



St. Mary's Catholic Church & School

Faith - Scholarship - Leadership - Service

St. Mary's Catholic School Annotation Guide - 2020-2021 - Grades 9-12

The act of annotating a text involves so much more than simple highlighting. Annotation actually saves you time, as it ultimately assists you in your ability to discuss (and therefore write about) the texts that you read.

Annotating or highlighting can be a record of a reader's intellectual conversation with the text. Annotating can help a serious reader keep track of patterns, contrasts, plot events, and character development. It can assist a student in studying for a test or writing a paper that requires the use of quotations to support ideas. Students who learn to highlight and annotate become active readers and recursive thinkers who notice patterns, symbolic elements, and contrasts almost effortlessly as they absorb the text.

Highlighting and annotating a text is like having a conversation with a book—it allows the active reader to ask questions, comment on meaning, and mark events and passages he or she would like to revisit later. The annotation of a text can take place during a reading, a lecture, or a discussion that is focused on a certain poem or passage. The advantage of marking the actual text is obvious—you will never lose your notes and your thoughts will be readily available.

Students, then, should learn how to mark, highlight, and annotate a text to discern patterns, contrasts, and relationships. When readers first begin to highlight and annotate in order to organize understanding of a text, they may wish to begin by following these simple guidelines:

- **Inside the front cover of the book**, list any **annotation symbols** that you use. For example, if you decide to highlight all unfamiliar words in blue, write in the front cover, "blue highlighter = unfamiliar words." If helpful, also list characters as you encounter them.
- Also, in the front cover of your book, make a **list of subjects that the book explores**. For each of these subjects, think about what the author is trying to get you to understand. That will be the author's theme (or message) about that subject.
- If the text has an **epigraph**, mark that page. An epigraph suggests the text's tone or theme; refer to it often as you read.
- Underline, circle, or highlight (hint: choose one and consistently use it) any **unfamiliar words**. Define these words as you mark them, and write these definitions (in your own words, preferably) in the margin.
- When **new characters** are introduced highlight phrases that describe them.
- Underline or highlight (hint: again, choose one and remain consistent) any **literary devices** that you encounter. This list may include: diction, imagery, details, syntax, similes, metaphors, personification, alliteration (assonance and consonance), allusions, hyperbole, polysyndeton, asyndeton, irony, paradox,

foreshadowing, and/or symbolism. Then, in the margin beside your marked word, phrase, or sentence, write brief notes about how this device contributes to your understanding of the text. Does this device help contribute to tone or theme? Understanding of character? Why did the author choose to include it? What connections can you make to the text or other texts that you have read?

- Highlight or underline **anything that intrigues, disturbs, impresses, or surprises you**. Come up with a symbol for each, as this symbol will help you in understanding why you underlined that word, phrase, sentence, or passage (for example, you could choose to use a heart to denote portions of a text that impress you and an exclamation mark to denote anything that surprises you).
- Finally, **choose at least two passages that you feel are essential to the text**. You may feel that they reveal something crucial about the character, or perhaps these passages highlight the text's theme. Whatever your reasoning, bracket these passages and place a sticky note on these pages so that you can find them quickly.
- Other helpful tips: When you **get an idea** while reading the text, **note it in a brief form in the margin**. You may never think of this idea again unless you write it down. Use parentheses, brackets, checks, stars, bullets, or asterisks to mark very important items or things you want to come back to later. **Simply highlighting or underlining text without accompanying commentary is meaningless.**

Caution! Do not highlight the entire book. Concentrate on the important elements. If you mark everything, nothing will stand out.

Purchase your summer reading books through Amazon and help to donate back to St. Mary's Catholic School. [CLICK HERE](#) to link your Amazon account to Amazon Smile and a portion of your purchases will be donated to the school by Amazon.

If you would like to listen while you read, you may be able to download a free audio book through [AUDIBLE](#). They are offering books to students at no charge while schools are closed. You will still need a copy of the book to annotate.

St. Mary's Catholic School – High School Reading List – Summer 2020

English I (9th Grade)

- *The Great Gatsby*, by F. Scott Fitzgerald

In addition to reading *The Great Gatsby*, select **one** of the following books:

- *The Book Thief*, by Markus Zusak
- *Enders Game* by Orson Scott Card
- *The Power of One* by Bryce Courtenay

English II (10th Grade)

- *The Outsiders* by S.E. Hinton

In addition to reading *The Outsiders*, select **one** of the following books:

- *The Kite Runner* by Khaled Hosseini
- *The Great Alone* by Kristin Hannah
- *The Hate U Give* by Angie Thomas

American Literature (11th Grade)

- *All the Light We Cannot See*, by Anthony Doerr

In addition to reading *All the Light We Cannot See*, select **one** of the following books:

- *Fahrenheit 451* by Ray Bradbury
- *Educated* by Tara Westover
- *Ready Player One* by Ernest Cline
- *Into the Wild* by Jon Krakauer

British Literature (12th Grade)

- *War of the Worlds* by H.G. Wells

In addition to reading *War of the Worlds*, select **one** of the following books:

- *Pride and Prejudice* by Jane Austen
- *Animal Farm* by George Orwell
- *Great Expectations* by Charles Dickens
- *Sense and Sensibility* by Jane Austen

Dual Credit – English Composition I

- *Macbeth* by William Shakespeare

In addition to reading *Macbeth*, select **one** of the following books:

- *1984* by George Orwell
- *A Gentleman in Moscow* by Amor Towles
- *A Man Called Ove* by Fredrik Backman
- *For Whom the Bell Tolls* by Ernest Hemingway

St. Mary's Catholic School - Summer High School History Assignments – 2020

Sophomores: **The Crusades: A History from the Beginning to the End**, Hourly History

Juniors: **The Second Founding: How the Civil War and The Reconstruction Remade the Constitution**, Eric Foner, September 2019 publishing date.

Seniors: **Common Sense**, Thomas Paine