



# REGINA DOMINICAN

## English Department Summer Assignment - 2026

**Course:** Literary Genres

**Level:** 1-2

**Grade:** 9

**Course Description:** Students are introduced to a variety of genres including classic and contemporary fiction and nonfiction, drama, and poetry. Students learn to identify literary elements and appreciate the written word, while gaining proficiency in reading skills, improving comprehension, and building vocabulary. This course is aligned with the English department writing sequence. Students learn to write a thesis statement, support a topic, incorporate transitions, and use MLA formatting in multi-paragraph essays and a short research paper. Students engage in journaling and use technology to create and communicate. Grammar, punctuation, and usage are covered in direct instruction and review as needed. Research, classroom discussion, group projects, and oral presentations enhance the learning experience.

### **What to Read:**

*The House on Mango Street* by Sandra Cisneros

**Please Note:** If you are enrolled in and will be attending the Transition to High School English summer school course at Regina, we will read and complete the summer assignment during the duration of that course.

In addition to significant annotation and your thorough, insightful one-pager, prepare for a quiz on the book during the first week of class. **(35 points)**

### **Assignment:**

1. Actively read (highlight and annotate) the text. **(15 points)**

### **Notes for Annotating Your Reading (see rubric for details)**

An annotation is a note or comment. The act of annotating a text is making comments in the margins or within the text of your reading. What lines you choose to annotate, and what comments you choose to make, will often depend on the purpose you have for reading the text. For our purposes, your reading should focus on key vignettes and literary elements such as characterization, setting, point-of-view, structure, and figurative language or the literary techniques used by the author to highlight something specific.

2. Create a One-Pager Book Analysis for your book. **(50 points)**

### **What is a One-Pager?**

It is a single-page response to your reading that connects the ideas in the book to your thoughts in a creative way. You will create your One-Pager to demonstrate the big ideas, themes, or connections you find within the book you read. A sample is included on the last page of this document.

## What materials can I use?

All of this must be done on an 8 ½ by 11 blank piece of computer paper. You should use pens, colored pencils, and markers (not pencil) to complete your one-pager.

## Your One-Pager MUST include:

### On The Front:

#### 1. Title

- Write the title of the book and author's name creatively somewhere on the page.

#### 2. Drawn images

- Draw **THREE** images that represent themes, characters, conflict, or the setting of the book.
- These should be strongly connected to the book and should stand out.
- Only one image per vignette can be used.

#### 3. Meaningful quotes

- Pick three different vignettes and write one significant quote from each one on the front.
- Include quotation marks and a citation with the author and page number in parentheses.

### On The Back:

#### 4. Two meaningful questions

- Write two meaningful questions about the book (NOT YES or NO questions). (Example: *Esperanza* means both wait and hope in Spanish. What does Esperanza hope for and what is she waiting for?)
- Answer your two questions with 2-3 complete sentences each. (Example: Esperanza is looking for a place she can call her own, because...)

#### 5. Quote Explanations

- Take your three selected quotes from the front and explain in 2-3 sentences why each quote was important or why you liked it. Focus on a deeper meaning.

Other requirements:

#### **Grammar, spelling, and mechanics**

- There are no problems with grammar, spelling, or mechanics.

#### **Be colorful and neat.**

- Your **entire page** should be filled with these elements.
- No space should be blank. **THERE SHOULD BE NO WHITE SPACE.**
- Nothing should be left in pencil.

### **Due Date:**

The completed assignment is due on the first day of school. You will make a brief presentation to the class at that time.

## Independent Reading Project Rubric

Title \_\_\_\_\_ / 5

- The title of the book and author's name are incorporated creatively.

Images \_\_\_\_\_ / 10

- THREE images or symbols that represent themes, characters, conflict, or setting of the book (limit one per vignette).
- These should be strongly connected to the book and should stand out.

Interesting quotes \_\_\_\_\_ / 10

- Find THREE interesting quotes from the vignettes (limit one per vignette).
- Give a focused, specific explanation of why you chose it in 2-3 sentences.

Two meaningful questions & answers \_\_\_\_\_ / 10

- Questions are deep and meaningful (not "yes" or "no")

Grammar, spelling, and mechanics \_\_\_\_\_ / 5

- There are no problems with grammar, spelling, or mechanics.

Appearance

- Be colorful, creative, and neat. \_\_\_\_\_ / 5
- Fill the entire page with these elements.
- Nothing can be left in pencil.

Presentation \_\_\_\_\_ / 5

- Demonstrate complex understanding of the book by discussing all of the different parts and one or more "bigger picture" explanations.
- Show confidence and clarity by speaking directly to the audience and anticipating any questions they may have.

