



Summer Reading
Language Arts 9 Honors - Intro to Literature

Please note: Summer learning loss has been described as “devastating.” Researchers refer to this as the “summer slide.” It is estimated that school summer breaks cause the average student to lose up to one month of instruction. It is important that students are reading throughout the summer to maintain the hard work and gains that they make during the school year.

All incoming 9th grade Honors Intro to Lit students are required to read the following novel in its entirety and complete the writing assignment. **ALL WORK is due the first day of school.**

Class	Book Title
9th Grade Honors- Introduction to Literature	Annotate: <i>I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban</i> by Malala Yousafzai Writing Assignment: <i>I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban</i> by Malala Yousafzai

Below are the links to purchase the book on Amazon for your convenience. You are not required to purchase from Amazon.

[I Am Malala Memoir](#)

ELA 9H - Honors Introduction to Literature Annotating Assignment
I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban

1. You will need your own copy of this book
2. You will need a pencil and a yellow highlighter

Inside front cover: major characters with descriptions, page numbers for key scenes, quotes or moments of character development for each

Inside back cover: make a list of vocabulary words and their definitions; make a list of themes and symbols in the book and include page numbers where these themes and symbols are introduced and explored in the novel

1st page of chapter: title (if chapters numbered) or explanation of title and a simple summary (3-5 sentences) of the events of the chapter

Top of page: important plot notes (note specific instances of plot that are important to the story arc).

Marginalia: underline/highlight *key words, phrases or sentences* that are important to understanding the work; write *questions or comments* in the margins; circle *words you don't know* and define in margins

Bottom and side margins symbol key:

☆ = Key Moment (no more than 15) in the book

!!! = something new, or interesting

??? = things you do not understand

I =imagery (words that appeal to the 5 senses)

S = symbols (a literal thing that stands for something else, adds layers of meaning to the novel)

F =figurative language (similes, metaphors, personification)

T =tone (overall mood of the passage)

TH =theme (overall message or lesson in the story)

Plot Elements = label *setting, mood, conflict*, etc.

Pencil: use for notes, circle words you do not know

Yellow Highlighter: key information in the story, plot elements

Annotation Rubric Unless otherwise stated for a given assignment, here's the rubric we'll use for assessing text annotations:

Grade A: Evidence of helpful, thoughtful annotations related to the topics specified throughout text. Front and back covers are complete according to directions. Summaries are comprehensive and focused. The student interacts with the text, and stars and responds to ten or more key moments in the book.

Grade B: Evidence of annotations that will be helpful for a quick review of major characters, plot, and vocabulary. Summaries are included for each chapter. The student interacts with the text, and stars and responds to at least eight key moments in the book.

Grade C: Character descriptions are vague and missing page numbers. Vocabulary is listed but not defined. The student includes summaries and some plot notes, but interacts with no more than six key moments in the book. Annotations are not complete enough to amount to a solid tool for the student.

Grade D: Almost all of the annotations are highlighting or the like. Very little marginal or interlineated writing is present. Summaries, character and vocabulary lists provide limited information and will not serve to help the student review the text.

Grade F: Very few annotations are present, or annotations are present only at the beginning of a reading assignment. Two or more of the following are missing: character list, chapter summaries, and/or vocabulary list with definitions.

ELA 9H - Honors Introduction to Literature Writing Assignment
I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban

Requirements:

1. Your essay should be double spaced using Times New Roman Font size 12.
2. Word requirement should be at least 400-600 words maximum.
3. This assignment is due the first day of class.

Prompt: Why is education so important to Malala? How does she define education and what kind of education does she think is crucial for the development of people, especially children, including girls?

How to structure your essay:

Introduction: Introduce the importance of access to education. Summarize the memoir in a few sentences. Write a thesis statement about why education is important to Malala Yousafzai.

1st body paragraph: Pick one quote that shows how Malala defines education (hint: contrast independent thought and blind obedience). Introduce, include, explain and analyze the quote and its significance to your thesis.

2nd body paragraph: Pick another quote that shows why education is important to children for the development of people in general. Introduce, include, explain and analyze the quote and its significance to your thesis.

3rd body paragraph: Connect Malala's views on education with a specific example of how education changed the life of someone in the memoir and how this has inspired Malala in her fight for the right to education.

Conclusion: Write an ending to your essay that ties your ideas all together. What does the memoir teach about the right to education? How is this relevant to our world and the quality and availability of education in our nation and in the rest of the world?

Writing Rubric-

- Use this rubric to evaluate your writing by placing check marks by the items you accomplished in your writing.
- This is the rubric the teacher will use to evaluate your writing assignment.

An “A” Paper – Brilliant/Excellent

- ☐ Title is unexpectedly delightful and fully grabs reader’s attention
- ☐ Opening intrigues the reader, making it impossible for the reader to put down the paper
- ☐ Organization of the paper contains all 5 required elements: introduction-3 body paragraphs- conclusion
- ☐ Powerful vocabulary with no repetition; always fresh and interesting
- ☐ Excellent sentence flow and variety of sentence structures
- ☐ Skillful use of transitions to help create a unified, cohesive piece of writing
- ☐ The ending is thoughtful, satisfying, and perhaps even delightfully surprising
- ☐ A lively, interesting writer’s voice comes through to the audience

A “B” Paper – Good/Above Average

- ☐ Title is appropriate to the topic, but lacks great inspiration
- ☐ Opening interests the reader
- ☐ Organization of the paper contains at least 4 of the required elements (must include introduction & conclusion)
- ☐ Good vocabulary that clearly, but not always powerfully, tells the story
- ☐ Smooth sentence flow and occasionally effective sentence variety
- ☐ Correct use of transitions for unity and cohesiveness
- ☐ The ending answers all questions, but doesn’t satisfy as deeply as the “A” level
- ☐ The writer’s voice comes through to the audience, but the passion falls flat at times

A “C” Paper – Okay/Average

- ☐ Title is flat or predictable
- ☐ Opening is present, but flat or tired; the opening needs to do more to really pull in the reader
- ☐ Evidence of organization exists, but reader was confused and/or specific sections seemed rushed/underdeveloped; only 3 required elements are present; missing either introduction or conclusion
- ☐ Average, simple vocabulary or overly flowery language that blocks meaning at times
- ☐ Sentence flow is choppy at times; limited sentence variety
- ☐ Limited use of transitions; at times, an inappropriate transition is used or is missing altogether
- ☐ The ending is present, but delivers a typical and/or obvious resolution
- ☐ The writer’s voice is flat, too formal, or rigid. Where’s the passion in your voice?

A “D” Paper – Demonstrates Problems/Below Average

- ☐ Title is just a restatement of the title of the work being discussed or just a label
- ☐ Opening is abrupt or confusing
- ☐ Organization is confusing or illogical; your reader needed more help in following your narrative line; only 2 required elements are present; missing either the introduction, conclusion or both
- ☐ Flat, below grade-level vocabulary and/or inappropriate diction
- ☐ Flow is mostly choppy and erratic; little or no sentence variety
- ☐ Little or no use of transitions
- ☐ The ending is abrupt, not believable, or leaves too many unanswered questions
- ☐ No writer’s voice is present. The words are lifeless or robotic.

A “F” Paper – Far Below Average

- ☐ Is incomplete, incoherent, undeveloped, or does not meet the requirements of the assignment