

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



Text: *Great Expectations* by Charles Dickens (Penguin Classics)
ISBN# 9780141439563

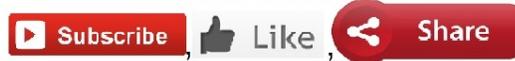
Assignment: As you read *Great Expectations*, thoroughly annotate the text. Students will be given a grade out of 50 points for their annotations (quality and quantity); the rubric for the annotations can be found below. Students should especially note Dickens' use of conflict in the text, and more specifically note how certain characters must confront their passions with an idea of moral responsibility. How does the nature of the conflict have an effect on the characters? Students will use these notes to write a paper at the start of the school year.

| CATEGORY | 25-23% | 20-18% | 15-13% | 10-8% |
|---|--|--|--|---|
| Identifies important details and facts | Student identifies all the main points of the plot. Student could easily identify events of the story. Student has explained the importance of the detail. | The student lists all the main points, but may only be stating the obvious. | The student lists most of the main points. S/he does not highlight any unimportant points. | The student cannot identify important information with accuracy. |
| Inquiry Questioning | Student has added inquiry statements and questions that address actions and events in the story and highlight important points of discussion. | Student has added inquiry questions. Some of the questions may develop into valuable discussion points. | Student has added inquiry questions, but the answers may be easily found through some research. | Student has some questions. Many of the answers are obvious based on the context. Student has only marked: "?", "Why", "What", "How"... |
| Identifies literary elements | Student has addressed major themes in the story and identified literary elements significant to the understanding of work as a whole. Literary elements include such devices as themes, characteristics, tone, imagery, but also add specific devices such as metaphors, allusions, use of diction, style, irony, symbolism juxtaposition... | Student has highlighted some of the themes and identified literary elements. Literary elements are obvious, but still important to understanding the work. Literary elements include such devices as themes, characteristics, tone, imagery. | Student may have pointed out some of the literary elements, but the devices do not seek to add analysis of the work. | Student has missed pointing out significant details that would lead to analysis. |
| Pages annotated | At least 100% of the pages annotated, with more than one annotation on the page. | At least 80% of the pages annotated, with one annotation on a page. | At least 50% of the pages annotated, with one annotation on every page. | At least 25% pages annotated, with an annotations distributed throughout the work. Student may only have underlining. |

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. |