

**Advanced Freshman English
Summer Reading and Learning**

**NOTE PARENT SIGNATURE
TO BE RETURNED (see below).**

Dear in-coming freshmen:

Conor Grennan's *Little Princes* is the ninth grade summer reading novel for 2018. You will type reflective journals (see page 2) to accompany your reading, observations, and thoughts. Journal should typed in MLA format and follow the requirements (see page 2). The journals are due the first day of school, no exceptions. If late, they will be corrected with a 10 point deduction for each day missing. Because you may experience some difficulty reading and journaling on your own, I will be available to answer questions via e-mail all summer.

**I wish you all a good summer.
Enjoy the novel,**

Mrs. Cawley

e-mail: jescawley@northstonington.k12.ct.us

Grading and overall guidance on journaling: These journals will be become the first quiz grade of your freshman year and will be the basis of class discussion, a presentation, and an essay. I am looking for both **depth of text understanding** and thoughts on **how the text connects to other works and real life**. **Reflection** on the text itself and how it speaks to a wider range of works and/or universal life experiences and lessons is key. Pure plot summary and/or superficial answers will not earn much credit. Your journals should not be in essay form, but paragraph, quotations, citations, and correct grammar are all necessary to get your points across.

Please sign and return this cut-off slip to Mrs. Cawley by June 6th:

I have read and understand my child's **Advanced Freshmen English Summer Reading and Learning** instruction sheet.

Student's Name _____

Parent/Guardian Name _____

Parent Guardian Signature _____

Summer Reading Journals

When writing a proper reflective journal, the student not only must answer the given question with *facts*, *proof* (paraphrasing or direct quotes), and *research* (when appropriate), but he also must give his *thoughtful opinion* and *reflection* on the topic based on the *facts*, *proof*, and *research*.

For this assignment, you will type a 2-3 page MLA-formatted reflective journal for each of the below questions. Remember to use facts, proof (direct quotes), and research (when appropriate). You need to give your *thoughtful opinion* and clearly *reflect* on the question. Journal writing is casual in the sense that you can use *personal pronouns*, yet you are still expected to *cite* any sources that you use and make your writing *grammatically correct*.

Journals

1. Discuss the main character of the book. What is he like at the start of the book? How and why does he change throughout the book? Reflect on him and discuss your in depth opinion about his choices and his actions.
2. Choose one side character in this book and discuss his influence on the main character. Explain why you decided to choose him. Then reflect on him and discuss your opinion on his influence.
3. Discuss the specific setting on this book. What did you learn about the setting of the book? Then come up with two interesting questions about the setting that would help you better understand the story. Research the answers and write about what you learned and the information further your comprehension.
4. Create one theme for this novel. Properly construct the theme and write about how you saw it develop. Not only should you specifically discuss certain moments of the text, but you might also wish to mention symbols or motifs that lead you to creating this theme.
5. If you could teach the class about the most interesting aspect of this book, what would it be? What sections would you need to highlight? What type of research will you need to do to find out more about this topic?



Summer Reading Journals 9th grade

Grade Sheet: Numbers will translate to equivalent letter grades. Students may not have addressed every aspect listed, but to receive a high score, what they did address was done well.

“5” Journal: This journal is thorough. Although it may not address every aspect of the assigned book, both key facets and important details are noted. Author’s writing style and his use of literary elements and devices are both noted and analyzed. Essential major and minor characters are clearly understood. Historical, social, and/or cultural setting is discussed with regards to the text itself. Additionally, in-depth connections and possible theme(s) are included. Plausible student literary commentary and essential text quotes should be intertwined throughout the journal.

“3” Journal: This journal is complete. Although it may not address every aspect of the assigned book, some key facets and important details are noted. Author’s writing style and his use of literary elements and devices are, at times, noted and analyzed, yet analysis may fall to a surface level. Essential major and minor characters are discussed. Historical, social, and/or cultural setting is noted but may not be tied to its importance to the book itself. Additionally, some connections and possible theme(s) are included. Student literary commentary and essential text quotes may be included but are sparing or vague.

“1” Journal: This journal is more of a summary rather than an analysis. Author’s writing style and his use of literary elements and devices are, at times, noted and analyzed, yet analysis is superficial. Essential major and minor characters are glossed over. Historical, social, and/or cultural setting is may be noted but is not logically tied to the book itself. Connections and possible theme(s) may be included but have little connection to the academic quality of the work. Student literary commentary and essential text quotes may be included but are sparing or vague.