

RESURRECTION COLLEGE PREP HIGH SCHOOL

# English Department

## Summer Reading -- Resites!

The English Department welcomes you to  
Resurrection College Prep High School and its  
**SUMMER READING PROGRAM**  
in preparation for the 2019-2020 school year.

Book choices are listed in the enclosed content. **You must have a physical (non-electronic copy) of your book and it must be an unused, new copy.**

**The purpose of reading the book is:**

- To enjoy exposure to a novel that will inspire you.
- To encourage your understanding and love of Christian values.
- To explore literature together and to learn more about each other through the process.
- To expand your insights into the human situation and increase your awareness of the world.

**Upon your return to classes in August:**

**Please bring a copy of your annotated novel (see notes at the end of the packet on pages 3 & 4 for basic annotation guidelines) to class on the first day for immediate sharing and discussion.**

- Expect, based on the book, a writing assignment, class activities, and a creative project to be assigned the beginning week of school.

We look forward to seeing you in you August!

*The Resurrection College Prep High School English Department*

Enjoy your Summer Reading!

**2019-2020**  
**RESURRECTION COLLEGE PREP HIGH SCHOOL**  
**ENGLISH DEPARTMENT SUMMER READING SELECTIONS**

<b>Grade</b>	<b>College Prep with Support</b>	<b>College Prep</b>	<b>College Prep Honors/AP</b>
<b>9</b>	(11291) <i>Short Fiction Selections</i>  <a href="#">View Selections</a>	(11691) Selected Stories from  <i>Mythology</i> by Edith Hamilton  <a href="#">View Selections</a>	(11891) <i>The Book Thief</i> by Zusak
<b>10</b>	(12291) <i>Lord of the Flies</i> by Golding	(12691) <i>Lord of the Flies</i> by Golding	(12891) <i>Great Expectations</i> by Dickens
<b>11</b>		(14691) <i>A Raisin in the Sun</i> by Hansberry	(14891) <i>Ethan Frome</i> by Wharton <b>and</b> <i>Between the World and Me</i> by Coates
<b>12</b>		(18691) - World Literature <i>In the Time of the Butterflies</i> by Alvarez	(18991) <i>Things Fall Apart</i> by Achebe <b>and</b> <i>How to Read Literature Like a Professor (2014)</i> by Foster

### **TIPS ON ACTIVE READING! (ANNOTATING)**

**Reading closely and actively** will help you to better understand the texts you encounter. You will use this skill throughout your life to make sense of what you read. Good readers (at all levels) use these strategies.

The goal is to form the habit of using a *consistent* marking system that is easy for you to remember. Here are some tips.

1. **Underline or highlight any VOCABULARY words you do not know.** Look up these words and *write the definition* in the margin. Ask questions about vocabulary in class, and we will define them together.
2. **Note CHARACTER DESCRIPTIONS as you are reading.** Each time a *new character* is introduced, **CIRCLE** his/her name, and then underline descriptions of those characters. It is important to get to know the “people” you are reading about.
3. **Analyze TITLES while you read.** Try to *predict* why the author named a novel what he/she did. At the end of the novel, go back and try to determine the *reason for the choice of title*. Make your predictions about the title right next to the title on the title page, and then write your concluding notes right below your predictions.
5. **Look for PASSAGES that are CONFUSING to you.** Put a **QUESTION MARK** in the margin, and ask about the passage in class. Also, in the margin, try to *paraphrase* (put in your own words) what you think the meaning is, to the best of your ability.
6. **Highlight or underline and then STAR passages that relate to a MAIN IDEA or THEME of the book.** The star will help you to remember that the passages relate the main focus of the text. Also, write a word or two in the margin to *summarize* the point.
7. **When something strikes you personally (when you can relate to something, when you are shocked by something, when something makes you sad, happy, angry, etc.), put an EXCLAMATION MARK in the margin.** Next to the exclamation mark, jot down **PERSONAL COMMENTS** and **REACTIONS**.

8. Put **PARENTHESES** around **QUOTES** that seem important to you or that you particularly like, and then put **QUOTATION MARKS ("")** in the margin. If you do not understand these quotes, put a *question mark*, and ask about it in class. Your teacher may ask you to share quotes you liked in class.
9. Put **BRACKETS** around **RECURRING IMAGES** and **SYMBOLS** within the text. Why do you think these images are repeated? Why are they important to your comprehension of the text? Try to *jot down a word or two regarding the meaning* in the margin.
10. *Highlight* or *underline* and put an **ARROW** in the margin when you encounter **KEY TURNING POINTS** in the **PLOT**. What has changed? Why have these things changed? In what direction will the plot go from there? Try to make **PREDICTIONS** about what will happen later on in the book as you read. Jot down some *questions* that you think still need answering. How do you think these questions will be answered?