

# William & Reed Academy Summer Reading Assignment 2022-2023



**Dear Students,**

Congratulations on being amongst the amazing students at William & Reed Academy! We look forward to an exciting year in one of our Literature and Composition classes! We hope you are as excited as we are to embark on this fantastic journey. Together, we will spend the year considering enlightened thoughts, creating complex arguments, and learning to interpret the world. In twelve months, you will no longer be a William & Reed Academy student — you will be a William & Reed Academy scholar, ready to take on the world.

*If you are taking AP Language or AP Literature, do **not** complete this assignment!*

**Both middle and high school students will read a book of choice, one that meets the stipulations outlined below. Please bring your ANNOTATED choice book with you on the first day of school. We will begin working with your book and annotations on the first day of school.** (Students who enroll close to the start of school will receive an alternate due date but are still required to complete the summer reading assignment.)

**1. Every student must read ONE BOOK that is:**

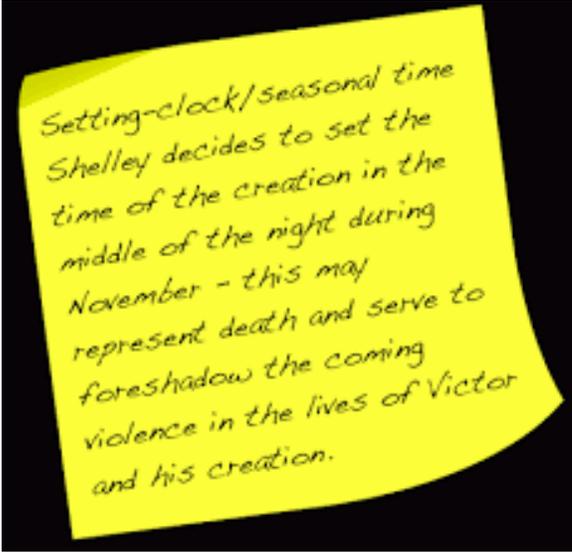
- at least 175 pages long,
- found on one of the following lists:  
[YALSA's Teen Book Finder App & Database](#) or [The Hub's Selected Lists](#),
- approved by your parents and guardians,
- not a title you have read previously, and
- not a graphic novel.

**2. Every student must complete 20 thoughtful annotations *throughout* the book. Number each annotation!**

**Annotation Guide -- See the rubric on page 3.**

Please mark your book for any of the following:

|                |  |
|----------------|--|
| <b>Setting</b> | <ul style="list-style-type: none"><li>• <i>Where in the world is the passage set?</i></li><li>• <i>What do we learn about the place?</i></li><li>• <i>Is it a just or fair world? Why or why not?</i></li><li>• <i>Does the world reflect the character(s)? Ideas?</i></li><li>• <i>How is the world described to us? (What words are used?)</i></li></ul> |
|----------------|--|

|                                 |   |
|---------------------------------|---|
| <p><b>Character</b></p>         | <ul style="list-style-type: none"> <li>• <i>Is the main character narrating the story?<br/>If not, how are they presented to us? If so, how do they present themselves to us?</i></li> <li>• <i>How does the main character feel?</i></li> <li>• <i>How does the main character interact with others?</i></li> <li>• <i>What are the general demographics about the main character?</i></li> </ul>  |
| <p><b>Plot</b></p>              | <ul style="list-style-type: none"> <li>• <i>How is the passage important to the story?</i></li> <li>• <i>What are the major events in the passage?</i></li> <li>• <i>Are there any turning points in the passage?</i></li> </ul>  |
| <p><b>Style</b></p>             | <ul style="list-style-type: none"> <li>• <i>Is the passage told in first, second, or third person?</i></li> <li>• <i>Is the passage written in past or present tense?</i></li> <li>• <i>What literary devices has the author used? Why are they used?</i></li> <li>• <i>What impact do literary devices have on the reading experience?</i></li> <li>• <i>Are any symbols present in the passage?</i></li> <li>• <i>Is there any interesting use of language (diction) in the passage?</i></li> </ul> |
| <p><b>Theme</b></p>             | <ul style="list-style-type: none"> <li>• <i>What are the main ideas in the passage?</i></li> <li>• <i>How are those ideas presented to us?</i></li> <li>• <i>How are those ideas reflected in character, setting, and style?</i></li> <li>• <i>What does the author or narrator want us to think about those ideas?</i></li> </ul>  |
| <p><b>Sample Annotation</b></p> |    |

## W&R Annotation Rubric

Each of the 20 thoughtful annotations must be numbered.

