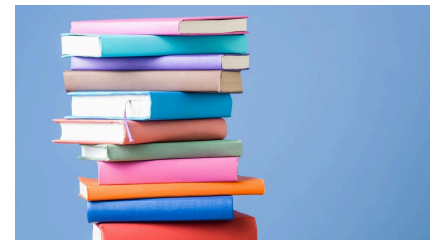


Arlington Tech

Rising English 9

Summer Reading 2024



To prepare for English 9, here's what you need to do:

1. Choose a book of at least 200 pages from one of the categories below.
2. Please read the book over the summer.
3. Write Annotations while you read (Guide Below) **(ENGLISH 9 INTENSIFIED STUDENTS ONLY)**
4. When you return from break, be prepared to discuss the book with your fellow students in book groups and in online discussions.
5. When you return from break, teachers will instruct you on how to create a one-pager. The one-pager will be completed in class upon return. **Your summer book must be read before the end of the first week of school.**

If you have additional questions, please email Mr. Hines at henry.hines@apsva.us or Ms. Doyle kathleen.doyle2@apsva.us

These are ENGLISH 9 categories and some OPTIONAL book titles you may like:

Fiction	Nonfiction	Graphic novels	Novels in verse
<ul style="list-style-type: none"> ● <i>Children of Blood and Bone</i> by Tomi Adeyemi ● <i>Eliza and Her Monsters</i> by Francesca Zappia ● <i>For Every One</i> by Jason Reynolds ● <i>George</i> by Alex Gino ● <i>I Am Not Dying With You Tonight</i> by Jones and Segal ● <i>Indian No More</i> by Charlene Mcmanis and Traci Sorell ● <i>King and the Dragonflies</i> by Kacen Callender ● <i>Monday's Not Coming</i> by Tiffany Jackson ● <i>Pet</i> by Akwaeke Emezi ● <i>Piecing Me Together</i> by Renee Watson ● <i>Pride</i> by Ibi Zoboi ● <i>Refugee</i> by Alan Gratz ● <i>The Marrow Thieves</i> by Cherie Dimaline ● <i>The Sun is Also a Star</i> by Nicola Yoon ● <i>The Truth As Told by Mason Buttle</i> by Leslie Connor ● <i>They Both Die at the End</i> by Adam Silvera ● <i>With the Fire on High</i> by Elizabeth Acevedo 	<ul style="list-style-type: none"> ● <i>An Indigenous Peoples' History of the United States for Young People</i> by Roxanne Dunbar-Ortiz, Debbie Reese, and Jean Mendoza ● <i>Stamped: Racism, Antiracism, and You</i> by Jason Reynolds and Ibram Kendi ● <i>The 57 Bus</i> by Dashka Slater ● <i>We Should All Be Feminists</i> by Chimamanda Adichie <p>Note: several of the graphic novels are also nonfiction</p>	<ul style="list-style-type: none"> ● <i>Almost American Girl</i> by Robin Ha ● <i>Hey Kiddo</i> by Jarrett Krosoczka ● <i>Illegal</i> by Eoin Colfer and Andrew Donkin ● <i>Lighter Than My Shadow</i> by Katie Green ● <i>New Kid</i> by Jerry Craft ● <i>The Unwanted: Stories of Syrian Refugees</i> by Don Brown ● <i>They Called Us Enemy</i> by George Takei ● <i>When Stars Are Scattered</i> by Victoria Jamieson and Omar Mohamed 	<ul style="list-style-type: none"> ● <i>House Arrest</i> by K.A. Holt ● <i>Other Words for Home</i> by Jasmine Warga ● <i>Redwood and Ponytail</i> by K. A. Holt ● <i>Swing</i> by Kwame Alexander and Mary Rand Hess

ANNOTATIONS

(English 9 Intensified Students Only)

To annotate a book means to take notes while you read. In other words, annotations are written notes that you take, thoughts that you have, and research that you complete while reading a book. These notes range from definitions of words to personal connections and deep analysis of the text. Annotations can be done in a notebook or on the computer. The following are suggestions of types of annotations you can make as you annotate. You may not have one of every type of annotation, but you should include a variety of different types.

