

William & Reed Academy
High School & Middle School - Summer Reading Assignment
2025-2026



Dear Students,

Congratulations on being among 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!

Part 1: Choice Book:

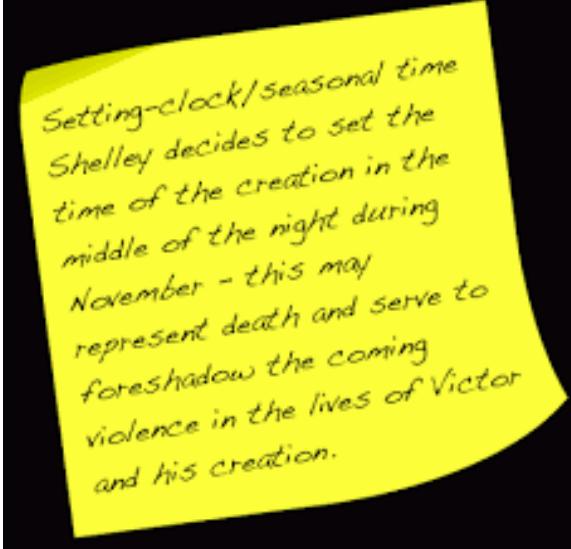
Both middle and high school students will read a book of choice that they HAVE NOT previously read, one that meets the stipulations outlined below. (**Honors - see page 3 for your reading assignment requirements.**)

- Bring your ANNOTATED choice book (see the annotation guide & rubric pgs. 2-3 for directions) 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.)
- Every student must read ONE BOOK that is:
 - i. at least 225 pages long,
 - ii. approved by your parents and/or guardians,
 - iii. *not a title you have read previously (this will result in a 0 & Honor Code Violation)*, and
 - iv. not a graphic novel
 - v. If you need help finding a book, start here:
[YALSA's Teen Book Finder App & Database](#), [The Hub's Selected Lists](#), or [Home - Recommended Reading - LibGuides at American Library Association](#)

Part 2: Annotations:

- Every student must complete 20 thoughtful annotations throughout the book, neatly handwritten (not typed) on post-it notes placed on the page # that corresponds with the annotation.
- Number & label each annotation.
- You may complete more than 20 annotations, but 20 is the requirement.
- See page 2 for the annotation guide.
- If you have any questions, you may contact Mrs. Yuhas at kyuhas@williamandreed.com.

*****EVERYTHING IS DUE ON THE FIRST DAY OF SCHOOL*****

<p style="text-align: center;">Annotation Guide -- See the rubric on page 3.</p> <p>Please write your annotations on any of the following:</p>	
Setting	<ul style="list-style-type: none"> ● <i>Where in the world is the passage set?</i> ● <i>What do we learn about the place?</i> ● <i>Is it a just or fair world? Why or why not?</i> ● <i>Does the world reflect the character(s)? Ideas?</i> ● <i>How is the world described to us? (What words are used?)</i>
Character	<ul style="list-style-type: none"> ● <i>Is the main character narrating the story?</i> <i>If not, how are they presented to us? If so, how do they present themselves to us?</i> ● <i>How does the main character feel?</i> ● <i>How does the main character interact with others?</i> ● <i>What are the general demographics about the main character?</i>
Plot	<ul style="list-style-type: none"> ● <i>How is the passage important to the story?</i> ● <i>What are the major events in the passage?</i> ● <i>Are there any turning points in the passage?</i>
Style	<ul style="list-style-type: none"> ● <i>Is the passage told in first, second, or third person?</i> ● <i>Is the passage written in the past or present tense?</i> ● <i>What literary devices has the author used? Why are they used?</i> ● <i>What impact do literary devices have on the reading experience?</i> ● <i>Are any symbols present in the passage?</i> ● <i>Is there any interesting use of language (diction) in the passage?</i>
Theme	<ul style="list-style-type: none"> ● <i>What are the main ideas in the passage?</i> ● <i>How are those ideas presented to us?</i> ● <i>How are those ideas reflected in character, setting, and style?</i> ● <i>What does the author or narrator want us to think about those ideas?</i>
Sample Annotation Please label it by topic: setting, character, plot, style, or theme.	 <p>Setting-clock/seasonal time Shelley decides to set the time of the creation in the middle of the night during November - this may represent death and serve to foreshadow the coming violence in the lives of Victor and his creation.</p>

Suggestions:

- Put a star/* on any part that strikes you as interesting or matches a topic from above.
- After you finish reading a chapter or section, revisit the star/* & write a thoughtful annotation like the example above.
- Check out [making excellent annotations](#) if you need help demonstrating your active reading!

Every student should be prepared to answer questions about their text AND their carefully crafted annotations on the first day of school.

W&R Annotation Rubric

Each of the 20 thoughtful, neatly written annotations must be numbered.

Grade Range: 100-90

The student **included at least 20 thoughtful annotations**. He or she made neat, numbered annotations **throughout** the text on post-it notes.

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.

- **Every HONORS student must read TWO BOOKS that are:**
 - vi. at least 225 pages long...unless you choose two from this list: [College Bound Reading List](#)
 - If you choose from this list, the length of the books does not matter.
 - However, you must choose books you HAVE NOT previously read,
 - vii. OR are found on one of the following lists: (these must be at least 225 pages)
[YALSA's Teen Book Finder App & Database](#), [The Hub's Selected Lists](#), or [Home - Recommended Reading - LibGuides at American Library Association](#)
 - a. If you would like to read something that is not on this list, email Mrs. Yuhas: kyuhas@williamandreed.com for approval. Include a link to the book from Amazon.
 - viii. approved by your parents and guardians,
 - ix. not a title you have read previously (*this will result in a 0 & Honor Code Violation*), and
 - x. not a graphic novel.
- Follow all the directions as listed on page 1 for all students, so you will need to have 2 books & 2 sets of annotations.