

## Summer Reading Assignment 2022-2023

English IV  
Ms. Charbula

### Course Description

The purpose of this course is to provide English IV students opportunities to engage in learning using texts of appropriate complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. This summer reading assignment will jump start our learning and provide a framework for us throughout the first few weeks of class.

### Summer Reading Texts

*How to Read Literature* by Thomas C. Foster

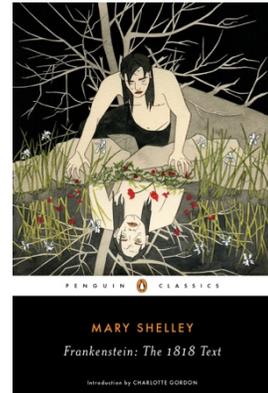
*Frankenstein* by Mary Shelley

### Assignment Overview

You will begin by reading the notes over *How to Read Literature* by Thomas C. Foster, providing you with a focus on how to read fictional texts with a critical eye. While you are welcome to purchase the text, *it is not required that you have this text* – all I ask is that you carefully read the notes that outline the text:

<https://whitcraftlearningsolutions.com/wp-content/uploads/2018/03/Lit-Like-a-Prof-Notes.pdf>

However, you will need to purchase a copy of Mary Shelley's *Frankenstein*. It is preferred that you purchase *Frankenstein: The 1818 Text* (Penguin Classics) ISBN: 978-0143131847. We will be using the text in class lectures and discussions and it will be easier to find passages and quotes if we all have the same version of the text. **No Ebooks or Kindles will be allowed for this assignment.**



You are to read and fully annotate the text. You may come up with your own system of annotating, but you should include at a minimum: highlighting, written notes, and sticky notes for summarizing or making longer comments that will not fit in the margins. This video is an example of one way that you could annotate your text: <https://youtu.be/muZcJXlfCWs>.

## Annotations

There are five categories that should be considered when annotating:

1. **PLOT** - you are simply summarizing what happens - also, be sure to note any major plot shifts
2. **CHARACTERS** - the major characters should be analyzed (what motivates them / what is their personality)
3. **THEME(s)** - the major ideas that the author keeps bringing up (analyzing themes leads us to **WHY** the author wrote this)
4. **LITERARY ELEMENTS** - structure (*HOW* the author wrote the text) - also, look for repeated images/symbols
5. **VOCABULARY** - great ideas are nothing more than the 'right' words put in the 'right' order - so, the more words we know, the more great ideas we can have - two categories to create here: "text specific" terms (words that only this author would use for this work) and "academic" terms (words you did not know the meaning of so you took the time to look up the definition and place that in the margin).

\*If you want to keep a separate list for the vocabulary/terms, that is fine. Make a system for yourself that will be easiest for you to interact with and understand the text.

**\*Your annotations will be due on the first day of school for a major grade.**

Annotations will be graded using this rubric:

<b>Grade</b>	<b>Quality of Annotations</b>
Level 5 = 100	The text is extensively annotated with copious margin notations. The annotations demonstrate a comprehensive and thoughtful reading. The margin notes show that the reader has proficiently analyzed the text, made insightful connections and drawn valid conclusions. Notations are balanced and show deep reading and thinking. All of the text is addressed.
Level 4 = 90	The text is adequately annotated with margin notations. The annotations demonstrate that the reader understands the text beyond the literal level. The margin notes show that the reader has analyzed the text, made some connections and drawn some conclusions. Notations are balanced and show some deep reading and thinking. Most, to all, of the text is addressed.
Level 3 = 80	The text is mostly annotated with some margin notations. The annotations are basic and consist mainly of plot driven questions or literal ideas. Annotations indicate a basic understanding of the text. The reader has been able to make one or two connections but has been unable to use the text to draw valid conclusions. Notations are unbalanced and some of the text is not addressed.
Level 2 = 70	The text is underlined in appropriate places, but there are very few margin notes making it difficult to evaluate how well the reader understood the selection. Notes are illogical and not balanced. Some of the text is not addressed. Comments are insufficient in length and depth. Very little evidence of thematic understanding.
Level 1 = 50	Significant parts of the text are completely unmarked. There are no margin notes, only a few marked lines. This is usually the student who waits until the night before the first day of school, then hurriedly marks random parts hoping the teacher won't actually grade this assignment.
○	The text is completely unmarked or not turned in.

**\*Your annotations will be due on the first day of school for a major grade.**

## Response Items

For the following prompts, compose an original response using your analysis of the novel. I want you to take your time when writing your response, creating a fully developed, well-thought idea that is grammatically correct. Each response should include a thesis statement, text evidence, and your own, unique commentary. *Each response should be at least half of a page, but no more than one whole page, double spaced, Times New Roman 12 pt. font.* Please compose your responses in a Google Doc, as we will be submitting them to Google Classroom later.

**Response Prompt 1:** What does the novel gain from having so many levels of narration? Why do you suppose it might have been structured with so many embedded narratives?

**Response Prompt 2:** How does lack of compassion lead to prejudice and stereotyping?

*\*Your responses should be written in your own words. You do not need to use any outside sources.*

**ALL OF THIS IS DUE ON FRIDAY, AUGUST 5.**

Be prepared to turn in the physical copy of your text with any/all notes you have completed. I will have a Google Classroom set up for you to submit the response items on the same day in class.

I cannot wait to read your responses and discuss Mary Shelley's work with you all! See you August 5<sup>th</sup>!

-- Ms. Charbula