TOTAL: \_\_\_\_\_ / 50

Annotations Rubric: 15 pts

Point Value	Quality of annotations	Further details
A-/A/A+: 13.5-15 pts	The text is annotated with <b>many</b> margin notations. The annotations demonstrate a <b>thoughtful reading</b> . The margin notes show that you have proficiently <b>analyzed</b> the text, made <b>insightful connections</b> and drawn <b>valid conclusions</b> . Notations are balanced and <b>show deep reading and thinking</b> . <u>All</u> of the text is addressed.	<p>Student annotations should reflect comprehension, inference and depth/breadth of interaction with text.</p> <p>Based on text type, the following types of responses should be evidenced in annotations:</p> <ul style="list-style-type: none"> <li>● Questions, reactions, opinions</li> <li>● Predictions and Inferences</li> <li>● Locating important passages / key ideas</li> <li>● Connections <ul style="list-style-type: none"> <li>○ our current world</li> <li>○ other texts, films, etc.</li> </ul> </li> <li>● Key words or phrases including figurative, connotative and word choices of the writer</li> <li>● Writer’s Style: Tone, POV, Facts v. Opinions, Rhetorical/ Persuasive Devices, (diction, point of view, tone, repetition, etc.)</li> <li>● Literary elements such as characterization, setting, narrative (point-of-view), allusions, imagery, setting, mood, etc.</li> <li>● A comment on something that intrigues, inspires, confuses, etc.</li> <li>● Definitions of unknown words or allusions</li> <li>● Particularly difficult lines (it’s okay to be confused)</li> </ul> <p>RL.9-10.1,RL.9-10.2,RL.9-10.3,RL.9-10.4,RL.9-10.5, RL.9-10.6,RL.9-10.8,RL.9.10.9,RL.9-10.10,</p>
B-/B/B+: 12-13 pts	The text is <b>adequately</b> annotated with a significant number of margin notations. The annotations demonstrate that the <b>reader understands the text beyond the literal level</b> . The margin notes show that the reader has <b>analyzed</b> the text, made <b>some connections</b> and drawn <b>some conclusions</b> . Notations are balanced and <b>show some deep reading and thinking</b> . <u>Most to all</u> of the text is addressed.	
C-/C/C+: 10.5-11.5 pts	The text is annotated with <b>some</b> margin notations. The annotations are <b>basic</b> and consist mainly of plot driven questions or <b>literal ideas</b> . Annotations indicate a <b>basic understanding</b> of the text. The reader has been able to make <b>one or two connections</b> , but has been <b>unable to use the text to draw valid conclusions</b> . Notations are unbalanced and <u>only half</u> of the text is addressed.	
D-/D/D+: 9-10 pts	The text is underlined in appropriate places, but there are <b>very few margin notes</b> making it difficult to evaluate how well the reader understood the reading. <b>Notes are illogical</b> and not balanced. <u>Only one quarter</u> of text is addressed. Insufficient length and depth in comments.	
F: 7.5-8.5 pts	Significant parts of the text are completely unmarked. There are no margin notes, only underlined text; OR the text is completely unmarked.	



Sample:

# THE HATE U GIVE

by: Angie Thomas

This book talks about problems in the world today such as drug dealing and many young kids being killed as a way to a young of escape.

Hairbrush: this hair brush is why Khalil got the police. This was given to him by his mother. If you want to see the officer's news about this, you should read the book. Khalil and his mother.

This Police badge represents the police that's not good. After the incident, Star talked to the police officer. The police officer charged her with a crime.

“What's the point of having a voice if you're gonna be silent in those moments you shouldn't be?” - Starr  
- Angie Thomas  
The Hate U Give

that quote is very important in the story because this is when Starr realizes that not talking out and standing up for Khalil isn't doing her any good.

This book relates to a lot of things going on in the world today. One being police killing people when they are innocent.

Welcome to Garden Heights

Garden Heights is where the main character family lived until the very end.

R.I.P Khalil

This is a quote for Khalil. Khalil doing is so very important part in the book. It causes a lot of character development after this. It was the main conflict and what got the book started.

Quote: "Don't bite his face, Eleanor told herself. It's disturbing and needy and never happens in situation comedies or movies that end with big kisses." (Rainbow Rowell 158)

I chose this quote because it makes me laugh every time I read it and because it is cute and sweet.



eleanor & park



Rainbow Rowell



SCHOOL BUS

Personal Statements:

- I could relate to Eleanor and Park's passion for music because I listen to music myself every day.
- I could relate to Park's mother because I also like giving people makeovers sometimes like she did with Eleanor.