

Centennial High School 9th Grade Honors/TAG Summer Reading Assignment Summer 2018

Welcome future 9th Honors Literature & Composition students! Below is your required summer reading. You must complete BOTH parts.

PART 1

Read the following REQUIRED text: *Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation* by Lynne Truss. (nonfiction)

The assignment:

1. Read and annotate each chapter. For information about annotating, read the article, "How to Annotate Text While Reading," and/or view the accompanying video with the article using this link: <http://schoolhabits.com/annotate-text-reading/>
2. Take a picture of three interesting signs (businesses, road, handheld, etc.) that you see this summer **that use punctuation**. Do not download pictures from the internet. The purpose for you to find your own signs makes you more aware of the community around you. Write an explanation for each that includes:
 - For what the sign is used;
 - Which punctuation is used and why (connect to the book);
 - What was interesting to you about the use of the punctuation. (Did it make you laugh? Was it used incorrectly? Did it need additional punctuation?)

Example:



Sign use:

A caution sign warns drivers they are at a recreation area and to slow down and watch for pedestrians and heavier volume of traffic.

Punctuation:

A lack of the use of a colon after the word "CAUTION" goes against the rule of using a colon to introduce a word or words: "RECREATION AREA," especially after an imperative statement. Chapter 4 of the book deals with colon use.

Interesting:

What is interesting is that without the use of the colon after the word "CAUTION," the sign could be read telling the reader to speak of caution to the actual area itself. A driver would drive through the area yelling out of his/her car window, "Hey Recreation Area! Watch out!" This is ludicrous because the area itself is an inanimate object that doesn't recognize human speech of which to follow directions. If a person unfortunately hits an individual, could he/she argue that the sign is improperly written? It appears adding this punctuation could possibly help the clarity of the direction given on the sign for drivers to slow down due to an influx of human activity thus reducing accidents involving pedestrians.

Rubric

Distinguished	Each question is thoroughly explained, using the text as evidence to support the punctuation use and provides insight to application to audience.
Proficient	Each question is thoroughly explained, using the text as evidence to support the punctuation use.
Developing	Each question is explained but there may be issues with text connection or vagueness of explanation of interest.
Beginning	One or more questions are missing or each question isn't written in sentence form.

Part 2

Select ONE book from the following texts (assignment on the second or back page):

- *Orphan Train* – Christina Baker Kline
- *The Chosen* – Chaim Potok
- *Monster* – Walter Dean Myers
- *Gabi: A Girl in Pieces* – Isabel Quintero

The assignment:

1. Read and annotate using the helpful tips from the above website (#1 from Part 1).
2. You will need to write a theme statement (not just a topic, but a “topic + what about it?”). Next, you need to select 6 passages: 2 from the beginning, 2 from the middle, and 2 from the end of the novel that supports how the theme is developed over the course of the text. In a paragraph for each passage, explain how that passage supports the development of the theme.

Rubric

<p>Identification of Theme</p>	<p>Distinguished</p> <ul style="list-style-type: none"> - Student accurately identifies a theme in the novel - The theme is expressed as an insightful observation about people, life, or society rather than a cliché 	<p>Proficient</p> <ul style="list-style-type: none"> - Demonstrates some depth of understanding of a theme in the story - Not merely a statement of a topic, but a statement that generally expresses the author's viewpoint about that topic 	<p>Developing</p> <ul style="list-style-type: none"> -Shallow understanding of a theme in the story - A statement of a general topic, rather than the author's viewpoint about the topic scenes in the text - Written/presented as a moral or cliché 	<p>Beginning</p> <ul style="list-style-type: none"> - Does not demonstrate understanding of any theme - Assignment reflects more of a plot summary rather than a theme
<p>Development of Theme</p>	<p>Distinguished</p> <ul style="list-style-type: none"> - The theme is supported with evidence from throughout the story and demonstrates a logical and incremental progression of events that reveal theme. 	<p>Proficient</p> <ul style="list-style-type: none"> - The theme is supported with evidence from throughout the story and demonstrates a logical, but rapid progressions of events that reveal theme. 	<p>Developing</p> <ul style="list-style-type: none"> - The theme is supported with evidence for a limited portion of the novel and/or does not reveal a progression of events that reveal theme. 	<p>Beginning</p> <ul style="list-style-type: none"> - Student does not show how the theme develops throughout the novel.

***Both assignments will need to be completed on typed documents and printed out to be turned on the Thursday of the FIRST week of school. Assignments will be signed in on that day to show they were completed.**

If you have any questions, contact Karina Bennie at benniek@fultonschools.org.