

Annotation

Affixes of annotation

An = above (pre-fix)	nota = notes (root)	tion = noun – a thing (suffix)
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1. **Determine** your **purpose** for reading. (Why are you reading? What is the question or prompt we want you to think about?)
2. **Read** the text **to understand**. (Get help if the text is not clear.)
3. **Re-read** the text **with** your **purpose** in **mind**.
4. **Highlight** or **mark** the text where it reflects your reading **purpose**.
5. Make a **note** indicating **how** the text reflects your purpose. (Why did you mark the text?)
6. **Review** your annotations to **develop** a response to your reading purpose (claim, inference, opinion).

EAST HIGH SCHOOL'S



SUMMER READING 2018



9th–10th–11th–12th Grades * Free-Choice Summer

SUMMER READING ASSIGNMENT

Your reading response assignment is on the other side of this handout.

DUE DATE: First day of your Language Arts class

PURPOSE OF SUMMER READING

The goal of summer reading is to **establish a community of readers**:

- Read and **ENJOY** a **new** book (one you've not read before)
- Discover the pleasures that reading provides
- Maintain reading skills

Read any book you'd like this summer that's new to you. Choose something that interests you and is appropriate for your age and reading level.

SUGGESTED BOOKS

You should read *at least* one book this summer. Kids who don't read over the summer lose reading ability and comprehension over the break, so think about reading a book by an author you like. Ask friends, family, teachers, or librarians for suggestions. **Read for enjoyment**, but also pay attention to the details that make the book enjoyable. **If you choose something you don't like, change books and start over.**

The website *Novelist* offers great book suggestions! You must use this web address to access the correct website. It is easy to access at the public library and school; at home, you just put in your library card number. (<http://pioneer.utah.gov/research/databases/novelist.html>)

HONORS, AP, AND CONCURRENT

These students should complete the Free-Choice summer reading assignment, but **also have additional required reading and assignments**. Your current teacher will give you these summer assignments this spring. If you don't receive them, contact the following teachers to pick up the additional assignment.

INCOMING GRADE	ASSIGNMENT(S)	TEACHER	ROOM
9th	Honors Assignment & Free-Choice	Hebert	D204
10th	Honors Assignment & Free-Choice	Parkin	D308
11th	Honors Assignment & Free-Choice	Nye	D303
AP Language	AP Assignment & Free-Choice	Turnbow	D208
AP Literature	AP Assignment & Free-Choice	Peterson	D306
Concurrent	Free-Choice Only	Turner	B327



SUMMER READING FREE-CHOICE ASSIGNMENT

Create a **One Pager Response** for the novel you choose to read. A **One Pager** is a single-page response that shows your understanding of what you read. It's a format that demonstrates your individual, unique understanding of the text, a way to be creative and experimental, and a way to respond to your reading imaginatively and honestly.

WHAT TO DO

Follow these instructions carefully. Complete the project on **ONE SIDE** of an **unlined 8½ x 11 sheet of paper**.

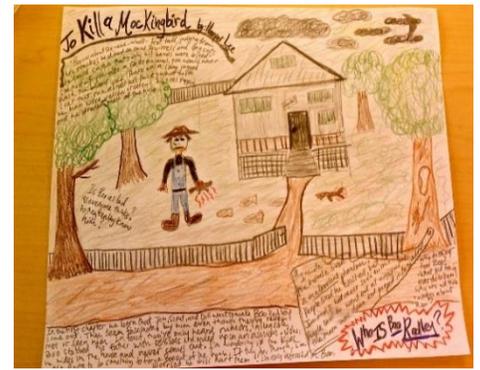
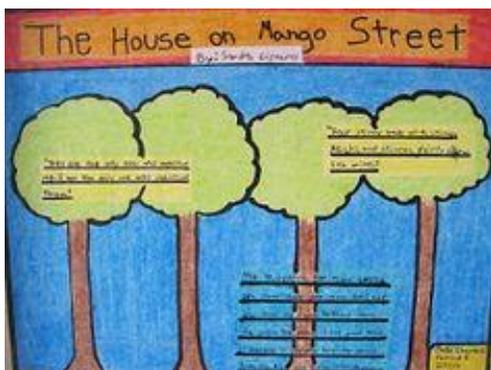
- **INCLUDE** author's name and title of your book.
- **LIST** three **important quotes** that made you think, wonder, or reminded you of something.
- **USE** a **visual image** (either drawn, computer-generated, or cut out from a magazine) that **illustrates what picture(s) you had in your mind from reading**.
- **WRITE** a **3-4 sentence personal statement** about what you read: What did it mean to you personally? What is your opinion, final thought, big question, or personal connection? What did you learn from the book? **Do NOT write a summary**.
- **ADD** a lot of color and patterns (perhaps even texture) to illustrate your thoughts and ideas clearly and creatively.

