

Sophomore Summer Assignments
(for those in Honors English)

- Journal: Use the included journal to log events or experiences that occur throughout the summer. When you return to school, you will be asked to write a reflection on a topic of your choice from your journal.
- SCOIR: See the attached SCOIR list for items that need to be completed; you need to complete all the highlighted items over the summer.
- Honors English: Read *Percy Jackson & The Lightning Thief* by Rick Riordan. Read and annotate *Fahrenheit 451* by Ray Bradbury. Use the annotation sheet as a guide. You will also find a writing assignment included in this packet about *Fahrenheit 451*; this assignment is due on the first day of school.

Mrs. Kubicek

Sophomore

Scoir Checklist

Scoir is a College Search and Discovery Platform that will help you find colleges that interest you and manage the application process. There's something to do in Scoir each year of high school.

- Take your YouScience Assessment
- Continue building your Scoir profile (write a personal bio and expand your list of activities and achievements)
- Explore virtual College Sessions and take virtual campus tours through the YouVisit experience
- Start adding your College Preferences and Follow a few colleges
- Download the Scoir Student Mobile App
- Invite your parent/guardian(s) to join you on Scoir
- Celebrate! You've made your first steps in the journey to college



St. Mary's Catholic Church & School

Faith - Scholarship - Leadership - Service

Summer 2022 Reading List

Honors 9/10th Grade (English II)

- *Fahrenheit 451* by Ray Bradbury
- *Percy Jackson and the Lightning Thief* by Rick Riordan

Honors 11th Grade (English III)

- *Hellhound on His Trail* by Hampton Sides
- *The Five People You Meet in Heaven* by Mitch Albom

Annotation Guide 2022-2023

The act of annotating a text involves so much more than simple highlighting. Annotation actually saves you time, as it ultimately assists you in your ability to discuss (and therefore write about) the texts that you read.

- Annotating or highlighting can be a record of a reader's intellectual conversation with the text.
- Annotating can help a serious reader keep track of patterns, contrasts, plot events, and character development. It can assist a student in studying for a test or writing a paper that requires the use of quotations to support ideas. Students who learn to highlight and annotate become active readers and recursive thinkers who notice patterns, symbolic elements, and contrasts almost effortlessly as they absorb the text.
- Highlighting and annotating a text is like having a conversation with a book—it allows the active reader to ask questions, comment on meaning, and mark events and passages he or she would like to revisit later.
- The annotation of a text can take place during a reading, a lecture, or a discussion that is focused on a certain poem or passage. The advantage of marking the actual text is obvious—you will never lose your notes and your thoughts will be readily available.

Students, then, should learn how to mark, highlight, and annotate a text to discern patterns, contrasts, and relationships. When readers first begin to highlight and annotate in order to organize understanding of a text, they may wish to begin by following these simple guidelines:

- **Inside the front cover of the book**, list any **annotation symbols** that you use. For example, if you decide to highlight all unfamiliar words in blue, write in the front cover, "blue highlighter = unfamiliar words." Choose a different color for new characters, settings, important events, etc.

- **In the back cover of your book**, make a **list of subjects that the book explores**. For each of these subjects, think about what the author is trying to get you to understand. That will be the author's theme (or message) about that subject.
- If the text has an **epigraph** (an inscription or an introductory quotation), mark that page. An epigraph suggests the text's tone or theme; refer to it often as you read.
- Underline, circle, or highlight (hint: choose one and consistently use it) any **unfamiliar words**. Define these words as you mark them, and write these definitions (in your own words, preferably) in the margin.
- When **new characters** are introduced, mark their names and highlight phrases that describe them.
- Underline or highlight (hint: again, choose one and remain consistent) any **literary devices** that you encounter. This list may include: diction, imagery, details, syntax, similes, metaphors, personification, alliteration (assonance and consonance), allusions, hyperbole, polysyndeton, asyndeton, irony, paradox, foreshadowing, and/or symbolism. Then, in the margin beside your marked word, phrase, or sentence, write brief notes about how this device contributes to your understanding of the text. Does this device help contribute to tone or theme? Understanding of character? Why did the author choose to include it? What connections can you make to the text or other texts that you have read?
- Highlight or underline **anything that intrigues, disturbs, impresses, or surprises you**. Come up with a symbol for each, as this symbol will help you in understanding why you underlined that word, phrase, sentence, or passage (for example, you could choose to use a heart to denote portions of a text that impress you and an exclamation mark to denote anything that surprises you).
- Finally, **choose at least two passages that you feel are essential to the text**. You may feel that they reveal something crucial about the character, or perhaps these passages highlight the text's theme. Whatever your reasoning, bracket these passages and place a sticky note on these pages so that you can find them quickly.
- **Other helpful tips:** When you **get an idea** while reading the text, **note it in a brief form in the margin or on a sticky note**. You may never think of this idea again unless you write it down. Use parentheses, brackets, checks, stars, bullets, or asterisks to mark very important items or things you want to come back to later. **Simply highlighting or underlining text without accompanying commentary is meaningless.**

Caution! Do not highlight the entire book. Concentrate on the important elements. If you mark everything, nothing will stand out.

**If you would like to listen while you read, you may be able to download a free audio book through [AUDIBLE](#). They are offering books to students at no charge while schools are closed. You will still need a copy of the book to annotate.

Summer Writing Assignment: *Fahrenheit 451*

Prepare these prompts on three to four typed pages in MLA format. (See Owl.Purdue.edu for proper formatting guidelines. Times New Roman font 12", 1" margins, double-spaced, 4-lined heading, title). Print before you come to class on the first day of school and prepare to discuss in class. Be sure to write in complete sentences and use proper mechanics and grammar. (Style chart and characterization bullet list do not need to be double-spaced or in MLA format).

- **Genre**—In which genre have various authors and critics placed this novel? Be sure to consult at least one contemporary critic.
- **Style**—How do you describe Bradbury’s style? Create a chart like the one below to list five aspects of his writing style. Choose from examples on the attached literary terms sheet that relate to style. On the chart, furnish a specific example from the text of that style and include the page number. Be prepared to share in class.

Stylistic Choice (examples of SC below)	Example
Symbol	
Dialogue	
Allusion	
Imagery	
Irony	

- **Characterization**—How are the characters developed? Use bullet points to list the character traits of Montag, Beatty, and at least one other character whom you deem significant. Support each trait with a quote or quotes from the novel and include page numbers.
- Choose three specific incidents or events from the plot which are integral to the understanding of the novel. Include page numbers. Describe the incident or event and argue the significance. Integral means that the novel would not be as effective without these specific elements.
- **Setting**—Choose two aspects of the setting (time, place, mood) which you consider most effective. Find passages where these aspects are described and include page numbers. Argue the effectiveness of these elements of setting.
- **Tone**—Employ effective adjectives to describe the tone. Go beyond intense and gloomy.
- **Prior Knowledge**—What is your best assumption about the events which may have preceded the state of the country in this novel? Offer specific evidence from the text to support your assumptions. Include page numbers.
- **Reader Response**—As a contemporary reader of this 1953 novel, does the situation resonate with you? Why or why not? Consider which aspects of the novel might be positive despite the dire circumstances and ghastly events.
- **Share one quotation**—long or short—which you will remember from this text. Explain why.
- Do you recommend this novel or not? Explain your answer.
- Answer: **Before I read the novel, I thought _____, but after reading the novel, I think _____.**