### Grade Range: 100-90

The student **included at least 20 thoughtful annotations**. He or she made annotations *throughout* the text. The student has included some of the following:

- written commentary;
- responded to lines, words, and/or phrases in the text;
- shared a personal connection or shared a connection to other texts;
- commented on the voice (*narration*) of the text;
- analyzed the author's motives;
- analyzed the structure of the text;
- asked questions about the author or text;
- wrestled with confusing aspects of or challenging words in the text; and/or
- made connections to BIG ideas

### Grade Range: 89-80

The student **proficiently** annotated the text. He or she made consistent markings *throughout* the text. The student has included some of the following:

- written commentary;
- responded to lines, words, and/or phrases in the text;
- shared a personal connection or shared a connection to other texts;
- commented on the voice (*narration*) of the text;
- analyzed the author's motives;
- asked questions about the author or text;
- wrestled with confusing aspects of or challenging words in the text; and/or
- made connections to BIG ideas

### Grade Range: 75-70

The student **somewhat** annotated the text. He or she made somewhat consistent markings *throughout* the text. The student has included some of the following:

- written commentary;
- responded to lines, words, and/or phrases in the text;
- shared a personal connection or shared a connection to other texts;
- commented on the voice (*narration*) of the text;
- analyzed the author's motives;
- analyzed the structure of the text;
- asked questions about the author or text;
- wrestled with confusing aspects of or challenging words in the text; and/or
- made connections to BIG ideas

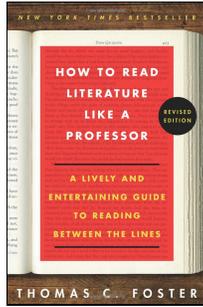
### Grading Range: 50-0

The student made **little to no effort** on his or her annotations.

## Honors Requirements

If you have been recommended for Honors, please read and complete the assignment below.

If you are new to W&R Honors ELA, please read and annotate **Chapters 1-6** of *How to Read Literature Like a Professor* by Thomas C. Foster, then answer the following questions **BEFORE** you read your choice novel. Type your questions in MLA format, using 12-point Times New Roman. Bring your **annotated** book & printed question to class with you on the first day of school. This book will serve as an Honors textbook during your time at W&R Academy.



|  |   |
|--|---|
| <b>Introduction</b><br>Pages xxiii-xxx | <ol style="list-style-type: none"><li>1. Define the "language of reading."</li><li>2. What is the key to recognizing conventions in literature?</li><li>3. What separates the professional reader from the rest of the crowd?</li></ol>   |
| <b>Chapter 1</b><br>Pages 1-6          | <ol style="list-style-type: none"><li>4. What are the five aspects of a quest?</li><li>5. What is always the real reason for a quest?</li></ol>   |
| <b>Chapter 2</b><br>Pages 7-14         | <ol style="list-style-type: none"><li>6. Define "communion" in literature.</li><li>7. What is usually the point of an author's inclusion of a meal scene in literature?</li><li>8. What happens if the characters do not share a meal?</li></ol>  |
| <b>Chapter 3</b><br>Pages 15-22        | <ol style="list-style-type: none"><li>9. What is the true purpose of a vampire, ghost, or other human but "spooky" characters?</li></ol>  |
| <b>Chapter 4</b><br>Pages 23-31        | <ol style="list-style-type: none"><li>10. What is the biggest part of pattern recognition?</li><li>11. Complete the sentence: "There is no such thing as _____."</li><li>12. Define "intertextuality."</li></ol>  |
| <b>Chapter 5</b><br>Pages 32-42        | <ol style="list-style-type: none"><li>13. Name three examples of contemporary works based on Shakespeare's writings.</li><li>14. Name some reasons an author might choose to allude to Shakespeare's works.</li><li>15. Complete the sentence: When a writer "relies on [his] awareness of the Shakespearean text as he constructs his play...that reliance allows him to _____."</li></ol> |
| <b>Chapter 6</b><br>Pages 42-51        | <ol style="list-style-type: none"><li>16. What are some examples of common biblical archetypes?</li></ol>   |

**Returning W&R Honors ELA students**, please reread the chapters above and add notes as you see fit. Bring your annotated book to school on the first day.

If you have any questions, you may contact Kari Yuhas at [kyuhas@williamandreed.com](mailto:kyuhas@williamandreed.com).