

Summer Reading Assignment 2022-2023

English I
Ms. Charbula

Course Description

This course concentrates on a general review of grammar with emphasis upon usage. Strong attention will be given to the development of composition and critical reading skills. Vocabulary development and outside reading will complement this course of study. Literature study will be supported by composition. Literary emphasis includes the short story, novel, drama, and poetry.

Summer Reading Texts

You will choose **one** of the following texts to read and use in completing this assignment:

1. *Anne of Green Gables* by L.M. Montgomery
2. *News of the World* by Paulette Jiles
3. *Emma* by Jane Austen
4. *The Secret Life of Bees* by Sue Monk Kidd

***You must purchase a physical copy of the book you choose. No Ebooks or Kindles will be allowed for this assignment.**

Assignment Overview

You are to read and fully annotate the text that you choose. 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

An annotation is a “note of explanation or comment” written in the margin of a text that expresses an idea or insight by readers about what they are reading. In other words, the reader (YOU) enters into a conversation with the text – making comments, asking questions, noting areas of difficulty, for example. The following list contains elements of the text that you should look for and annotate for:

1. **Plot:** you are simply summarizing what happens - also, be sure to note any major plot shifts. What type of conflict is developed?
2. **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.
3. **Characterization:** What is important to note about the characters? What do they look like? Talk like? What do they do? What is their function in the book?
4. **Narrative Voice:** What perspective does the narrator provide? Is he/she reliable? Make note of the narrator’s attitude to his/her subject matter and to his/her audience. Mark examples of irony and consider their effect. Remember, *the narrator is not always the same person as the author.*
5. **Setting:** Indicate important details about the setting; time, place, mood, atmosphere, historical details, etc.
6. Theme: What ideas does the book explore? Pay attention to the major ideas that the author keeps bringing up (analyzing themes leads us to WHY the author wrote this).
7. Author’s Style:
 - a. Indicate words that reveal the attitude of the author, or their **tone**.
 - b. Indicate **usage of literary devices (metaphor, simile, etc.)**
 - c. Mark the development of **symbols or motifs**.
 - i. **Symbols** occur in literary works in order for the author to employ representation of an idea BEYOND the literal object. (The green light in *The Great Gatsby* can represent the physical distance between Gatsby and Daisy, her social unattainability, or the beacon of the American Dream.)
 - ii. **Motifs** appear lacking any multi-layered reference but contribute to plot development and tone. (The vivid colors that appear throughout *The Great Gatsby* such as gold, pink and green contribute to the dreamlike, hazy, yet vibrant, quality of the decadent decay of the Jazz Age.) Often motifs appear as a **repetition** of a word or image.

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

Annotations will be graded using this rubric:

Grade	Quality of Annotations
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.

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Writing Response

For the following prompt, 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.

Prompt:

One theme that is evident in novels with young protagonists is coming of age. A coming-of-age story, also called a Bildungsroman, is all about the protagonist's journey from being a child to being an adult. It is a journey that takes a young person from naïve to wise, from idealist to realist, and from immature to mature. The path of the protagonist, or main character, can vary from story to story. Perhaps he had to go to war, or lost his mother, or experienced extreme injustice, or went on some great worldwide adventure.

There will usually be pain and suffering along the way - growing up isn't easy. However, no matter the narrative direction, the result is that the hero grows from his experiences and in some way loses the childhood innocence that helps steer him towards adulthood.

Using your analysis of the novel based off of your annotations, **discuss how the novel contributes to the theme of coming of age.**

**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 these books with you all! See you August 5th!

– Ms. Charbula