



FAITH - INTELLECT - SERVICE

June 2, 2011

BOARD of DIRECTORS

Brian Papstein
Chairman
Kurt Barthel
Vice Chairman
Eileen Sacra-Capaccio
Treasurer
Vernon Brown
Secretary
Alan Bongio
Harold Lawrence
Maria Knapek

ADMINISTRATION

David Sharp
President, Class of 1998
Craig Brown
*Dean of Student Services
& Campus Ministry*
Mary Dorman
Dean of Elementary
Jason White
Director of Athletics

Dear St. Bernard's Families and Community Members:

I am writing with regard to the English Department summer reading requirement for all incoming students who are entering the 1st through the 12th grades.

In the interest of maintaining a leading liberal arts/college preparatory curriculum, each student is asked to carefully, thoughtfully, read at least one work of high literary merit—chosen by the student's teacher with respect to thematic and rhetorical issues to be addressed during the upcoming fall semester. Jr. High and High School students, within the second week of the 2011-12 school year, will respond, at length, in writing, not only to the content of the novel, but to overall meaning and concept, as well (i.e. what is the author telling us about the world in which we live?), demonstrating a firm grasp upon character, plot, and symbol. High School students, in addition to being tested, will also turn in a reading journal. The reading journal assignment is attached. Elementary students will be asked, at their appropriate levels, to write about and discuss their summer reading experiences. It is our belief that this assignment will assist students, of all levels and abilities, with improving reading and vocabulary skills and maintaining focus upon expectations of reading levels and comprehension.

Attached with this letter, please find a copy of the English Department Summer Reading Requirements for 2011. All of these works can be found in used book stores, retail book stores, or libraries throughout the county.

Amazon.com is also a good source for definitive used and new copies. If you have any concerns or questions about this assignment, please do not hesitate to telephone me (443-2735, ext.101) or email me at betsypadilla@yahoo.com. Thank you, and have a great summer.

Sincerely,

Betsy Padilla
English Department Chair

St. Bernard's Catholic School
English Department
Summer Reading Requirements
2011

Please contact the individual teacher or the English Department Chair with any questions regarding the assignments.

| <u>Incoming</u> | <u>Assigned Reading</u> | <u>Incoming</u> | <u>Assigned Reading</u> |
|-----------------|---|---------------------|---|
| First Grade | Choose three books by Dr. Seuss | English 9 | <i>The Color of Water</i> by James McBride |
| Second Grade | Choose any <i>Magic Treehouse</i> book by Mary Pope Osborne | English 9H | <ul style="list-style-type: none"> • <i>Haroun and the Sea of Stories</i> by Salman Rushdie • <i>Romeo and Juliet</i> by William Shakespeare |
| Third Grade | <i>Farmer Boy</i> by Laura Ingalls Wilder | English 10 | <i>Farewell to Manzanar</i> by Jeanne Wakatsuki Houston |
| Fourth Grade | <i>The Island of Blue Dolphins</i> by Scott O'Dell | English 10H | <ul style="list-style-type: none"> • <i>Franny and Zooey</i> by J.D. Salinger • <i>This I Believe: The Personal Philosophies of Remarkable Men and Women</i> edited by Jay Allison and Dan Gediman (only one quote per essay is required for this selection) |
| Fifth Grade | <i>Sadako and the Thousand Paper Cranes</i> by Elanor Coerr | English 11 | <i>Of Mice and Men</i> by John Steinbeck |
| Sixth Grade | <i>Hatchet</i> by Gary Paulsen | AP Language (11H) | <ul style="list-style-type: none"> • <i>On the Road</i> by Jack Kerouac • <i>Between a Rock and a Hard Place</i> by Aaron Ralston • <i>50 Essays - A Portable Anthology</i> by Samuel Cohen (summer assignment is to read any 5 essays and answer the questions instead of reading journal responses) |
| Seventh Grade | <i>The Alchemist</i> by Paolo Coehlo | English 12 | <i>Merlin</i> by Stephen Lawhead (only one quote per chapter is required for this selection) |
| Eighth Grade | <i>The Hobbit</i> by J.R.R. Tolkien | AP Literature (12H) | <ul style="list-style-type: none"> • <i>Jane Eyre</i> by Charlotte Bronte • <i>Macbeth</i> by William Shakespeare • <i>How to Read Literature Like a Professor</i> by Thomas C. Foster (summer assignment is to take notes on main points of each chapter instead of reading journal responses) • <i>*How to Read Novels Like a Professor</i> by Thomas C. Foster *recommended but not required |

Many of these titles are available to check out through SBCS. Call or stop by the office Monday-Thursday, 9am-3pm .

St. Bernard's Catholic School
High School Summer Reading Journals

All high school students will keep a reading journal that will be turned in on the **FIRST DAY OF SCHOOL**.

