

Dear Parents and Guardians:

This summer, we are requiring students to participate in our summer reading program by reading the book assigned to the appropriate grade level list. The purpose of Bishop Noll's summer reading program is to improve students' ability to read and comprehend complex texts independently and proficiently.

All incoming and returning students must complete the book before the first day of school and participate in assessment activities and other assignments based on the reading when the school year begins. Students who planned to transfer to another school but return to Bishop Noll are not exempt from summer reading. No extra time will be given to these students; if they choose not to complete the reading prior to the beginning of the school year, they run the risk of failing the assignment.

On the second day of school, all students will take an assessment on the book. This year, there will be **no additional summer homework EXCEPT in the case of senior ACP Composition (see attached)**. ACP students will be required to complete double-entry journals for their summer reading. All other students will choose a project to complete during the first few days of school. Although there is no summer homework for non-ACP students, students will still be tested on their analysis of the book and are encouraged to make note of important literary elements and analyze their importance. See the attached reading journal sample at the end of this letter to use as an example.

For the summer of 2020, books for all Bishop Noll students have already been purchased and will be distributed when students return their textbooks and iPads in June. Students are encouraged to annotate their texts.

Please encourage your child to read not only their assigned book during summer vacation, but other works of nonfiction and novels as well. Research shows that students who keep their minds active during the summer often perform better when the school year begins. Please encourage your child to thoughtfully complete their summer reading, which will help them transition into the 2020-2021 school year with confidence.

Please let us know if you have any questions regarding summer reading.

Many thanks,

The Bishop Noll English Department

Summer Reading Book Assignments

Freshmen

Between Shades of Gray by Ruta Sepetys

(Be able to identify and analyze the following: *characterization, conflict, theme, tone, flashback, imagery, plot, setting, suspense, symbolism, point of view, dramatic form, staging, drama, diction*)

Sophomores

The Illustrated Man by Ray Bradbury (Publisher: Simon & Schuster; **Reprint edition April 17, 2012; ISBN-10:** 9781451678185 **ISBN-13:** 978-1451678185)

(Be able to identify and analyze the following: *writer's style, tone, setting, foreshadowing, sensory details, figurative language, 3rd person omniscient narration, allusions, theme of technology, theme of faith, theme of family, theme of revenge, theme of social strife, theme of freedom, man v. nature, reality v. virtual reality*)

Juniors

A Lesson Before Dying by Ernest J. Gaines (**ISBN-10:** 9780375702709 or **ISBN-13:** 978-0375702709)

(Be able to identify and analyze the following: *point of view, plot, characters/characterization, conflict, themes such as injustice and responsibility, redemption, the inability to escape the past, lies and truth, important symbols, motifs such as displays of power, and Christian imagery.*)

College Prep Seniors

The Kite Runner by Khaled Hosseini

(Be able to identify and analyze the following: *writer's style, first person narrator, characters/characterization, protagonist, antagonist, foil, antihero, flat/static vs. round/dynamic characters, tone, plot, setting, historical/religious context of the story, conflict, climax, foreshadowing, flashbacks, irony, symbolism, motif, figurative language, imagery, hyperbole, allusions, themes of redemption, friendship, prejudice (social class, gender, religion)*)

Seniors in ACP Composition -- Readings and Assignments

1. Selected chapters from *Writing Analytically, 8th edition*, Rosenwasser and Stephen (**ISBN-10:** 1337559466 or **ISBN-13:** 978-1337559461) Please come to the first day of school in the fall having read the following from *Writing Analytically*:
 - "Counterproductive Habits of Mind" (Ch. 1, p. 10-16)
 - "The Problem of 5-Paragraph Form/Rehabilitating 5-Paragraph Form" (Ch. 6, p. 168-171)
 - "The Five Analytical Moves" (Ch. 1, p. 16-36)
 - "Interpreting Writing Assignments" (Ch. 4, p. 98-102)
 - Be prepared for a quiz on the *Writing Analytically* readings the first day of school.
2. Please also come to the first day of school in the fall having read, annotated, **and completed double-entry journals** (see attached instructions) for the following articles:
 - Asch, "Opinions and Social Pressure"
 - Milgrim, "The Perils of Obedience"
 - Students will need to see Ms. Chapleau (schapleau@bishopnoll.org) on iPad and book return days (June 8, 9, 10, 11) to receive copies of the composition book and Google Classroom codes for the articles.

Double-Entry Journal Instructions -- ACP Composition ONLY (REQUIRED!!!)

The Double-Entry journal is utilized to facilitate student learning and encourage discussion. Writing in this format helps students take notes, relate new information to personal experience and academic learning, and generate new ideas. The best way to employ this format on the iPad is to create a Google Doc with a two-column table. Each column must contain the information below. Students should write a Double-Entry Journal for each ARTICLE/ESSAY we read in class. All articles are indicated on the syllabus. (See example below). Double-Entry Journals will receive a grade.

Title of Article/Journal

Reference Information
(Use MLA style)

<u>Record</u> (left side)	<u>Analyze</u> (right side) -- Connect to the left column information.
<p>What are the author's main points? Paraphrase the main points of the argument. (include page #s)</p> <p>What are the key terms? Define. (include page #s of key terms)</p> <p>Important quotes (include page #s)</p>	<p>How are the parts of the author's argument related to each other?</p> <p>What values, assumptions, or interests seem to underlie the author's position or interpretation of the issue?</p> <p>What other interpretations might be made of this evidence or issue?</p> <p>What is this article really about, and why did the author choose this particular approach or evidence or reason?</p> <p>What are we to make of this and in what context or larger area of concern?</p> <p>Where is the author or article confusing?</p> <p>Where are there anomalies or ideas that seem unusual or do not seem to fit?</p> <p>What do I want to bring up in class discussion and why?</p> <p>What do I need to understand the article better, or what in the article do I need to hear classmates' reactions to? Why?</p>