



## Summer Reading for 9<sup>th</sup>-12<sup>th</sup> Grades

Parents of children currently in 8<sup>th</sup> -11<sup>th</sup> grades,

This year ACS will be requiring students going into 9<sup>th</sup>-12<sup>th</sup> grades to write a book report on their summer reading books in their English classes when they return to school in the fall. Students may also elect to annotate their books for up to **50 Bonus Points** which may be applied in the first 9 weeks. All students will be required to purchase their own copy of their summer reading book (available on Amazon.com). Please be sure to use the ISBN number listed below so that the correct edition is purchased. If a student elects to annotate their book for the bonus points, the annotated book must be turned into the ACS office for grading by Friday, July 19, 2019.

9th Grade: The Story of My Life: Helen Keller

ISBN: 978-0486292496

10th Grade: The Hiding Place

ISBN: 978-0800794057

11th Grade: The Cross and the Switchblade

ISBN: 978-0515090253

12th Grade: Through the Gates of Splendor

ISBN: 978-0842371520

If you have any questions, please email Mrs. Hoof (SamanthaHoof@acsni.net). Thank you for your continued support.

**Acadiana Christian School  
High School English Department  
"Summer Reading & Book Report"**

---

Although the students are not required to do any writing during the summer, there are steps that they are encouraged to take while reading the book that will be beneficial when it comes to writing the book report in the fall.

Their book reports will require them to write an essay containing the following information:

- I. Introduction
  - a. Introduce title, author, book type, and theme
  - b. Brief summary of book
  - c. Thesis statement focusing on two interesting aspects of the theme of the book
- II. Proof of thesis (body paragraphs)
  - a. Discuss two interesting aspects of the theme of the book
  - b. Use details, incidents, and quotes from the book to discuss the theme
  - c. Conclude each paragraph with a summary and/or insight
- III. Conclusion
  - a. Restate the thesis
  - b. Give your thoughts about the book

The length of the essay for each class will be as follows:

- 9th grade - 5 paragraphs, including 3 body paragraphs
- 10th grade - 6 paragraphs, including 4 body paragraphs
- 11th grade - 7 paragraphs, including 5 body paragraphs
- 12th grade - 8 paragraphs, including 6 body paragraphs

In order to be prepared for the book report, the students are encouraged to annotate the books and make notes as they read. As an incentive to annotate, the students may earn up to **50 bonus points** that may be applied in the first 9 weeks. The annotation bonus point rubric has been attached so that the students will know the requirements for obtaining all 50 bonus points. When annotating, the students will find it most helpful to focus on important plot points and any passages that reveal the theme of the book. To find the theme, they should ask themselves:

- What do readers learn from this book?
- What is the moral of this book?
- What is this book trying to say?
- What lesson is it trying to teach the reader?
- What is the underlying meaning?

It is possible that the book may involve more than one theme. Any instances in which the theme(s) is(are) revealed in the book should be noted. For example, if the theme has to do with forgiveness, then any instances of forgiveness should be noted.

Taking the time to make these notes as they read will put the students several steps ahead when it comes time to write the book report in the fall.

For any students that participated in the annotation assignment last summer, please note that the annotating requirements for the bonus assignment are not as extensive. The goal of the bonus assignment is to encourage planning for the essay, as well as to encourage in-depth thought and interaction while reading the book.

Specifically, the annotation requirements for the bonus assignment are as follows:

1. Summarize each chapter throughout the entire book on a sticky note at the end of each chapter.
2. List the following on the inside back cover of the book:
  - a. Theme
  - b. Key scenes
  - c. Plot
3. On the inside front cover, list the major characters with a brief description and 2-3 page numbers for key scenes in which the character is involved.
4. Identify 10 or more unfamiliar vocabulary words in the book by circling them, then write the list of words with definitions and page number references on a blank page in the front or back of the book.
5. Annotate throughout the book by writing notes, making comments, using symbols, and otherwise marking the book in meaningful and thoughtful ways.

The students should think of the annotations as shortcuts that they will use when it comes time to discuss the book and write the essay. Their notes will guide them in the book and remind them of important incidents that will support their essay thesis. They will also serve as quick-references to help them remember what particular parts of the book are about and to locate certain plot points.

