

# MATER DEI CATHOLIC HIGH SCHOOL

## 9<sup>th</sup> Grade Summer Reading Assignment

### ASSIGNMENT DESCRIPTION

Choose **ONE** book from the reading list for your grade level (your grade level is the grade in which you will be enrolled in the fall when school starts).

Then, read the book and, as you read, create a dialectical journal using **10 quotes** from the book (see the example below for clarification). You must include quotes from the entire novel (beginning, middle, and end). You must choose a variety of quotes which demonstrate that you have read the entire book and understand its major themes and literary techniques.

### DUE DATE

The journal must be typed and is due on the **FIRST DAY OF CLASS**. All dialectical journals **MUST BE TYPED** or they will not be accepted.

**Save** your work! You will need to upload it to **Turnitin.com** during the first week of school. Your teacher will explain this on the first day of class.

### GRADING

Summer Reading is graded on an **A-F** grading scale and will count as a 50 point test/paper for the first grading period.

### DIALECTICAL JOURNAL

A dialectical journal gives you the opportunity to respond to a book and discuss not only what you think it means, but what it says to you. Here is what you need to do for the book you read:

- A. On the top of the page, type your name. Below your name, type the title and author of the book you chose.
- B. Create a two column chart with 10 rows.
- C. In the left column, type the quote that you chose and include the page number in proper MLA format. All quotes must be in numerical page order and cover the entire text.
- D. In the right column, respond to each quote by answering the following questions in complete sentences:
  1. Plot Summary/Lead
    - Identify the quote. Provide a "lead" (identify context and speaker).
    - Who is speaking to whom? What are they discussing? Why are they speaking?
  2. Interpret and Analyze
    - What is your understanding of the deeper meaning of the quote?
    - What is the author's purpose? What impact does the quote have regarding the book's message? Why is the quote significant/important?
  3. Personal Impact
    - How does the quote connect to your life OR what impact does it have on you? Do you have any stories to share?
    - What does it mean in your life OR how does it apply to the real world? If the quote doesn't mean anything to you, then choose a different quote!

Please see the example on the following page.

Your Name

EXAMPLE

*The Kite Runner* by Khaled Hosseini

“I became what I am today at the age of twelve, on a frigid overcast day in the winter of 1975” (Hosseini 1).

1. The passage is from the opening sentence of the book. The narrator, who is also the main character, Amir, tells his reader how he became the person he is today.
2. The narrator says that in the winter of 1975, when he was 12, he had an experience on a freezing cloudy day that impacted his life forever. The author, Hosseini, includes this passage in an effort to capture the audience’s immediate attention. The passage is significant because it hooks the reader’s interest around the main character Amir.
3. The passage makes me want to review the turning points in my own life and consider how I might be someone different if my fate had shifted or if I made different decisions.

## INCOMING FRESHMEN

### Title

Farewell to Manzanar

Monster

Night

The Curious Incident of the Dog in the Night-time

Refugee

Between Shades of Gray

Legend

Dry

Afsoon-Iranian Girl Overcomes Adversity to Become American Success Story

### Author

Jeanne Wakatsuki Houston

Walter Dean Myers

Eli Weisel

Mark Haddon

Alan Gratz

Ruta Sepetys

Marie Lu

Neal Shusterman

Craig Sesker

## Summer Reading Dialectical Journal Rubric (All Grades)

The Summer Reading assignment will count as a 50 point paper. The letter grade will be entered as an A-F letter grade.

