – Maureen Johnson
- *The Testing* – Joelle Charbonneau
- *Pulse* – Patrick Carman
- *Steelheart* – Brandon Sanderson
- *Jurassic Park* – Michael Crichton
- *Out of the Dust* – Karen Hesse
- *Crossover* – Kwame Alexander
- *The Darkest Part of the Forest* – Holly Black
- *Harry Potter and the Cursed Child* – J.K. Rowling
- *Eleanor and Park* – Rainbow Rowell
- *In the Shadow of Lions* – Ginger Garrett
- *Firelight* – Sophie Jordan
- *Dumplin'* – Julie Murphy
- *The Queen of the Tearling* – Erika Johansen
- *The Knife of Never Letting Go* (*Chaos Walking Series*) – Patrick Ness
- *Anna Dressed in Blood* – Kendare Blake
- *Speak* – Laurie Halse Anderson
- *The Hobbit* – J.R.R. Tolkien
- *The Golem and the Jinni* – Helene Wecker
- *The Silmarillion* – J.R.R. Tolkien
- *Crazy in Alabama* – Mark Childress
- *Life as We Knew It* – Susan Beth Pfeffer
- *Scythe* – Neal Shusterman
- *The Passion of Dolssa* – Julie Berry
- *The Serpent King* – Jeff Zentner
- *Red Queen* – Victoria Aveyard
- *Saving Marty* – Paul Griffin
- *Farseer* – Robin Hobb

### **2018-2019 Whole-Class Novels**

This year we will cover a diverse array of literature during the school year, and we wanted to provide you a copy of the novels for your information. In most cases, teachers will ask the students to provide their own copies of the novel so that students can annotate as they read. This important practice is common across all of the Junior and Senior High classes. The school year reading list is subject to change, so parents should wait to purchase these novels when the teachers instruct students to bring them to class. English teachers will give students a few weeks' notice for each book.

- ***The Odyssey* - Homer**
- ***Romeo and Juliet* – William Shakespeare**
- ***And Then There Were None* – Agatha Christie**
- ***To Kill a Mockingbird* – Harper Lee**

Name: \_\_\_\_\_

Book Title: \_\_\_\_\_

Summer Reading Worksheet: Study Guide

English I

Please complete the following graphic organizer as thoroughly as possible using your own words for **ONLY** the **CHOICE** summer reading. Please be aware that I am quite familiar with all of the online study aids, such as Schmoop and Spark notes. I know what these sites say about each of the books chosen, but in this graphic organizer, I want to see what you think about the book, in your own words, from your own reading of the text. You will not be successful in English if you are not willing to work hard and complete the reading to the best of your ability. This graphic organizer will be graded for completion, so please answer the questions thoroughly but succinctly. Email me if you have any questions at [m.stanfield@runnels.org](mailto:m.stanfield@runnels.org).

Characterization

Protagonist (Name)	5 adjective to describe the protagonist's personality and character	5 important actions of the protagonist	Physical description/function of this character
Antagonist (Name)	3 adjectives to describe the antagonist	3 important actions taken by the antagonist	Physical description/function of this character. How does this character's actions affect others in the book?

Other Major & Important Minor Characters	2 adjectives for each of the major characters	2 important actions or characteristics that help to define this character	Physical description/function of this character/How do these character's actions affect others in the book?
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Setting

Describe the setting(s) of the book—place, climate, buildings, etc.	In what time period do the events occur?	Impact of the setting on the story?
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Plot and Themes

Characters & Conflict:  
What obstacles must be overcome by the major characters in the book?

Themes: Name one of the themes (fundamental ideas) from the story? For example: a major theme of *Harry Potter* is good vs. evil.

Narration: Who is the narrator? How is the story narrated? (1<sup>st</sup> person, 3<sup>rd</sup> person omniscient, 3<sup>rd</sup> person limited? Is it consistent through the book?

Symbolism: Does it have reoccurrences of symbols seen throughout the story? For example: an eagle can be symbolic of America, the sun rising can be symbolic of a fresh start, etc.



Five important quotes that reflect significant events or themes in the novel. Cite them each with a page number. Go to <https://owl.english.purdue.edu/owl/resource/747/03/> for proper formatting.

Important Plot Points (Take notes as you read.)  
Major events (up to 5 bonus points for detailed plot notes)