

Pre-AP English II - Summer Reading Project

****Note: Please read the entire assignment page, resources, and rubric before beginning the assignment.****

Part One:

- A. Acquire a clean copy (few previous student markings [less than 25 marks] nor severely ragged copy) of *A Separate Peace* by John Knowles OR *Bless Me, Ultima* by Rudolfo Anaya.
- ***Due to the nature of the assignment, it is important to use a version that does not have previous markings! Torn up books are not acceptable.***
 - New or hardly used copies are available in bookstores or online. You may borrow a clean copy of the novel from a library, but you'll need to write your annotations on sticky-notes.
- B. As you read the novel for comprehension, annotate the text by yourself using the guide below.

Objectives:

- To aid in comprehension and analysis of the novel over the summer and in class
- To encourage purposeful and meaningful annotations in all texts read in class and beyond
- To build metacognition and literary analysis strategies

Expectations within the first two weeks of class, starting the first day of school:

- You will turn in your assignment.
- You will test over the assigned novel.

Annotation Guidelines:

In order to standardize what annotating means for class, your original, hand-written notes should follow this format:

Inside Front Cover: Write up a character list with character descriptions and relationships with other characters. My recommendation is to leave space for each character as to not run out of room too quickly.

Side Page Margins: The Signposts: Write questions, and/or remarks that refer to meaning of the events that happen as the story progresses. Also include inferences about the characters' actions, thoughts, and feelings.

Bottom Margins: Circle any unfamiliar words in the text and use the space at the bottom of the page to define them.

Top Margins: Plot notes -- a quick few words or phrases which summarize what happens here (useful for quick location of passages in discussion and for writing assignments).

Additional Markings:

- Underlining/Highlighting: Do this during or after reading to help locate passages for discussion, essays, or questions.
- Brackets: Do this during or after reading to focus on key speeches, descriptions, etc. that are too long to underline/highlight easily.

IMPORTANT NOTE!! Merely underlining or highlighting text does not equal fully annotating. Every page **does not** have to be as comprehensively annotated as the sample (attached); however, the example is meant to help illustrate the variety of annotations. Any symbols used to mark the text should be accompanied by marginal notes.

If you find annotating annoying while you are reading, quickly mark the text as you read and come back to annotate after you've reached a stopping point. Or, go back after reading and mark the text. I've found that even quick annotations while reading helps me remember important thoughts that I can go back and elaborate on later.

- C. Obtain a notebook (Spiral or Composition) [We will be using it throughout the year as our Writer's Notebook, so pick something that will last!!]
- Go back through the novel and, using your annotations as a guide, notice what you notice (**READ** Harvard's "[How to do a close reading](#)").
 - Entries should be numbered, cover what you noticed (ex: foreshadowing), why you noticed it (ex: The mood shifted) and what it brings to the novel as a whole (ex: Builds symbolism into the character). These should be 5-8 sentences in length. Direct quotes are not required, but should be cited if used. (Sample attached)
 - You should have a minimum of 5 entries and a maximum of 10 – they do not have to cover different literary devices. An entry could be you revisiting and expanding an idea you already had! This frequently occurs in literary analysis. They do not need to be in full academic voice. This is a place to work through your ideas and can contain mistakes and more relaxed word choice.

Part Two:

- Purchase (or check out from the department) and read *Elements of Style, 4th Edition* by Strunk and White
 - Annotations are not required, so used copies are fine.
- Be prepared for content quizzes throughout the first 6 weeks.

If you have any questions or concerns, feel free to email Elyssa Bell: egrant@csisd.org, Linda Calvert: lcalvert@csisd.org, or Mike Williams, the **English Department Head**: mwilliams@csisd.org

Entry #1

The author, John Knowles, has chosen to write the book in first person. This was an interesting and intentional choice, possibly to enhance the ~~mysteries~~ uncertainty behind the incident. By writing in first person, we see how uncertain Gene is in his friendship with Finny. It builds Gene as a typical teenager - insecure, fighting to be on top of the pack. However, the choice to write in first person certainly makes the readers more sympathetic to Gene. This point of view keeps the reader just as confused as Gene. He can't figure out if there is "treachery" behind Finny's actions, and neither can the reader (Knowles 55). At least not at first. With no one to offer a contradiction to most of what Gene says, we must choose to find him ~~as~~ a reliable narrator, and trust his account, or we have to question him as an unreliable one. Point of view catches my attention because I always have to think about what information I am and am not getting.

Summer Reading Single Point Rubric:

Grades will be based on thoroughness, clarity, neatness, and effort. ALL annotations MUST be original (not plagiarized from the internet or other people. There must be a key to note any previous markings [fewer than 25]), handwritten, and legible. Writer's Notebook entries should also be handwritten and legible. If you have a borrowed copy of the book, you may use sticky-notes.

THIS WILL BE YOUR FIRST QUIZ GRADE

Concerns (Needs work) [1-2]	Criteria [3]	Advanced (Exceeding Standards) [4-5]
	Annotations throughout the whole book	
	Annotations follow guidelines	
	Writer's Notebook has appropriate number of entries	
	Most entries have appropriate number of sentences	
	Entries address one topic/signpost/idea/literary device	
	Most entries address why the above box was selected	
	Most analysis is thoughtful and strives for depth	

Grading Scale

35-33 = 100

32-30 = 97

29-27 = 94

26-24 = 88

23-21 = 85

20-18 = 82

17-15 = 78

14-12 = 74

11-9 = 68

8-6 = 62

5-3 = 56

2-0 = 50

****Up to 7 points off for each missing entry****Bring everything (including this rubric) on the **first day of school.**