



Lawrence North High School English Department

Summer Reading for Freshman Courses--2022



"Any book that helps a child to form a habit of reading, to make reading one of his deep and continuing needs, is good for him."

~Maya Angelou

Rationale:

LNHS strives to build a culture of reading for pleasure because the research shows that great readers become great leaders and well-rounded thinkers and citizens. To that end, our department is committed to encouraging student engagement and the habit of reading through student choice and whole-class study.

Directions:

Choose a book, fiction or nonfiction, and read it. Bring this book with you on the first day of school, and if you do not have access to it on the first day of school, you are welcome to check out a book from our library. We will be discussing our books in class.

If you're unsure of where to begin, **see the link below for inspiration.** Students are not required to choose a book from the link below.

- [NPR's Book Concierge, a curated collection of fiction and nonfiction books from the years 2013-2020](#)

****Students who have read multiple books during the summer **and** have checked them out using IMCPL can be entered into a raffle for a variety of prizes.****

Course Name	Expected Title(s)	Author	Assignment
English 9/ English 9 Co-Taught	<i>Student choice: Fiction or Nonfiction</i>	<i>Varies</i>	<i>Annotation assignment (SEE BELOW) Be ready to discuss this book(s) in class with your teacher and other students.</i>
English 9 Honors	<i>Choose one of the following:</i> <ol style="list-style-type: none"> <i>Bless Me Ultima</i> <i>Extremely Loud and Incredibly Close</i> <i>Frankenstein</i> <i>The House on Mango Street</i> 	Rudolfo Anaya Jonathan Safran Foer Mary Shelley Sandra Cisneros	<i>Annotation assignment (SEE BELOW) Be ready to discuss this book(s) in class with your teacher and other students.</i>
English 9 (Lyceum)	<i>Choose one of the following:</i> <ol style="list-style-type: none"> <i>The Glass Castle</i> <i>Educated</i> <i>Unbroken</i> <i>The Sun Does Shine</i> <i>Bus 57</i> <i>Laughing at my Nightmare</i> <i>Radium Girls</i> <i>Undeclared: Jim Thorpe and the Carlisle Indian School Football Team</i> <i>Hunger of Memory</i> 	<i>Jeanette Walls</i> <i>Tara Westover</i> <i>Laura Hillenbrand</i> <i>Anthony Ray Hinton</i> <i>Dashka Slater</i> <i>Shane Burcaw</i> <i>Kate Moore</i> <i>Steve Sheinkin</i> <i>Richard Rodriguez</i>	<i>Annotation assignment (SEE BELOW) Be ready to discuss this book(s) in class with your teacher and other students</i>

~ English 9 Honors Summer Reading Assignment~

I. English 9 Honors Required Readings:

Choose one of the following:

- *Bless Me, Ultima* (Rudolfo Anaya)
- *Extremely Loud and Incredibly Close* (Jonathan Safran Foer)
- *Frankenstein* (Mary Shelley)
- *The House on Mango Street* (Sandra Cisneros)

II. Evaluation:

You should obtain a copy of a summer reading text from the above list and make notes (**using sticky notes, writing in a notebook or typing in a Google Document**) as you read. **Bring your annotations on the first day of class.**

III. How to annotate for success:

Annotations are notes written directly on the page, and they are a reflection of your thoughts interacting with the text. They reflect your brain at work as you determine what the text says, what it means and why it matters (your response to the ideas). By thinking about why the text matters, a strong **annotation** will resemble a **conversation between you and the author.**

Examples of annotations include not only underlining or bracketing significant events but also labeling the significance in the margin. Please mark interesting passages, highlight key quotations, take notice of character analysis, etc. and write notes and comments in the margins.

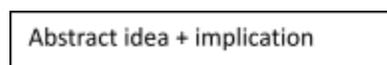
Annotation Requirements:

1. **Using the STEAL method, record examples of how the author develops the main characters.**
 - The characters' **SPEECH**
 - The characters' **THOUGHTS and FEELINGS**
 - The **EFFECT** the character has on others
 - The characters' **ACTIONS**
 - The characters' **LOOKS** or how they **OUTWARDLY DISPLAY** their emotions
2. **Record the main conflict(s) and how the conflict(s) is solved**
 - Record main events, changes in the characters' lives or obstacles the main characters overcome
3. After completing the book, write what you consider to be a one-sentence **THEMATIC STATEMENT** (the universal truth) or the (overall lesson) we can learn from the characters' struggles.
- 4.

