

Holy Spirit Preparatory School



2019 Summer Reading Packet

Our goal is for the HSP student to be introduced to a wide breadth of classical and contemporary books both in the classroom and over the summer. In addition, we hope to foster a habit of and love for reading, and with that goal in mind, we want to provide students an opportunity to explore their interests and choose a book that appeals to them. Therefore, **in addition to reading one book chosen by the English department, students may select a second fiction or nonfiction book to read independently.** Please read the following pages for information about the titles and assignments, and feel free to contact the school with any questions or concerns.

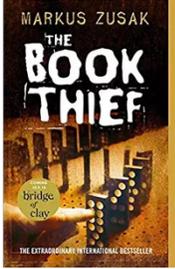
Note: All summer reading assignments are due on August 21st, the first day of school.

*A book is a gift you can
open again and again.*

—Garrison Keillor

Book One

Summer Reading Assignment: *The Book Thief*



Assignment: Complete the two assignments below by Wednesday, August 8th.

1. In order to promote active reading, please annotate the text as you read *The Book Thief*. See notes below on how to annotate a text. You must comment at least once every 5 pages to receive full credit.

2. Review the definitions of the following literary devices. As you read *The Book Thief*, make note of at least four instances of each of these devices. Record the page numbers of each instance on the inside cover of the book.

Alliteration Metaphor Imagery Simile Personification Symbolism Allusion Irony

Instructions for Annotating a Text

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:

How to Annotate:

- 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 or highlight – CAUTION: Use these methods 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.
- Use post-it notes only if you have exhausted all available space (unlikely).

What to annotate:

- 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.
- 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 tone / mood
- contrasts / contradictions / juxtapositions / shifts themes/irony/imagery/ symbols
- allusions setting / historical period
- 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.

Annotations Grading:

A – Comments at least once every 5 pages. Comments are show evidence of critical thinking. Reader has clearly interacted with the text.

B – Comments at least once every 5 pages. Most comments show evidence of critical thinking but some just summarize or state facts from the text. Reader may have read but did not engage fully in the text.

C – Comments at least once every 5-7 pages. Some comments show evidence of critical thinking but many just summarize or state facts. Reader is not fully engaged in the text.

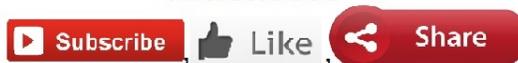
D – Comments at least once every 10 pages. Some comments show evidence of critical thinking but many just summarize or state facts. Reader is not fully engaged in the text.

F – Does not comment consistently.

Book Two



YouChoose



As a part of our new summer reading program, the English department wants to encourage you to explore your interests through reading by *choosing* a fiction or literary nonfiction work that appeals to you! After reading the text you selected, you will also *choose* one of the following assignments to complete in order to *share* your understanding of and opinions about your selected text. This assignment should be typed, printed, and submitted by August 21st when you will *share* your ideas and opinions in a class discussion. We hope you will *subscribe* to our new approach to summer reading by *choosing* a book that truly inspires you to *share* in our love for reading!

If you have trouble selecting a book on your own and don't know where to start, feel free to browse our list of suggested books, which can found on the website.

To help you make a good first impression on your English teacher in the fall and show you how best to *share* your thoughts, we have included a rubric in this packet.

YouChoose: Written Component

Option 1: Create a typed book review of the text you read as if you are a critic writing for a website or publication such as “goodreads.com”. Make sure you use textual evidence (quotations, specific examples, and page numbers) to show your readers you are well-informed in your review. A thorough review will answer all of the following questions with at least 1 paragraph (5-7 sentences) for each bullet point:

- Plot: What is this book about? What happened? Is it fun to read? Why or why not?
- Characters: Who are they? Do you like them? How did they make you feel?
- Your Opinion: Did you like the book? What was your favorite part and why? Were there any funny or scary parts? Did you learn anything?
- Age/Interests: What age do you think this book is suitable for? Who might enjoy this book most?
- Recommend: Would you recommend this book to other people? Why or why not?

Option 2: Write a short but well-developed narrative choosing one of the following story revisions:

1. Add yourself as a character and develop a plotline where you participate in the story.
2. Change the original ending creating your own resolution to the plot.
3. Add a chapter narrating events that could take place before, after or in the middle of the story.

The narrative should make sense within the context of the story and its themes, and it should be a minimum of 2 pages typed double-spaced.

Option 3: Identify the character whom you feel changed the most throughout the story. Explain the changes (physical, emotional, mental, and/or spiritual) as well as the causes and effects of those changes. The response should be a minimum of 2 pages typed.

Option 4: Choose 5 sentence starters listed below, and write a well-developed paragraph (5-7 sentences) response for each. Each response should include at least one specific textual reference that is properly cited.

I noticed... I wonder... I was reminded of... I think... I'm surprised that...

I realized... I'd like to know... I'm not sure... If I were... Although it seems...

If _____, then _____.

YouChoose Assignment Rubric

	Excellent	Good (-1 point)	Fair (-2 points)	Poor (-3 points)
Comprehension	The response demonstrates a deep understanding of the text, its characters, and its themes through the use of insightful details and examples.	The response demonstrates a complete understanding of the text, its characters, and its themes and includes some important details and examples.	The response demonstrates a basic or superficial understanding of the text, its characters, and its themes with some flaws.	The response shows a flawed understanding of the text, its characters, and its themes.
Components	The response contains all required elements of the prompt.	The response contains all major components of the prompt but is missing 2-3 minor elements.	The response contains at least half of the major requirements of the prompt.	The response does not meet the requirements of the prompt.
Style/Mechanics	The response demonstrates a mastery of conventions and style, sophisticated word choice, and sentence fluency; there are no grammatical errors.	The response demonstrates a solid grasp of conventions and style, appropriate word choice, and sentence fluency; there are minimal grammatical errors that do not distract.	The response demonstrates an adequate knowledge of conventions and style and uses basic word choice and sentence fluency; there are many minor or a few distracting grammatical errors.	The response demonstrates a lack of mastery of conventions and style and contains inappropriate word choice, poor sentence fluency, and pervasive grammatical errors.
Presentation/ Effort	The response reflects extra effort on the student's behalf in terms of neatness, adherence to MLA, and overall presentation.	The response reflects good effort in terms of neatness, adherence to MLA, and overall presentation.	The response reflects some effort but appears rushed or sloppy.	The response reflects little effort.