RUBRIC

Requirement	4	3	2	1
Follows Directions: <ul style="list-style-type: none"> • Full page (8½ x11) • Unlined paper • Everything on one side of paper • Creative, attractive 	Exemplary product—Obvious time and effort was put in to assignment	Requirements met—Student followed all directions	Student did not follow all directions	Minimal or no effort—Rushed and/or messy
Book Title, Author's Name	Both are easy to locate	Both are included on the product	One is included	Does not include title/author
Important Quotes	Three important quotes show careful selection and significance—Quotes are easy to find	Three quotes are easy to find, but their significance is unclear	Three or fewer quotes are easy to find	Does not include all three or any quotes
Visual Image	Visual image demonstrates creativity and neatness—reveals a clear connection to the book	Visual image creates a clear connection to the book	Visual image is present, but does not make a clear connection to the book	Visual image is poor, or project does not include visual image
Personal Statement: <ul style="list-style-type: none"> • 3-4 Sentences 	Statement clearly connects Reader to the book with an opinion, reaction, or connection	The statement recommends the book rather than showing a personal connection	Summary of book	Does not include personal statement

EXAMPLES

Notice how these One Pagers below incorporate images, quotes, and responses. If you would like to see a larger version of a One Pager, please go to the following link: <http://goo.gl/ALrGBD>





HONORS 11 SUMMER READING



In addition to the SLCSD Summer Reading assignment, you get to complete an additional assignment which will better prepare you for our work in Honors 11.

TASK: Please choose **ONE** of the following novels/memoirs. These often appear on the AP exam, so these choices will help prepare you for next year's work, also.

The Color of Water -James McBride

Ceremony -Leslie Marmon Silko

Huckleberry Finn -Mark Twain

I Know Why the Caged Bird Sings-Maya Angelou

Black Boy -Richard Wright

Half Broke Horses -Jeannette Walls

A Tree Grows in Brooklyn -Betty Smith

AS YOU READ: ANNOTATE the entire text. This means that on each page we should see notes, comments, questions, notations for figurative language, references to other texts, movies, ideas, experiences, and/or reactions to action, characters, writing, and style. Annotating is the best method for engaging with a text.

WRITE: You will write three paragraphs, both academic and narrative, using MLA format. Please make sure that you follow the rubric to guarantee you're writing your best work and earning your best grade. For this unique essay, introduction and conclusion paragraphs are not expected.

PARAGRAPH 1: Describe the protagonist's main conflict and provide two direct citations to support your claim. Then, explain how this conflict mirrors or juxtaposes your own conflict.

PARAGRAPH 2: Describe the protagonist's perception of American or gender identity and provide two direct citations to support your claim. Then, explain how this perception mirrors or juxtaposes your own perception of American or gender identity.

PARAGRAPH 3: Describe the protagonist's evolution from the beginning of the text to the end. Instead of merely summarizing events, determine specifically WHAT has shifted: perceptions? Behavior? Self-actualization? His/her environment? Again, you will need two direct citations to support your theory. Then, explain how your own views may have changed about American or gender identity.

EDIT:

Make sure that your essay is in MLA format. You can access more information about MLA at owl@purdue.edu or noodletools.com. Reference the AP literature website easthighaplit.weebly.com for rubrics, MLA resources and standards, and some sample paragraphs.

DUE THE FIRST DAY OF YOUR LANGUAGE ARTS CLASS:

- 1. **Essay assignment**, typed (12 pt. Times New Roman font, double spaced, 1” margins)
- 2. The **book you read**, selected from the above list, **annotated throughout** (either in the book itself, on Post-Its, or on separate sheets of paper—indicate page numbers if done on paper)
- 3. **One-Pager** assigned school-wide to all students.

QUESTIONS: Contact either Honors 11 teacher via email:
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