



*Inspire. Learn. Achieve.*

## **Van Gundy/9<sup>th</sup> Grade Summer Reading Assignment 2021**

**Part 1 - Read:** Read and annotate *Life of Pi*. See the attached document for more information on how to annotate the novel. Do not wait until the last minute to begin - annotation takes time. The annotated novel is due on the first day of school and you can expect a reading quiz and related assignments during the first week.

**Part 2 - Write:** Write a 2-page (MLA formatted: double-spaced, 12-point, Times New Roman font) reflection essay on the question that Pi presents to the Japanese officials at the end of the novel, "...which story do you prefer? Which is the better story, the story with the animals or the story without the animals?" Consider also: which is the true story? Explain your answer using textual evidence. Your annotations will come in handy here. See the attached rubric for scoring guidelines.

**Part 3 - Read Again:** Select any full-length, grade-level novel to read for your enjoyment. Please do some research and choose a text you will be excited to read. Be prepared to discuss your chosen novel and complete a series of small assignments during the first week of school in order to reflect upon your reading and to demonstrate your comprehension.

Martel, Yann: *Life of Pi*

Fiction

A Man Booker Prize Winning Novel

Pi Patel, a God-loving boy and the son of a zookeeper, has a fervent love of stories and practices not only his native Hinduism, but also Christianity and Islam. When Pi is sixteen, his family and their zoo animals emigrate from India to North America aboard a Japanese cargo ship.

Alas, the ship sinks--and Pi finds himself in a lifeboat, his only companions a hyena, an orangutan, a wounded zebra, and a 450-pound Bengal tiger. Soon the tiger has dispatched all but Pi.

Can Pi and the tiger find their way to land?

Can Pi's fear, knowledge, and cunning keep him alive until they do?

## Additional Suggested Titles

If you're interested in a challenge, try the titles with an asterisk. (\*)

*The Book Thief*

Markus Zusak | Australia

*The Kite Runner*

Khaled Hosseini | The Middle East

*Sold*

Patricia McCormick | India

\**Crime and Punishment*

Fyodor Dostoyevsky | Russia

*The Bonesetter's Daughter*

Amy Tan | China

\**The Iliad*

Homer | Ancient Greece

*I Am Nujood, Age 10 and Divorced*

Nujood Ali | Yemen

*The Handmaid's Tale*

Margaret Atwood | Canada

*The Diary of Anne Frank*

Anne Frank | Poland

*Night*

Elie Wiesel | Germany

\**Love in the Time of Cholera*

Gabriel García Márquez | Colombia

*The Count of Monte Cristo*

Alexandre Dumas | France

\**The Hunchback of Notre Dame*

Victor Hugo | France

*Siddhartha*

Hermann Hesse | India

*The Alchemist*

Paulo Coelho | Spain

*Balzac and the Little Chinese Seamstress*

Dai Sijie | China

*The No. 1 Ladies' Detective Agency*

Alexander McCall Smith | Botswana

\**Anna Karenina*

Leo Tolstoy | Russia

## Annotation Requirements

*Note: For annotations, it is always preferable to purchase your own copy of the novel so that you can write directly on the text. If you prefer to use a copy from the library, simply use sticky notes to write your thoughts, questions, ideas, and observations.*

**Inside front cover:** Keep a character list with a small space for character summary and page references for key scenes, moments of character development, etc.

**Inside back cover:** Make note of your thoughts about themes, allusions, imager, motifs, key scenes, etc. List page numbers/references as you read.

**Chapter summaries:** Make sure to summarize the chapters either at the beginning of each chapter or the end. This should be a 3-4 sentence summary of the plot in that chapter.

**Active reading:** As you read, underline or highlight (or flag with a sticky note) anything that strikes you as memorable or significant. When you mark something in the text, you should also write something in the margin to remind yourself why you marked it in the first place. You may ask: what makes a moment significant? That's up to you as a reader/interpreter/thinker. *If you are stuck, consider moments that: reveal a truth about a character, the theme of the novel, or life in general; indicate a major change in the character, tone, plot, etc.; demonstrate the writer's craft (consider major literary devices); strike a chord in you or grab your attention, for whatever reason.*

**Vocabulary:** circle 4 words per chapter that are unfamiliar to you -OR- words that you do not often see or use. Look up words that are unfamiliar and define them in the margins.

