

Why do Summer Reading?

The Essential Question: Why are students in English classes required to read over the summer at Luke M. Powers Catholic High School?

Summer Reading Program Objectives:

- To help students maintain reading and writing skills over the summer and avoid summer reading loss
- To prepare students for the next level of English curriculum and the college experience
- To encourage students to become lifelong learners

Parents and Students of PCHS:

At Powers Catholic, we believe that it is important to foster essential reading and writing skills over the summer to help students avoid summer reading loss, a documented and studied phenomenon often resulting in a loss of several months on standardized reading tests. Richard Allington, a professor of education at the University of Tennessee, compares a good summer reading program to athletic training when he said, "Virtually all human skills and proficiencies deteriorate without practice. Imagine an athlete who takes several months off from training. It will take weeks, if not months, of training to return to peak performance. The same is true with readers and their reading." (CBC Magazine: Perspectives 1). Over one hundred years of research supports the use of summer reading programs to help students hone their reading and writing skills.

What makes high school students successful in a summer reading program is when their parents engage in the text with them and ask them about what they are reading. We have provided a suggested reading schedule for each book at the regular and advanced levels of English to help facilitate time management of reading over the summer. If parents would speak with their students about what they are reading, asking them to summarize and discuss the text, students are more likely to remember what they read and be prepared for class discussion when in English class.

Most colleges and universities have moved to a required summer reading list for their incoming freshman to combat summer reading loss and to make sure their students are prepared to be avid readers from the day they walk through their doors. Our goal is to create the same kind of atmosphere at Powers Catholic where students learn that it is important to develop and maintain their reading and writing skills during the summer to make the transition back into school that much smoother. They will not only be prepared for the rigor of their chosen level of English, but they will also transition into colleges and universities much better after they graduate from high school.

Students are encouraged to buy a copy of the books they have been assigned to read so they may annotate. However, students may download the books onto their iPads and keep notes on what they read on a separate tab or check the books out from the library and keep their annotations in a notebook. The list and assignments required for each title will be posted on the Powers Catholic High School website. Any questions should be directed to the Department Chair of the English department Stacey Turczyn (sturczyn@powerscatholic.org).

Happy Reading!!

Advanced Composition/ Great World Authors

Grade: 11

Summer Reading Requirements

To the future *Advanced Composition/ Great World Authors* Students and Parents,

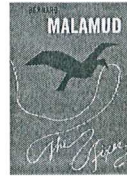
Welcome to an exciting summer!

Research shows that students who read continuously throughout the year improve their reading and writing skills altogether. What better way to prepare for the ACT? All students will be given reading assignments that will be due the second week of school (the date is tentative).

Below is a list of books for Summer Reading. There are 4 books, you are required to read 2. Please, do some research before making your final decision. These books can be ordered through *amazon.com*, or if you should find another online source, please use it. Purchasing your own books will allow you to annotate within the book as opposed to keeping a reading journal or using post-its for notes.



Monster by Walter Dean Myers



The Fixer by Bernard Malamud



Keeping Faith by Jodi Piccoult
Street by Sandra Cisneros



The House on Mango Street

These books can be purchased (which I would prefer) but they can also be downloaded on a handy device (I would suggest e-books).

As You Read...Annotate each Text

Ideas for Annotating A Text

Underline, star, highlight, box, circle whatever words, phrases, or sentences that catch your attention.

Write brief comments in the margins

- observations about what is being said or done
- what you are reminded of (people, feelings, places, moods)
- questions you have
- ideas that occur to you
- things that you agree or disagree with
- any connections you are making
- summary comments
- identify themes being developed
- any literary devices being used

*** Please Note: If you are unable to write in the books, create a min-reading journal or use sticky notes. Whatever you choose, be able to fully analyze each novel you read and be prepared to develop 2 Essays.

repetition: shows how angry he is; can't think straight

choppy logic — doesn't make sense

Capulet: How, how, how, how choplogic? What is this?

He mimicks {
her — see {
her previous {
lines {

“Proud” — and “I thank you” — and “I thank you not” —

alliteration

servant

And yet “not proud”? Mistress minion you,

Thank me no thankings, nor proud me no prouds,

But fettle your fine joints against Thursday next

To go with Paris to Saint Peter’s Church, “get yourself ready”

criminals were

“picked up” in {
carts in the {
the streets and {
carried to prison {

Or I will drag thee on a hurdle thither,

connotation

Out, you green-sickness carrion! Out, you baggage!

dead, decaying flesh

metaphors

pale; anemic looking

note degrading terms — servant, criminal, baggage; views daughter as property, something that can be thrown away

How do I annotate if the book has been downloaded on a device? Keep a notebook but be sure to follow similar rules and always explain/ point out what it is your notes are referring to.

The Assignment...

When we return from summer vacation, you should be prepared to discuss the three novels read in the summer. I will be looking at your annotations as well as assigning 2 different types of essays.