CATEGORY	10	8.5	7	5
<b>Project Quality &amp; Completion</b>	Project is complete with 10 quotes from the book that show that the student has read the whole book. All questions answered for each quote.	Project is missing 1 quote or other piece. A few too many quotes from one part of the book.	Project is missing 2 quotes or other pieces. Many quotes from one part of the book.	Project is missing 3 or more pieces. Most quotes from one part of the book.
<b>Writing Quality</b>	Every part is well written with very few grammatical/mechanical problems.	Most parts are well written with some grammatical/mechanical problems.	Some parts may be well written, but many contain grammatical/mechanical problems.	Most parts contain grammatical/mechanical problems.
<b>Choice of Quotes to Analyze</b>	Solid quotes analyzed. There are a variety of quotes from different parts of the book that demonstrate the student has read the book. All quotes are in numerical page order.	Some good quotes to look at. Quotes are mostly in numerical order. Choices demonstrate that student probably read the book.	Weak choice of quotes. Mostly from the same parts in the book. Several quotes are out of numerical order. Questionable whether or not the student read the book.	Poor choice of quotes. All from the same part(s) of the book. Majority of quotes are not in numerical order. Does not demonstrate that the student read the book.
<b>Answers to Questions</b>	All questions answered thoughtfully for all quotes. Good connections and ideas.	Most questions answered thoughtfully for most quotes. Some good connections/ideas.	Some thoughtful answers, but mostly weak & mechanical. Some questions may have been skipped. Very few connections.	Mostly weak, mechanical answers. Too many questions may have been skipped. Mostly weak or no connections.
<b>Overall Quality</b>	Well put together. Neat, organized, and obviously revised & proofread. Book obviously read.	Well put together. May not be perfectly organized or proofread. Book probably read.	Could be better put together. Not well organized or proofread. Book probably not read.	Needs to be better put together. Not looked over or proofread. Obvious that book was not read.

- A 50-45 Points
- B 44-40 Points
- C 39-35 Points
- D 34-30 Points
- F 29-0 or No turnitin.com

# MATER DEI CATHOLIC HIGH SCHOOL

## 10<sup>th</sup> Grade Summer Reading Assignment

### ASSIGNMENT DESCRIPTION

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Then, read the book and, as you read, create a dialectical journal using **10 quotes** from the book (see the example below for clarification). You must include quotes from the entire novel (beginning, middle, and end). You must choose a variety of quotes which demonstrate that you have read the entire book and understand its major themes and literary techniques.

### DUE DATE

The journal must be typed and is due on the **FIRST DAY OF CLASS**. All dialectical journals **MUST BE TYPED** or they will not be accepted.

**Save** your work! You will need to upload it to **Turnitin.com** during the first week of school. Your teacher will explain this on the first day of class.

**Note:** If you are enrolled in English II Honors, be prepared to write an AWP about your summer reading book of choice. This will be assigned during the first week of school. Your teacher will provide further instructions and prompts for this essay at that time.

### GRADING

Summer Reading is graded on an **A-F** grading scale and will count as a 50 point test/paper for the first grading period.

### DIALECTICAL JOURNAL

A dialectical journal gives you the opportunity to respond to a book and discuss not only what you think it means, but what it says to you. Here is what you need to do for the book you read:

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    - How does the quote connect to your life OR what impact does it have on you? Do you have any stories to share?
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Please see the example on the following page.

Your Name

*The Kite Runner* by Khaled Hosseini

EXAMPLE

“I became what I am today at the age of twelve, on a frigid overcast day in the winter of 1975” (Hosseini 1).

4. The passage is from the opening sentence of the book. The narrator, who is also the main character, Amir, tells his reader how he became the person he is today.
5. The narrator says that in the winter of 1975, when he was 12, he had an experience on a freezing cloudy day that impacted his life forever. The author, Hosseini, includes this passage in an effort to capture the audience’s immediate attention. The passage is significant because it hooks the reader’s interest around the main character Amir.
6. The passage makes me want to review the turning points in my own life and consider how I might be someone different if my fate had shifted or if I made different decisions.

**INCOMING SOPHOMORES**

Title

Angela’s Ashes  
Bless me, Ultima  
How the Garcia Girls Lost Their Accents  
The Book Thief  
I Am Malala (note: please use one of the ISBNs below)

**ISBN-10:** 0316322423

**ISBN-13:** 978-0316322423

Lord of the Flies  
Patron Saints of Nothing  
The Distance Between Us: A Memoir (note: please use one of the the ISBNs below)

**ISBN-10:** 1451661789

**ISBN-13:** 978-1451661781

Author

Frank McCourt  
Rudolfo Anaya  
Julia Alvarez  
Markus Zusak  
Malala Yousafzai

William Golding  
Randy Ribay  
Reyna Grande

Please note: There is an additional component to the Sophomore Summer Reading assignment (see next page). To complete this, students will need a physical copy of their summer reading book, not an e-book.