Practicing this over the summer will prepare you for book discussion when we return, as well as practices we use in our writing classes. Annotations will be checked/collected two weeks after school resumes.

- Define unfamiliar words or slang
- Ask questions about details that confuse you or about subject matter with which you are unfamiliar.
- Make connections to other parts of the book. These can be comparisons, contradictions, thematic connections, connections between characters' words and actions, connections or comparison between settings, tone, mood, etc.
- Make connections to other books you have read or seen
- Draw a picture of a scene you really like or think is important.
- Make connections to events in your own life, history, and/or the world
- Offer analysis of what is happening in the text
- Point out and discuss literary techniques that the author is using
- Identify the type of narration used
- Identify meanings of chapter titles, character names, setting names
- Write down questions you have or things that you wonder about
- Predict what you think will happen next
- Make connections to the time period during which the work was written or the time it is set

One-Pager Directions

All 9th graders will complete the one-pager AT SCHOOL- with the teacher.

One-pagers completed at home and/or before the start of school will not be accepted and the work will have to be redone in class.

I. What is a One-Pager? *A One-Pager is a way to visually share key ideas and information from something you have read.*

When you create a one-pager you are trying to use both visual symbols and important words to clearly - and concisely - share the MOST IMPORTANT takeaways from the text.

II. Materials:

- One sheet of copy paper or card stock (8.5 x 14) (white or neutral color)
- Pens
- Color pencils / markers etc.
- Your ideas

III. Directions:

- In the center of the page write/draw the title of the book and the name of the author.*
- Key themes/ ideas/ questions raised in the book you have read. (Suggestion: use these words or phrases as a border or as filler throughout the page.) *
- At least two important quotes from the text that represent what you think is the most important (central) theme. *
- Images or doodled words that represent key characters in the book. (Perhaps show how key characters have changed by using words or symbols) *
- A quote attached to a symbol that represents the use of language or writing style of the author OR a quote attached to a symbol that represents the genre of the text *
- Images or words that show connections between what is happening in the world today and what happens in the text. *
- Words, images, and/or quotes that show the significance of the setting of the book. You can use word webs, venn diagrams, or other graphic organizers on your page. **

You may add other symbols, drawings, and words that represent the text in any way you wish.** Make the one-pager clear and concise while also covering as much of the page as possible.*

* Required

**Suggested

IV. One-Pager Dos and Don'ts

- * DO be creative, take risks, and be bold in your analysis
- * DO cover as much of the page as possible
- * DO make sure the information is easily understood

- DON'T stress about not being an advanced artist - draw words or symbols if pictures aren't your thing!
- DON'T flip the paper over and write or draw on the back

V. For further assistance:

You can find a template you can use [here](#) - if you want to print this you can compartmentalize your one-pager. If you have a more haphazard approach feel free to go your own way.

You will also find examples of one pagers to get you started by visiting this [link](#).

The rubric that will be used for one-pagers can be found [here](#).

VI.

!!!Please do not email the instructor asking for links to be shared individually. !!!

The links can all be accessed using the student's APS issued email (ending in @apsva.us)

The links have been verified to be accessible to APS emails and will not be individually shared with personal email accounts.

If you are having trouble accessing your APS email please contact the [school](#) and they will direct you to the appropriate support center.

VII.

Artificial Intelligence Clause:

The one-pagers are to be completed by hand - **not digitally**. Due to the recent prevalence of the use of AI, students who have accommodations to complete work digitally will do so under the supervision of the instructor. No work should be done at home, prior to the first day of class.

VIII.

***** Additional Reminder:**

The one-pager is to be completed at school. Work completed at home prior to the first day of school will not be accepted. The student should have completed their summer reading by the end of the first week of school. There will be no extra class-time for the student to complete their summer reading once the first full week of classes has ended.