Example Stem: In (work of literature), + (the author) uses (literary devices - plot, character dialogue, symbolism, etc.) to +(verb: reveal, express, convey, show, etc.) + the idea that (abstract idea and implication)



Example Thematic Statement: In “The Story of an Hour,” Kate Chopin uses [the internal monologue and dialogue of Mrs. Mallard] to reveal that [death] , [be it ours or someone else’s, can be liberating from the tyrannical chains of social expectations.]



*****Bring your annotations in preparation for discussion on the first day of class.*****

~Lyceum English 9 Summer Reading Assignment~

I. Lyceum English 9 Required Reading:

Choose one of the following:

- *The Glass Castle* by Jeanette Walls
- *Educated* by Tara Westover
- *Unbroken* by Laura Hillenbrand
- *The Sun Does Shine* by Anthony Ray Hinton
- *Bus 57* by Dashka Slater
- *Laughing at my Nightmare* by Shane Burcaw
- *Radium Girls* by Kate Moore
- *Undefeated: Jim Thorpe and the Carlisle Indian School Football Team* by Steve Sheinkin
- *Hunger for Memory* by Richard Rodriguez

II. Evaluation:

You should procure a personal copy of a summer reading text from the above list and make notes as you read. **Not your personal copy? Use Post-its or a Google Doc for your annotation. Bring your annotations on the first day of class.**

III. How to annotate for success:

The skill of annotating means that you are mentally interacting with the text. **Annotations are notes that are written directly on the page.** These written comments or annotations reflect your brain at work as you determine what the text says, what it means and why it matters (your response to the ideas). By thinking about why the text matters, a strong annotation will resemble a conversation between you and the author.

To annotate means to not only underline or put brackets around key passages, but to label the significance in the margin. Mark interesting passages, highlight key quotations, take notice of character analysis, etc. and write notes and comments. DO NOT use excessive highlighter or underline large volumes of the text.

See below for Annotation Guide and Rubric

Annotation Guide

HOW TO ANNOTATE: For the sake of standardization of annotating and for grading purposes, your book notes should follow this format:

- **Underline or circle words or phrases that seem important, interesting, or repetitive, and then write a comment on the text immediately in the margin ANSWERING WHY you underlined or circled the example.**
- **Some of your comments may address:**
 - personal responses
 - summaries of events/ideas,
 - questions
 - predictions
 - connections (within the text and to works and experiences outside the text)
 - vocabulary awareness
 - reflections
 - awareness of writing strategies/text structure
 - the effectiveness or significance of literary devices.

Record key points at the end of the chapters.

WHAT SHOULD I SPECIFICALLY MARK UP? WHAT SHOULD I WRITE IN THE MARGINS?

- **Mark passages that show the development of main characters in the book. Come up with adjectives for the characters. Write those adjectives next to the passages in the book. Then, highlight specific word choices, details or images in those passages that led you to describe the characters using your adjectives.**
- **Mark passages that support the author’s feelings regarding two thematic ideas in the book. As you did with characters, highlight the specific parts of a paragraph that will show evidence of the author’s feelings regarding the thematic ideas. Again, highlight specific word choices, details or images in the book that led you to these conclusions.**

Use the thematic idea box below to help you:

<ul style="list-style-type: none"> ● betrayal ● coming of age ● competition ● courage ● death 	<ul style="list-style-type: none"> ● escape ● family ● forgiveness ● freedom ● guilt 	<ul style="list-style-type: none"> ● hardship ● heroism ● identity ● individuality ● love 	<ul style="list-style-type: none"> ● prejudice ● pride ● revenge ● trust ● war
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Mark passages that support what you believe is **the author’s purpose for writing the book**. Highlight specific **word choices, details or images in the book** that would support this purpose.

Annotation Rubric

- 5** The text is *extensively* annotated with *detailed* margin notations. The annotations demonstrate a *comprehensive and thoughtful reading*. The margin notes show that the reader has made *insightful connections* and *worked toward a full understanding*.
- 4** The text shows *some* margin notes. The reader noted *some* points. The annotations demonstrate that the reader understands the text beyond the literal level and has been able to make *some* connections and draw *some* conclusions.
- 3** The marginal notes are *basic* and consist mainly of *plot driven questions* (What will happen...). Annotations indicate a *basic* understanding of the text. The reader has been able to make *one or two general comments*, but has been unable to use the text to draw valid conclusions or show evidence for the requested annotations listed above.
- 2** The text is underlined in appropriate places, but there are *very few* margin notes making it difficult to evaluate how well the reader understood the reading.
- 1** Significant parts of the text are completely *unmarked*. There are *no margin* notes, only highlighted or underlined text.
- 0** The text is completely unmarked.