### 10<sup>th</sup> Grade Summer Reading In-Class Discussion Prep

When you return to school, you will be engaging in literature circles (discussion groups) in your English II classes.

In order to prepare for these discussions, your teacher asks that you use post-it notes to keep track of the major plot details from each chapter. For a typical book, include a minimum of 5 bullet points that summarize each chapter. We recommend doing this as you read. Remember that a summary covers a whole chapter, so be careful not to over summarize the first pages while skipping the end.

Finally, to prepare for small group discussion, create three discussion questions about your book that you can use to ask your peers when discussing this book in class. You may choose to double up on discussion question types or prepare any combination of them. We recommend writing these questions on sticky notes, placed at the back of your book. All of these post-it notes will be graded as part of your summer reading score. This will be an additional completion grade which your teacher will explain during the first week of school.

Type of Discussion Question	Examples	Advice
Passage-based	<p>“On page X the narrator states... how does this relate to larger themes throughout the book?”</p> <p>“On page X the protagonist states... [follow with other question]”</p> <p>“On page X, we see.... what do you think the narrator/character meant by this?”</p>	<p>As the theme-based examples (below) demonstrate, you don’t need to ask about theme.</p> <p>Avoid making this a comprehension question. In other words, don’t test your peers to see if they “know the answer.” Keep it open-ended so there are a variety of possible answers.</p>
Theme-based	<p>“What larger ideas are developed throughout the book? What might the author be telling us about this idea?”</p> <p>“The idea of ____ seems to be a major theme throughout this book. Which characters dealt with this directly or indirectly?”</p>	<p>Consider why the author may have chosen this theme as a major factor of the book, and what that might reveal about humanity, society, etc.</p>
Connections to self and society	<p>“This character experiences _____. Why might this be a common experience for people? What can we learn from experiences like this?”</p> <p>“This book seems to be about _____. How can we apply this to our own lives?”</p>	<p>Start by thinking about the ways that this book helped you reflect about your own life, then build questions around those ideas.</p>

## Summer Reading Dialectical Journal Rubric (All Grades)

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<b>Overall Quality</b>	Well put together. Neat, organized, and obviously revised & proofread. Book obviously read.	Well put together. May not be perfectly organized or proofread. Book probably read.	Could be better put together. Not well organized or proofread. Book probably not read.	Needs to be better put together. Not looked over or proofread. Obvious that book was not read.

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- B 44-40 Points**
- C 39-35 Points**
- D 34-30 Points**
- F 29-0 or No turnitin.com**

# MATER DEI CATHOLIC HIGH SCHOOL

## 11<sup>th</sup> Grade Summer Reading Assignment

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Please see the example on the following page.

Your Name

EXAMPLE

*The Kite Runner* by Khaled Hosseini

“I became what I am today at the age of twelve, on a frigid overcast day in the winter of 1975” (Hosseini 1).

7. The passage is from the opening sentence of the book. The narrator, who is also the main character, Amir, tells his reader how he became the person he is today.
8. The narrator says that in the winter of 1975, when he was 12, he had an experience on a freezing cloudy day that impacted his life forever. The author, Hosseini, includes this passage in an effort to capture the audience’s immediate attention. The passage is significant because it hooks the reader’s interest around the main character Amir.
9. The passage makes me want to review the turning points in my own life and consider how I might be someone different if my fate had shifted or if I made different decisions.

## INCOMING JUNIORS

### Title

Blacklisted! Hollywood, The Cold War and the First Amendment  
ISBN: 978-1-6201-603-2

With Their Eyes  
ISBN: 978-0-06-05178-2

Unbroken\*  
ISBN: 978-0-8129-7449-2

March Forward, Girl From Young Warrior to Little Rock Nine\*  
ISBN: 978-I-328-88212-7

### Author

Larry Dane Brimmer

Edited by Annie Thoms

Laura Hillenbrand

Melba Pattillo Beals

\*Please be advised: Mater Dei Catholic believes these readings to be appropriate for incoming juniors. However, the following books contain some specific material which may be considered by some to be offensive. Both *Unbroken* and *March Forward, Girl* contain mature content, including scenes of violence, sexual situations, offensive language, and substance abuse. See below for information from “What Parents Need to Know” ([commonsensemedia.org](http://commonsensemedia.org)).

