



Summer Reading Program for Summer, 2018

April 2018

To the Archbishop Mitty student:

A critical component of your high school career is the school's program of summer reading. Prior to each of your four years at Mitty, you're assigned one or two or three books to read during the summer break, before the start of classes.

The goals of summer reading include the following:

1. To promote in the student an increased appreciation of literature, both fiction and non-fiction.
2. To promote an awareness in the student of the value and joy that springs from reading; and to encourage a habit of life-long reading in the student.
3. To familiarize the student with thematic and content issues that may emerge in courses during the upcoming school year.

When you begin classes in August, your teachers will presume you have carefully read each of the assigned selections. You can expect a test, some sort of writing exercise, or both as means to assess the degree to which you read, understood, and retained what you read.

You'll find the selections assigned to you, based on which courses you will take next year, at the school's website. Once on the main website for the school, use the pull-down menu from "Quicklinks" to "Summer Reading." Take care to note which books you are to read based on the English course you will take next year.

Note also that you may use either a paper edition or a digital version. However, whichever mode you select, you must have available to you a copy (paper or digital) when classes begin in August, as your teacher may then direct you to passages in the summer reading selections.

For each of the selections, you may click on the image of the book on the website and be directed to a source for purchase of the book. However, you are not required to purchase from that source. You can also learn a bit about each book at the webpage that is linked to each selection.

Although it is not required, Close-reading is encouraged as a means by which you may more fully appreciate what you read this summer. Here's a listing of techniques that promote effective Close-reading.

Close-reading for Summer Reading Books

Close-reading means reading *actively*—with a pen or pencil in your hand (**not** just a highlighter)—and marking your book with as many responses as possible to what you are reading. You should note questions, ideas, and feelings as you read.

Here are some guidelines:

1. **Circle** the names of new characters (as they 1st appear), new names in history, and unfamiliar words.
2. **Underline** passages or **put an asterisk *** beside passages you think are important. Next to any underlined or asterisked passages you should write comments. (You don't have to do this for all passages you mark.)
3. Put a **question mark** beside anything that you do not understand or would like to ask about in class. Passages that confuse you need to be clarified; mark them and then ask the teacher to help clarify.
4. When you complete each chapter, use the space at the beginning or end of the chapter to write a **brief summary** of what has happened. Your summary may be a short paragraph or it may be a list of what happened. Do this immediately after you finish the chapter.
6. **Avoid excessive highlighting of the text.** It's more important that you write comments in your books. These comments will help you review prior to any test on what you've read; and it will enable you to more easily brainstorm for a writing assignment.
7. **If you read the book in digital form, you should do the following:** Highlight key passages or details (see instructions for #1-3 above), AND type comments in the “sticky note.” Consider adding chapter titles at the beginning of the chapter (highlight the chapter # and then type your title) and chapter summaries at the end of the chapter (highlight the last paragraph and type some summary details).

Happy reading this summer!

Mr. Keith B. Mathews
Associate Principal