Essay 1: A Character Analysis

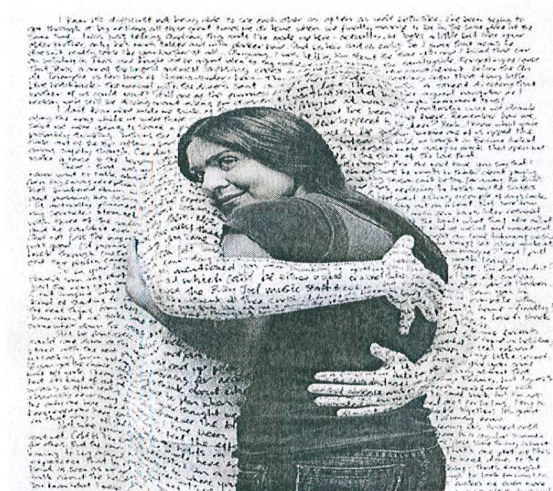
Essay 2: Compare/Contrast Essay

I will give you a detailed description of each assignment when we return. I do not want you to “read” for anything in particular or distract yourself from the story, characters, etc. Your primary focus should not be strictly on the finished product (your essays), but rather on several aspects of the book and your interpretation of it.

Warning: You cannot wait until last minute to read these novels. Choose a pace that is comfortable for you and **make it a priority to read a little every day** as to not overwhelm yourself. Make it a goal to complete a novel every month of the summer, or give yourself a due date for each one. Whatever you choose, **do not wait until last minute to start reading!**

Take care and Happy Reading!

Mrs. Evans



I LOVE READING!

Summer Reading Essay Assignment

Both Essays should include an Introduction, Body, and Conclusion. This is to be written from 3rd person point of view and with formal vocabulary. Write to impress and explain how much you know about your reading.

Essay #1: Character Analysis

This essay should follow the format of essay writing and include ideas developed from the reader. Choose a character from one of your three novels and develop an analysis of the character.

Focus on the purpose of the chosen character in the novel or when and how a sudden change occurs (the turning point) and why the character responds.

Essay #2: Compare/ Contrast Essay

This essay should follow the format of essay writing and include ideas developed from the reader. Choose two of the three novels to compare and contrast. Pick a specific element from each novel to focus on.

You can compare two protagonists, themes, motifs, characters, etc. Whatever you choose, be specific and use examples to support your ideas.

How-to-Annotate Bookmark

Before Reading:

- Read the title and any subtitles.
- Note the author.
- Examine any illustrations.
- Examine the text (book, short story, essay, diary, dialogue, article, etc.).

During Reading:

Mark in the text:

- Characters (who)
- Setting (when, where)
- What
- Why

Vocabulary:

- Word choice
- Note words you do not know or are not sure of their meanings and define them.

Write in the margins or use sticky notes:

- Summarize
- Make predictions
- Ask questions
- Answer questions
- Analyze the writer's craft
- Reflect/react/comment
 - Agree/disagree
 - Make connections
- Look for patterns/repetitions
- Observe and note:
 - Themes
 - Literary devices *such as*:
 - alliteration
 - allusion
 - imagery
 - tone
 - personification
 - simile
 - metaphor
 - symbolism
 - characterization
 - rhetorical question
 - irony

(You will add to the list as the school year progresses.)

After Reading:

- Reread annotations—draw conclusions
- Examine patterns/repetitions—determine possible meanings
- Review/re-determine meaning of the title

NOTES:

Annotation Instructions/Suggestions

Annotation is a key component of **close reading**. Since we will annotate texts all year, you need to develop a system that works for you (within the following guidelines). Effective annotating is both economical and consistent. The techniques are almost limitless. Use any **combination** of the following:

- Make brief comments in the margins. Use any white space available - inside cover, random blank pages
- Make brief comments between or within lines of the text. Do not be afraid to mark within the text itself. In fact, you must.
- Circle or put boxes, triangles, or clouds around words or phrases.
- Use abbreviations or symbols - brackets, stars, exclamation points, question marks, numbers, etc.
- Connect words, phrases, ideas, circles, boxes, etc. with lines or arrows.
- *Underline – CAUTION: Use this method sparingly. Underline only a few words. **Always combine** with another method such as comment. Never underline an entire passage. Doing so takes too much time and loses effectiveness. If you wish to mark an entire paragraph or passage, draw a line down the margin or use brackets.
- *Highlight – See *underline*. You cannot write with a highlighter anyway.
- Use post-it notes **only** if you have exhausted all available space (unlikely), or if you do not own the book.
- Create your own code.

Close Reading:

What should you annotate? Again, the possibilities are limitless. Keep in mind the reasons we annotate. Your annotations **must** include comments. I want to see evidence of thinking. Have a conversation with the text. Talk back to it.

- **Ask questions (essential to active reading).**
- Comment on the actions or development of a character. Does the character change? Why? How? The result?
- Comment on something that intrigues, impresses, amuses, shocks, puzzles, disturbs, repulses, aggravates, etc.
- Comment on lines / quotations you think are especially significant, powerful, or meaningful.
- Express agreement or disagreement.
- Summarize key events. Make predictions.
- Connect ideas to each other or to other texts.
- Note if you experience an epiphany.
- Note anything you would like to discuss or do not understand.
- Note how the author uses language. Note the significance if you can.
 - effects of word choice (diction) or sentence structure or type (syntax)
 - point of view / effect
 - reliability of narrator
 - repetition of words, phrases, actions, events: patterns, motifs or cluster ideas
 - narrative pace / time / order of sequence of events
 - irony, imagery, theme(s), tone, mood
 - contrasts / contradictions / juxtapositions / shifts
 - allusions
 - setting / historical period
 - symbols
 - any other figure of speech or literary device

The most common complaint about annotating is that it slows down your reading. Yes, it does. That's the point. If annotating as you read annoys you, read a chapter, then go back and annotate. Reading a text a second time is preferable anyway.

Bring all of your annotated texts to class.

Approach the works with an open mind. Let them inspire you and stretch your imagination.