*Unbroken* includes descriptions of the “intense violence, torture, and cruelty Zamperini survived during his time as a Japanese prisoner during World War II.”

In *March Forward, Girl*, “Beals writes in heartbreaking detail of growing up in a community ruled by Jim Crow laws that segregated housing, schools, buses, bathrooms, and water fountains. Violence and the threat of violence were ever present in her childhood, and some instances may be shocking for readers, as when a man is lynched by the Ku Klux Klan in front of families attending a church service. Because the memoir ends with Beals in eighth grade (the story of the Little Rock Nine is addressed in an Epilogue), it provides a unique and powerful opportunity for young readers to experience life under segregation through the eyes of someone who lived through it as a child.”

## Summer Reading Dialectical Journal Rubric (All Grades)

The Summer Reading assignment will count as a 50 point paper. The letter grade will be entered as an A-F letter grade.

CATEGORY	10	8.5	7	5
<b>Project Quality &amp; Completion</b>	Project is complete with 10 quotes from the book that show that the student has read the whole book. All questions answered for each quote.	Project is missing 1 quote or other piece. A few too many quotes from one part of the book.	Project is missing 2 quotes or other pieces. Many quotes from one part of the book.	Project is missing 3 or more pieces. Most quotes from one part of the book.
<b>Writing Quality</b>	Every part is well written with very few grammatical/mechanical problems.	Most parts are well written with some grammatical/mechanical problems.	Some parts may be well written, but many contain grammatical/mechanical problems.	Most parts contain grammatical/mechanical problems.
<b>Choice of Quotes to Analyze</b>	Solid quotes analyzed. There are a variety of quotes from different parts of the book that demonstrate the student has read the book. All quotes are in numerical page order.	Some good quotes to look at. Quotes are mostly in numerical order. Choices demonstrate that student probably read the book.	Weak choice of quotes. Mostly from the same parts in the book. Several quotes are out of numerical order. Questionable whether or not the student read the book.	Poor choice of quotes. All from the same part(s) of the book. Majority of quotes are not in numerical order. Does not demonstrate that the student read the book.
<b>Answers to Questions</b>	All questions answered thoughtfully for all quotes. Good connections and ideas.	Most questions answered thoughtfully for most quotes. Some good connections/ideas.	Some thoughtful answers, but mostly weak & mechanical. Some questions may have been skipped. Very few connections.	Mostly weak, mechanical answers. Too many questions may have been skipped. Mostly weak or no connections.
<b>Overall Quality</b>	Well put together. Neat, organized, and obviously revised & proofread. Book obviously read.	Well put together. May not be perfectly organized or proofread. Book probably read.	Could be better put together. Not well organized or proofread. Book probably not read.	Needs to be better put together. Not looked over or proofread. Obvious that book was not read.

- A 50-45 Points**
- B 44-40 Points**
- C 39-35 Points**
- D 34-30 Points**
- F 29-0 or No turnitin.com**

# Mater Dei Catholic High School

## 12<sup>th</sup> Grade Summer Reading Assignment

### Assignment description

This summer, 2021, your Summer Reading assignment will be related to and submitted in your upcoming Social Justice class.

All incoming Senior students are assigned to read the book **Beautiful Mercy: Experiencing God's Love So We Can Share It With Others** (further details below) and, as you read, to create a **dialectical journal** using **10 quotes** from the book (see the example on the following page for clarification). You must include quotes from the entire book (beginning, middle, and end). You must **choose a variety of quotes which demonstrate that you have read the entire book and understand its major themes.**

### Due Date

The journal must be typed and is due on the **FIRST DAY OF CLASS**. All dialectical journals **MUST BE TYPED** to be accepted.

Save your work! You will upload it to **TurnItIn.com** the first week of school. Your teacher will explain this on the first day of class.