# ACS BONUS ANNOTATION RUBRIC

	<b>Exceeds standards (10 pts)</b>	<b>Meets standards (7 pts)</b>	<b>Developing (4 pts)</b>	<b>Needs Improvement (1 pt.)</b>
<b>TEXT INTERACTION AND QUESTIONING</b> 20 points total: 10 pts. Each	<p>1. Summarizes each chapter <b>throughout the entire book</b> on a <u>sticky note at the end of each chapter</u>. (No chapters missing).</p> <p>2. Has a <b>list of the following 3 things</b>: theme, key scenes, &amp; plot. Located on the <u>inside back cover</u> of the book.</p>	<p>1. Summarizes <b>75% (the majority) of all chapters throughout of the book</b> on a <u>sticky note at the end of each chapter</u>. (25% of chapter summaries missing).</p> <p>2. Has a <b>list of 2 of the following 3 things</b>: theme, key scenes, &amp; plot. Located on the <u>inside back cover</u> of the <u>book</u>.</p>	<p>1. Summarizes <b>50% (half) of all chapters throughout of the book</b> on a <u>sticky note at the end of each chapter</u>. (50% of chapter summaries missing).</p> <p>2. Has a <b>list of 1 of the following 3 things</b>: theme, key scenes, &amp; plot. Located on the <u>inside back cover</u> of the <u>book</u>.</p>	<p>1. Summarizes <b>25% (quarter) of all chapters throughout of the book</b> on a <u>sticky note at the end of each chapter</u>. (75% or more of chapter summaries missing).</p> <p>2. <b>DOES NOT have a list of any of the following 3 things</b>: theme, key scenes, &amp; plot. Located on the <u>inside back cover</u> of the <u>book</u>.</p>
<b>TEXT DETAILS (RI.9-10.1)</b> 10 points total	<p>3. Has a <b>list of major characters</b> <u>inside of front cover</u> with small summary &amp; page # reference for key scenes. (POINTS WILL BE DEDUCTED IF THE PAGE # REFERENCE IS NOT INCLUDED)</p>	<p>3. Has a <b>list of 75 % of major characters</b> <u>inside of front cover</u> with small summary &amp; page # reference for key scenes. (POINTS WILL BE DEDUCTED IF THE PAGE # REFERENCE IS NOT INCLUDED)</p>	<p>3. Has a <b>list of 50 % of major characters</b> <u>inside of front cover</u> with small summary &amp; page # reference for key scenes. (POINTS WILL BE DEDUCTED IF THE PAGE # REFERENCE IS NOT INCLUDED)</p>	<p>3. Has a <b>list of 25 % or LESS of major characters</b> <u>inside of front cover</u> with small summary &amp; page # reference for key scenes. (POINTS WILL BE DEDUCTED IF THE PAGE # REFERENCE IS NOT INCLUDED)</p>
<b>VOCABULARY (RI.9-19.4)</b> 10 points total	<p>4. Clearly identifies <b>10 or more unfamiliar or vocabulary</b> words/phrases by circling them and has a complete list of those words and phrases with <b>page # reference &amp; definition</b> on extra blank pages at the beginning/end of the book.</p>	<p>4. Clearly identifies <b>7-9 unfamiliar or vocabulary</b> words/phrases by circling them and has a complete list of those words and phrases with <b>page # reference &amp; definition</b> on extra blank pages at the beginning/end of the book.</p>	<p>4. Clearly identifies at <b>least 4-6 unfamiliar or vocabulary</b> words/phrases by circling them and has a complete list of those words and phrases with <b>page # reference &amp; definition</b> on extra blank pages at the beginning/end of the book.</p>	<p>4. Clearly identifies <b>1-3 unfamiliar or vocabulary</b> words/phrases by circling them and has a complete list of those words and phrases with <b>page # reference &amp; definition</b> on extra blank pages at the beginning/end of the book.</p>
<b>OVERALL STYLE AND EFFORT</b> 10 points total	<p>5. <b>Annotations clearly demonstrate an effort to interact with the text.</b> Student makes use of a variety of tactics, such as r using symbols (arrows, brackets, check marks, exclamation point, question mark, numbering sequence of events) throughout <b>51-100% of the book</b> = 10 pts .Comments are consistent, thoughtful, and appropriately text-focused.</p>	<p>5. <b>Annotations are minimal, and do not demonstrate consistent effort to interact with the text.</b> Student makes use of a variety of tactics, such as r using symbols (arrows, brackets, check marks, exclamation point, question mark, numbering sequence of events) throughout <b>0-50 % of the book</b>= 5 pts.. Comments are consistent, thoughtful, and appropriately text-focused.</p>		
	<b>NAME</b>		<b>GRADE LEVEL</b> (9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup> ):	<b>FINAL SCORE:</b>