



**The Catholic High School of Baltimore  
Summer Reading List**

**Teacher's Name:** Mrs. Vandergriff

**School Year:** 2018-2019

**Grade Level:** 10

**Course No.:** 123

**Course Name:** American Literature II

**Academic Level (Honors/AP/CP1/CP2/CPA):** CPA

**Reading**

*The Secret Language of Sisters* by Luanne Rice

**ISBN-13:** 978-1338095548

**Assignment(s)**

**Directions:** Respond to the following questions in your own words, and in complete sentences and paragraphs. Your answers need to demonstrate that you have thought carefully about the questions, to include specific examples from the novel, and to demonstrate good writing skills and critical analysis. Remember to proofread your work.

1. **Create trading cards** for the main characters in the novel. You should use large 5" x 8" index cards. Use colored pencils, crayons, but not markers to complete this activity. On the front, please draw a neat, colorful, well-represented picture of the character and label the card. The front and back of the card should have a colorful border drawn on it. Then, on the back, you are to list and answer the following sections:
  - a. Character's role in the story in four or more sentences
  - b. Six or more adjectives to describe the character's personality
  - c. Your favorite thing about the character



d. Favorite quote from the character and what this tells us about the character's personality. Provide an explanation of what this tells us about the character.

2. **Analyze the plot** by answering the following questions in complete sentences:
  - a. Is the plot engaging—do you find the story interesting and feel involved in it OR Do aspects of the plot keep you separate from the story—a spectator?
  - b. Is this a plot-driven book—a fast-paced page-turner? OR Does the plot unfold slowly with a focus on character?
  - c. Were you surprised by complications, twists & turns; OR Did you find the plot predictable or formulaic?
3. Choose one specific **theme** (overall message) from the novel. What do you think the author is trying to get across to the reader?
4. Is the **ending** satisfying? If so, why? If not, why not...and how would you change it?

Numbers 2, 3, and 4 should be typed, double-spaced, Times New Roman font, 12 pt size. All MLA writing standards apply. Please use a left-aligned header that includes your name, date, American Literature II - 123, Mrs. Vandergriff.

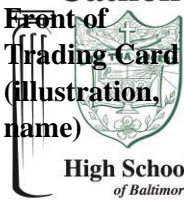
### Submission & Assessment

- Your summer reading assignment is due on the first full day of school.
- Make sure you **proofread** your summer reading assignment before turning it in. Grammar, spelling, and punctuation count!
- There will be a **test** on the summer reading book at the beginning of the school year. You will receive more information about the test during the first week of school.
- My email should you have any questions is: [evandergriff@thecatholichighschool.org](mailto:evandergriff@thecatholichighschool.org)

The rubric for the trading cards is:

Requirements	4 points	3 points	2 points	1 point	Total Score
--------------	----------	----------	----------	---------	-------------

The Catholic



<p><b>Front of Trading Card (Illustration, name)</b></p>	<p>Illustration is neat, detailed, and based on description in novel. Crayons or colored pencils are used. Name is legible and traced in black.</p>	<p>Illustration is lacking one of the following: Neat, detailed, not based on description in novel, crayons or colored pencils are used, name is legible and traced in black.</p>	<p>Illustration is lacking 2-3 of the following: Neat, detailed, not based on description in novel, crayons or colored pencils are used, name is legible and traced in black.</p>	<p>Illustration is lacking 4 or more of the following: Neat, detailed, not based on description in novel, crayons or colored pencils are used, name is legible and traced in black.</p>	
<p><b>Border (front and back)</b></p>	<p>Border is on both sides. It is colorful (crayons or colored pencils) and has to do with the story.</p>	<p>Border lacks one of the following: colorful (crayons or colored pencils) and has to do with the story.</p>	<p>Border lacks 2 of the following: colorful (crayons or colored pencils) and has to do with the story.</p>	<p>Border lacks 3 of the following: colorful (crayons or colored pencils) and has to do with the story.</p>	
<p><b>Character's Role in the Story</b></p>	<p>Four or more well-written sentences are listed that accurately tell the character's role.</p>	<p>Three wellwritten sentences are listed that correctly tell the character's role.</p>	<p>Two sentences are fairly wellwritten that tell about the character's role.</p>	<p>One or fewer sentences are written about the character.</p>	
<p><b>Adjectives to Describe the Character</b></p>	<p>Six or more adjectives are used and correctly describe the character.</p>	<p>Five adjectives are used and somewhat correctly describe the character.</p>	<p>Three or four adjectives are used and somewhat correctly describe the character.</p>	<p>Two or less adjectives are used and may not correctly describe the character.</p>	
<p><b>Your Favorite Thing about the Character</b></p>	<p>Three or more sentences are used to tell about the character.</p>	<p>Three or more sentences are used to tell about the character. They</p>	<p>Two or less sentences are used.</p>	<p>Incomplete sentences or missing this category.</p>	

	<p>Sentences are very wellwritten and accurate to the character in the story.</p>	<p>are somewhat well-written and vaguely tell about the character.</p>			
--	---	--	--	--	--

The Catholic

Favorite Quote  
from the  
Character

High School  
of Baltimore

	Quote is from the specific character and shows the character's personality very well.	Quote is from the character and somewhat shows the character's personality.	Quote is from the character, but does not clearly show much about the character's personality.	No quote, quote from different character, explanation does not make sense.	
--	---	---	--	--	--