### Grading

Summer Reading is graded on an **A-F** grading scale and will count as a 50 point test/paper for the first grading period.

### Dialectical journal

A dialectical journal gives you the opportunity to respond to a book and discuss not only what you think it means, but what it says to you. Here is what you need to do for the book you read:

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- B. Create a two column chart with 10 rows.
- C. In the left column, type the quote that you chose and include the page number in proper MLA format. All quotes must be in *numerical page order* and cover the entire text.
- D. In the right column, **respond to each quote by answering the following questions in complete sentences:**
  1. **Plot Summary/Lead**
    - Identify the quote. Provide a "lead" (identify context and speaker).
    - Who is speaking to whom? What are they discussing? Why are they speaking?
  2. **Interpret and Analyze**
    - What is your understanding of the deeper meaning of the quote?
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  3. **Personal Impact**
    - How does the quote connect to your life OR what impact does it have on you? Do you have any stories to share?
    - What does it mean in your life OR how does it apply to the real world? If the quote doesn't mean anything to you, then choose a different quote!

Please see the example on the following page.

Your Name

EXAMPLE

*The Kite Runner* by Khaled Hosseini

"I became what I am today at the age of twelve, on a frigid overcast day in the winter of 1975" (Hosseini 1).

10. The passage is from the opening sentence of the book. The narrator, who is also the main character, Amir, tells his reader how he became the person he is today.
11. The narrator says that in the winter of 1975, when he was 12, he had an experience on a freezing cloudy day that impacted his life forever. The author, Hosseini, includes this passage in an effort to capture the audience's immediate attention. The passage is significant because it hooks the reader's interest around the main character Amir.
12. The passage makes me want to review the turning points in my own life and consider how I might be someone different if my fate had shifted or if I made different decisions.

## Incoming Seniors: Social Justice Summer Reading Book Details

### **Beautiful Mercy: Experiencing God's Love So We Can Share It With Others**

**By Pope Francis (Author), Matthew Kelly (Author), Dr. Scott Hahn (Author), & 24 more**

178 Pages ©2015 The Dynamic Catholic Institute. Published by Beacon Publishing.

ISBN: 978-1-942611-50-9

Available on Amazon.com

**Synopsis provided by Amazon:** Giving and receiving mercy is central to living a life of passion and purpose. Yet, for some reason, most people believe they are either too young or too old, not religious enough, or simply don't have enough time to live a life uncommon.

The perfect companion for the Year of Mercy called for by Pope Francis, the book provides an encounter with the heart of God. By focusing on the 7 Spiritual and 7 Corporal works of mercy, it inspires readers to realize that extraordinary acts of love are possible for anyone no matter where they are in life.

Once again bringing to light the genius of Catholicism, bestselling author Matthew Kelly has enlisted the help of 24 incredible authors who witness to the power of God's mercy, provide simple practical tips on how to be an instrument of that mercy and bring hope to anyone searching for deeper meaning in their life.

This book will touch the core of who you are. In the end, we all need God's mercy. So, no matter where you are, not matter what you have been through, there is not a better time than right now to rediscover the incredible power of God's mercy.

*Beautiful Mercy* is an invitation to rediscover God's unconditional love so that we can share it with others.

*Beautiful Mercy* includes contributions from: Pope Francis, Matthew Kelly, Dr. Scott Hahn, Cardinal Donald Wuerl, Cardinal Séan Patrick O Malley, Archbishop Charles J. Chaput, Christopher West, Dr. Carolyn Woo, Dr. Allen Hunt, Curtis Martin, Dan Burke, Jennifer Fulwiler, Fr. Mike Schmitz, Sarah Swafford, Lisa Brenninkmeyer, Fr. James Mallon, Msgr. Charles Pope, Sr. Helena Burns, Fr. Michael Gaitley, Fr. Don Calloway, Mother Olga Yaqob, Sr. Marie Veritas, Matt Fradd, Jackie Francois-Angel, Sr. Mary Madeline, Lisa Hendey, Kerry Webber, John Michael Talbot

## Summer Reading Dialectical Journal Rubric (All Grades)

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