**Questions:** Actively engage the text by writing at least 1-2 open-ended questions for each chapter of the book. Also, any question that pops up in your head as you read, write it in the margins.

**Final thoughts on annotation:** THINK CRITICALLY ABOUT WHAT YOU ARE READING. While the amount of annotation may vary widely from page to page, any thoughtful notes you add to a text will help you to read more critically—so, any thoughtful attempt to annotate your book will help you to understand the reading.

## 6-Point AP-Style Writing Rubric (2021)

<b>A</b>	<p><b>0 POINTS</b> No defensible thesis; only restates the prompt. Or, makes a generalized comment about the selected work that doesn't respond to the prompt</p>	<p><b>1 POINT</b> Responds to the prompt with a thesis that presents a defensible position.</p>			
<b>B</b>	<p><b>0 Points</b></p> <p>Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p> <p><i>Typical responses that earn 0 points:</i></p> <ul style="list-style-type: none"> <li>• Are incoherent or do not address the prompt.</li> <li>• May be just opinion with no textual references or references that are irrelevant.</li> </ul>	<p><b>1 Point</b></p> <p>EVIDENCE: Provides evidence that is mostly general.</p> <p>AND</p> <p>COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the argument.</p> <p><i>Typical responses that earn 1 point:</i></p> <ul style="list-style-type: none"> <li>• Tend to focus on overarching narrative developments or description of a selected work rather than specific details.</li> </ul>	<p><b>2 Points</b></p> <p>EVIDENCE: Provides some specific relevant evidence</p> <p>AND</p> <p>COMMENTARY explains how <b>some</b> of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty or undeveloped.</p> <p><i>Typical responses that earn 2 points:</i></p> <ul style="list-style-type: none"> <li>• <i>Consist of a mix of specific evidence and broad generalities.</i></li> <li>• <i>May contain some simplistic, inaccurate, or repetitive explanations that don't strengthen the argument.</i></li> <li>• <i>May make one point well but either do not make multiple supporting claims or do not adequately support more than one claim.</i></li> <li>• <i>Do not explain the connections or progression between the student's claims, so a line of reasoning is not clearly established.</i></li> </ul>	<p><b>3 Points</b></p> <p>EVIDENCE: Provides specific evidence to support all claims in a <b>line of reasoning.</b></p> <p>AND</p> <p>COMMENTARY explains how some of the evidence supports a line of reasoning.</p> <p><i>Typical responses that earn 3 points:</i></p> <ul style="list-style-type: none"> <li>• Uniformly offer evidence to support claims.</li> <li>• Focus on the importance of specific details from the selected work to build an interpretation.</li> <li>• Organize an argument as a line of reasoning composed of multiple supporting claims.</li> <li>• Commentary may fail to integrate some evidence or fail to support a key claim.</li> </ul>	<p><b>4 points</b></p> <p>EVIDENCE: Provides specific evidence to support all claims in a <b>line of reasoning.</b></p> <p>AND</p> <p>COMMENTARY: Consistently explains how the evidence supports a line of reasoning.</p> <p><i>Typical responses that earn 4 points:</i></p> <ul style="list-style-type: none"> <li>• Uniformly offer evidence to support claims.</li> <li>• Focus on the importance of specific details from the selected works to build an interpretation.</li> <li>• Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained.</li> </ul>
<b>C</b>	<p><b>0 Points</b></p> <p><i>Typical responses that do not earn the sophisticated point</i></p> <ul style="list-style-type: none"> <li>• Attempt to contextualize their interpretation, but such attempts consist predominantly of sweeping generalizations.</li> <li>• Only hint at or suggest other possible interpretations.</li> <li>• Oversimplify complexities of the topic and/or the selected work.</li> <li>• Use complicated or complex sentences or language that is ineffective because it does not enhance the student's argument.</li> </ul>	<p><b>1 Point</b></p> <p><i>Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following:</i></p> <ol style="list-style-type: none"> <li>1. Identifying and exploring complexities or tensions within the selected work.  </li> <li>2. Illuminating the student's interpretation by situating it within a broader context.</li> <li>3. Accounting for alternative interpretations of the selected work.</li> <li>4. Employing a style that is consistently vivid and persuasive.</li> </ol>			
1/2/0	1/3/0	1/4/0 1/3/1	1/4/1		
78-82	85-88	90-95	95-100		