

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!!

9TH GRADE HONORS HUMANITIES SUMMER READING

Each student in HH is required to read TWO assigned books. I strongly recommend you read additional books from the suggested summer reading list.

1. ***The Making of a Poem A Norton Anthology of Poetic Forms*** by Mark Strand and Eavan Boland

OVERVIEW: Two of our foremost poets provide here a lucid, straightforward primer that “looks squarely at some of the headaches and mysteries of poetic form”: a book for readers who have always felt that an understanding of form (sonnet, ballad, villanelle, sestina, among others) would enhance their appreciation of poetry. Tracing “the exuberant history of forms,” they devote one chapter to each form, offering explanation, close reading, and a rich selection of exemplars that amply demonstrate the power and the possibility of that form.

TASKS:

- a. Create a poetry notebook using the following directions. This notebook will be used throughout the school year so do your best:
 - a. You will need a composition notebook that does not have perforated pages
 - b. Create a cover for your poetry notebook which should be colorful with illustrations or pictures that are meaningful to you. Label your notebook with your first and last name and HH 9 English.
 - c. Divide your notebook into thirds entitled: types of poetry, analysis, original works (you will need to get tabs to make your labels)
 - i. Define each type of poetry found in the anthology in the first section of your poetry notebook
 - ii. Pick one poem from each section that you really liked or that made an impact on you (negative/positive) and write a paragraph consisting of 8-10 sentences analyzing why this poem made an impact on you in the second section of your notebook.
 - iii. Write an original poem for each type of poetry found in the anthology using the directions which will be put in the third section in your notebook. In this section you may include illustrations to accompany your poem if you think that it will enhance your section😊
 - iv. Your poetry notebook is due on Tuesday, September 8, 2015
2. ***The Odyssey of Homer*** (use the translation by Allen Mandelbaum)

TASKS:

- a. This can be a very challenging epic poem to read but I know you can do it😊😊😊 For additional help, I suggest going to the website www.shmoop.com. It contains a great deal of information (a cast of characters, great summaries, etc.) that will be helpful while reading.

- b. While reading *The Odyssey* annotate the epic poem. The annotations will be due on Tuesday, September 8, 2015. (you may do this in a notebook or in the actual book itself)
- c. An in class assessment will be given on Tuesday, September 8, 2015

If you have any questions, please contact the Department Chair Mrs. Turczyn at sturczyn@powerscatholic.org.

Knowing that HH students love to read, we thought we would give you a list of books that we recommend. You might like to pick one or two or more for your summer reading. Have a wonderful summer☺. See you at the end of August.

Yours truly,

The HH9 Teachers

Markandayta, *Nectar in a Sieve*

Buck, *The Good Earth*

Steward, *Crystal Cave*

Potok, *The Chosen*

Potok, *The Promise*

Cahill, *How the Irish Saved Civilization*

Dumas, *The Man in the Iron Mask*

Potter, *Crimson Thread*

White, *The Once and Future King*

Brooks, *Year of Wonders*

Hillesum, *An Interrupted Life*

Eco, *The Name of the Rose*

Orwell, *1984*

Ilibagiza, *Left to Tell*

Hersey, *Hiroshima*

Remarque, *All Quiet on the Western Front*

Nyizll, *Auschwitz*

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.