



**Summer Reading**  
**Language Arts 9 - Introduction 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 Introduction to Literature 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  <b>Introduction to Literature</b>	<b>Annotate:</b> <i>Lord of the Flies</i> by William Golding  <b>Writing Assignment:</b> <i>Lord of the Flies</i> by William Golding

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

[Lord of the Flies Novel](#)

ELA 9 - Introduction to Literature Annotating Assignment  
*Lord of the Flies*

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 (including the page number it is found on) of vocabulary words and their definitions

**1st page of chapter:** title (if chapters numbered) or explanation of title and a simple summary (2-3 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)

F =figurative language (similes, metaphors, personification)

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+ 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 9 - Introduction to Literature Writing Assignment  
*Lord of the Flies*

Requirements:

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

**Prompt - Choose One:**

1. Simon says: "Maybe there is a beast."  
Ralph says: "But there isn't a beast."  
Jack says: "We'll make sure when we go hunting."  
How does William Golding use the "beast" in the novel as a whole? You should write about (one body paragraph for each): what the "beast" may symbolise, the way the boys' ideas about the "beast" change, and what effect the "beast" has on the boys.
2. What do you think Golding has to say about evil in Lord of the Flies? How does he convey his ideas to the reader? (Each body paragraph should focus on an example of how Golding conveys his ideas about evil to the reader.)
3. How is Ralph changed by his experiences on the island? You should write about (one body paragraph):
  - What he is like when the boys are first stranded on the island
  - What he tries to do and how he responds to events and other characters
  - How the writer shows us the character of Ralph and what you think the writer wants Ralph to represent.

**How to structure your essay:**

**Introduction:** Hook your reader, include the title and author of the novel, summarize the plot in 1-2 sentences, and write a thesis statement that directly answers the prompt and previews the ideas of your essay.

**1st body paragraph:** Focus on the first part of the prompt. Introduce, include (with MLA citation), explain and analyze a quote that demonstrates the point of this paragraph and its significance to your thesis.

**2nd body paragraph:** Focus on the second part of the prompt. Introduce, include (with MLA citation), explain and analyze a quote that demonstrates the point of this paragraph and its significance to your thesis.

**3rd body paragraph:** Focus on the final part of the prompt. Introduce, include (with MLA citation), explain and analyze a quote that demonstrates the point of this paragraph and its significance to your thesis.

**Conclusion:** Write an ending to your essay that ties your ideas all together. Rephrase your thesis using fresh words. Summarize and synthesize your main points. Show how your ideas relate to the world and connect to what the Bible teaches about the topic. Provide a concluding sentence that leaves your reader with something to think about.

## **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