As you read each chapter, take notes to record your thinking about your reading. Record your notes in a **spiral bound notebook**. Responses must be **hand written**.

For each chapter/section, write down quotes/passages from your reading that you think are important, or that stand out to you. **Include the chapter and page number on which you find each quote**. You need to respond to **two** quotes/passages per chapter, unless instructed otherwise.

Underneath the quote, respond to any of the following prompts:

- I am confused because...
- This makes me (happy/sad/frustrated/excited/etc.) because...
- This passage was about...
- The picture in my head looks like...
- I wonder...
- I am curious about...
- This reminds me of...
- I think this means...
- I'm guessing about... (A character's feelings, what might happen next, what I think this word means, reading between the lines)
- This is important because...
- My opinion about this is...

Be sure to vary your responses – don't respond the same exact way to every single quote. Also, **you must write in complete thoughts to receive full credit**.

This is an example of the types of entries that would earn an "A"

From the book Persepolis by Marjane Satrapi

Chapter 1 (pg. 6) "I was born with religion."

This makes me sad because her thoughts about God and faith are so beautiful, but then they get ruined by society and the strict rules of her religion. I've dealt with similar problems with my faith.

Chapter 3 (pg. 22) "My grandpa was a prince."

This is important because we are learning about Marji's family and past. Now it will make more sense why her parents feel the way they do about the government. Also, Marji is just a kid and this reminds us of that. It's pretty cool to think of your grandpa as a prince!

Chapter 11 (pg. 81) "War always takes you by surprise."

This is important because somewhere in the world, every day, there is war. We know it's happening, but it is something that is still so "unreal" or unnatural, in a way, that it's something I don't think we can ever get "used" to.

Chapter 16 (pg. 125) "Three weeks after...Uncle Taher was buried."

This reminds me just how powerful some people are. Maybe it's the government, hospitals, school, or something else, but it's scary to see how much trust and power society has given to just a few people.

High School Reading Journal Scoring Rubric

| | A | B | C | D | F |
|---------------------|--|---|--|--|--|
| Quantity | <ul style="list-style-type: none"> • 2 quotes/passages for every chapter/ section | <ul style="list-style-type: none"> • 2 quotes/passages for 90% of the chapters/ sections | <ul style="list-style-type: none"> • 2 quotes/passages for 80% of the chapters/ sections | <ul style="list-style-type: none"> • 2 quotes/passages for 70% of the chapters/ sections | <ul style="list-style-type: none"> • 2 quotes/passages for less than 70% of the chapters/ sections OR less than 50% complete |
| Presentation | <ul style="list-style-type: none"> • Journal is a spiral bound notebook • Entries are hand-written and neatly organized • Handwriting is legible • Page numbers are included • Spelling and grammar is nearly perfect | <ul style="list-style-type: none"> • Journal is a spiral bound notebook • Entries are hand-written and neatly organized • Handwriting is legible • Page numbers are included • Spelling and grammar has a couple of errors | <ul style="list-style-type: none"> • Journal is not a spiral bound notebook or entries are not hand written • Writing could be neater • Entries could be neater and more better organized • Page numbers are not included for all quotes • Spelling and grammar needs improvement | <ul style="list-style-type: none"> • Journal is not a spiral bound notebook AND is not hand written • Entries are disorganized and messy • Writing is difficult to read • Page numbers are not included • Many errors in spelling and grammar | <ul style="list-style-type: none"> • Any combination of the following: • Journal is not a spiral bound notebook and is not handwritten • Entries are very disorganized and messy • Unreadable handwriting • No page numbers included • Many errors in spelling and grammar |
| Ideas | <ul style="list-style-type: none"> • Thoughtful responses demonstrate critical thinking • Student uses sentence starters to craft their entries | <ul style="list-style-type: none"> • Mostly thoughtful responses demonstrate some critical thinking • Student uses some sentence starters to craft their entries | <ul style="list-style-type: none"> • Some thoughtful responses demonstrate a little critical thinking • Student uses a few sentence starters to craft their entries | <ul style="list-style-type: none"> • Responses are not thoughtful. It appears the student tried to rush through the assignment • Student needs to demonstrate more critical thinking • Needs to use sentence starters to craft entries | <ul style="list-style-type: none"> • Responses are incomplete. It appears the student did not read, or that the student may have copied ideas from another source |
| Reading | <ul style="list-style-type: none"> • It is obvious the student read and understood this book at a deep level | <ul style="list-style-type: none"> • The student appears to have mostly read and understood this book. | <ul style="list-style-type: none"> • The student may have tried to read this book, but may not have finished it, and/or may be lacking some deeper understanding of the text | <ul style="list-style-type: none"> • There is not enough evidence that the student really read this book. It appears the student may be trying to “fake” it. | <ul style="list-style-type: none"> • There is not enough evidence that the student really read this book. It appears the student may be trying to “fake” it. |