

Junior and Senior Summer Reading Assignment for 2017-18

Research has firmly established the correlation between time spent reading and reading achievement. Furthermore, the effects of reading extend into quality of life: high levels of leisure reading and reading proficiency are associated with greater academic, financial, professional, and civic benefits (National Endowment for the Arts, 2007). The Notre Dame Academy English department is committed to encouraging our students to become lifelong readers. As such, we have opened up our summer reading assignment to encourage autonomy and student choice in the reading process. The primary objective of this assignment is to allow students to choose and read books that interest them. With the volume of books available, we will not know the details of every book students might select. In the spirit of the Sisters of Notre Dame, who encourage transformation through education, it is important to know that we will not place a tight filter on selections. What we want is to nurture each student's willingness to read – for pleasure, for knowledge, for understanding – so that they choose to read beyond assigned reading, beyond what is compulsory for class. We encourage parents to be involved in this selection process as they see fit. Consider looking over your daughter's selection to ensure that you feel the content of the novel is appropriate for your child. If you have objections, have your student choose another book from the list. As Katherine Patterson notes, "it is not enough to simply teach children to read; we have to give them something worth reading. Something that will stretch their imaginations—something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own."

Your assignment is to select ONE book from the list below based on your grade level for the 2017-18 school year. You should choose any text that interests you, and then share your book selection and the information above with your parents. You must purchase a clean copy of your chosen book (there should be no writing in the book when you buy it). The specific assignment is explained on page 3 of this document.

Any student taking AP English (juniors and seniors) should contact your teacher about a separate assignment.

Junior/Senior List

The Things They Carried by Tim O'Brien
Slouching Towards Bethlehem by Joan Didion
Persepolis: The Story of Childhood by Marjane Satrapi
Year of Wonders by Geraldine Brooks
Ragtime by E.L. Doctorow
Underground Railroad by Colson Whitehead
All the Light We Cannot See by Anthony Doerr
The Alchemist by Paulo Coelho
Ready Player One by Ernest Cline
Last of the Mohicans by James Fenimore Cooper
The Poisonwood Bible by Barbara Kingsolver
Extremely Loud and Incredibly Close by Jonathan Safran Foer (juniors only)
The Handmaid's Tale by Margaret Atwood
The Other Wes Moore by Wes Moore
One Flew Over the Cuckoo's Nest by Ken Kesey
Invisible Man by Ralph Ellison
Lord of the Flies by William Golding (only if you didn't read it in 10th grade)
Americanah by Chimamanda Ngozi Adichie
The Kite Runner by Khaled Hosseini
Life of Pi by Yann Martel
In Cold Blood by Truman Capote
Lab Girl by Hope Jahren
Between the World and Me by Ta-Nehisi Coates (only if you didn't read it 11th grade)

2017-2018 Summer Reading Annotation Guide

ANNOTATING your Selected Book

Begin by selecting a book from your grade level reading list. For this assignment your book will need to be

A PHYSICAL COPY (no ebooks) and will need to be **NEW**. A new, hard copy book is necessary for your **ANNOTATIONS** to be done thoroughly and well. **Put your name and grade level inside the book with a SHARPIE.**

Your summer assignment is to **read and carefully ANNOTATE your book.**

Your book should be read and your annotations completed by the first day back to school.

Please bring the book with you on that day!

WHAT ARE ANNOTATIONS?

Think of annotation as a way to read **CLOSELY** and **ACTIVELY INTERACT** with the book you are reading. Instead of simply reading and turning the page, think about what you read and then share those thoughts on the pages of the book!

*To **ANNOTATE** a text, write meaningful questions, comments, and observations about what you are reading. You may do this by highlighting or underlining passages and then writing your thoughts in the margins.*

SO WHAT DO I LOOK FOR AS I ANNOTATE?

Your English teachers are asking you to think both **GENERALLY** and **SPECIFICALLY** as you annotate:

IN GENERAL consider annotating for things like

- Brief summaries of what is happening (plot) in the text. *It's especially helpful to paraphrase difficult passages!*
- Questions about what you don't understand.
- Emotional reactions you may have to what you read!
- Connections you see to other parts of the book.
- Connections you see to real life, especially to your own life experience.
- Connections to other works of literature, to movies, to songs, to current events...
- Passages that describe or reveal the book's characters.
- Literary techniques you recognize (like symbolism, types of conflict, irony, etc)
- Historical context or traditions/social customs that are used in the book.

IN SPECIFIC you should focus on the following based on your grade level:

Incoming Seniors: **Historical/cultural connection and Tone**

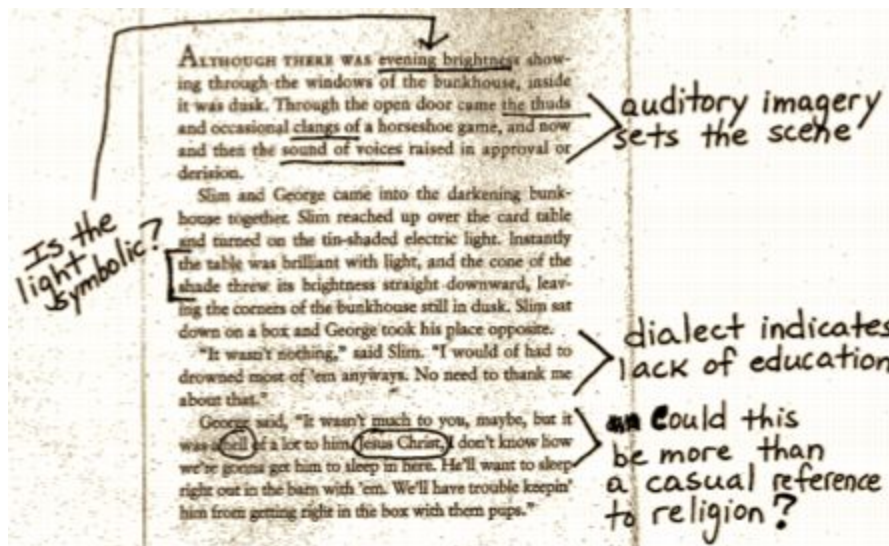
Incoming Juniors: **Historical/cultural connection and POV**

WHAT WILL MY TEACHER BE LOOKING FOR IN MY ANNOTATIONS?

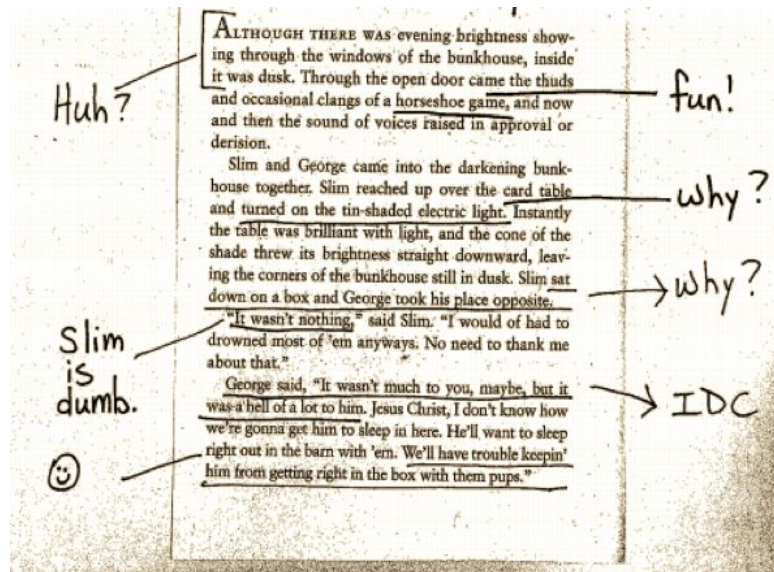
Your English Teacher will expect that you

- 1) Annotate **THOROUGHLY**. This means that you are consistently interacting throughout the book, not just in some parts of it.
- 2) Annotate **CLEARLY**. (See below for what adequate and inadequate annotation might look like)
- 3) Annotate **THOUGHTFULLY**. Show that you are thinking about the things indicated above as you read.
- 4) **DO MORE THAN SIMPLY HIGHLIGHT** passages. Highlighted passages that have no NOTES to explain why they are highlighted are NOT CONSIDERED ANNOTATION.
- 5) **BE FAMILIAR WITH YOUR OWN ANNOTATIONS** when you return to school. Be **ABLE TO REFER TO YOUR OWN ANNOTATION** in possible class discussions, in compositions or in presentations.

Sample of USEFUL, MEANINGFUL ANNOTATION



Sample of INADEQUATE ANNOTATION



| ANNOTATION RUBRIC | M | (1) Not Yet | (2) Developing Mastery | (3) Approaching Mastery | (4) Mastery | (5) Advanced Mastery |
|---|---|--|--|--|--|--|
| <p>Quality of Written Annotations</p> <p><i>W.9-10.9: Draw evidence from literary or informational texts to support analysis and reflection.</i></p> | | Annotations are random and show little understanding of the novel | Annotations are mostly at the surface level. The commentary shows some deeper thought but not throughout the text. | Annotations demonstrate some analysis and interpretation – thinking somewhat beyond the surface level of the text. Attempts at making connections. | Annotations demonstrate analysis and interpretation – thinking beyond the surface level of the text. Thoughtful connections made to other texts or events. | Annotations demonstrate a high level of analysis and interpretation – thinking beyond the surface level of the text and insight beyond classroom terminology. Thoughtful connections made to other texts, or other events throughout the novel with in-depth analysis. |
| <p>Thoroughness of Annotations</p> <p><i>RL/RI.9-10.10: Read and comprehend literature or nonfiction independently and proficiently.</i></p> | | Less than 30 annotations. Annotations from beginning of book only. | At least 30 annotations. Annotations somewhat spread out across the book. | At least 40 annotations. Annotations spread out evenly across the book | At least 50 annotations. Annotations spread out evenly across the book. | More than 50 annotations. Annotations spread out evenly across the book. |
| <p>Find Variety of Annotations</p> <p><i>RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</i></p> | | Missing variety. Annotations only ask surface level questions or only have brief, unelaborated comments. | Annotations contain little variety. Some mixture of brief questions, comments, and observations. | Annotations contain a mixture of reasonable and elaborated questions, observations, comments and reflections | Annotations contain a mixture of reasonable and elaborated questions, observations, comments and reflections. | Annotations contain a thorough mixture of significant and elaborated questions, observations, comments, and reflection, providing insight and knowledge at the highest level. |