

SENIOR ENGLISH IV HONORS
Summer Reading for 2017

English IV Honors students will read the following novels

- ***Frankenstein, or the Modern Prometheus (Annotated): The original 1818 version with new introduction and footnote annotations (Austi Classics). (You must purchase this version. ISBN: 978-1530278442)***
 - by Mary Shelley
- ***Unwind***
 - by Neal Shusterman

Essential Questions: *Frankenstein* and *Unwind* call into question the idea of humanity (Who am I? Why am I here?), our relationship with ourselves, and our relationship with God, through the characters' struggles and their pursuit of the answers to these questions. Furthermore, what consequences do we face when we don't take responsibility for our actions?

The purpose of summer reading assignment:

- **To help build confidence and competence as readers of complex texts**
- **To give you, when you enter the class in the fall, an immediate basis for discussion of literature- elements like theme, narrative, viewpoint, symbolism, plot structure, etc.**
- **To set up a basis for comparison with other works we will read during the year**

DIRECTIONS for *Frankenstein* and *Unwind*: I highly recommend you purchase a hard copy of both novels because you will be submitting your annotations. **Please note for *Frankenstein* you will need to purchase the 1818 version by Austi classics. The ISBN number is provided for you above.** You will need to use your annotations the first week of school as the foundation of your literary essay and in-class discussions. You will have a formal assessment on both works the first week of school; therefore, reading both works before school begins is essential.

- **You should be prepared to turn in your annotations/notes the first week of school.**
- Annotations should reflect that you engaged with the text, made your reading relevant, and considered how your notes could help your future readings of the text. You may use colors and tabs to help you organize, but it's not required. Some students like to add sticky notes to the text if there isn't enough room in the margins.
- Just remember that highlighting complements annotating, **but highlighting by itself does not count as annotating.** Pay attention to literary devices you've already studied this year, especially imagery, figurative language, voice, tone, mood, symbol, setting, characterization as well as the essential questions listed above.

Note: All annotations should be your own selections from the text and not those of another student or outside source. Failure to comply will result in an honor code violation.

Guidelines for Annotation

Critical Thinking and Active Reading Demonstration:

1. **Full range of "meaning-making" strategies** (connect, reflect, evaluate, compare/contrast, ask questions, predict, apply, conclude, summary or re-statement) employed consistently.
2. **A thread, connecting the annotations and highlighting together**, begins to be woven, creating a unified structure to the interpretation of meaning.
3. More than one such thread exists, so that **multiple meanings** begin to emerge.
4. Annotations reflect **logical, strong support** for the interpretation, reflections, evaluations, etc., and/or **ask reflective questions** in need of thinking and discussion with **attempt at hypothetical answer**.
5. Annotations are of the necessary **depth/length** so that the **reasoning is clear to the reader**.

Recommendations for annotations:

- Create a **clever title** for every chapter (if there are no chapters, divide the book into several sections) that reflects the theme/deeper meaning, then...
 - at the end of every chapter (or section), write a quick **summary** of the plot (2-3 brief bullet points should suffice).
- Record important **quotes**
- **Highlight** information that leads to **characterization**
- **Analyze the author's craft (syntax and style)**
- **Themes:** Trace their development; consider what they represent, how and why they appear in the novel.
- **While reading**, write in the margins:
 - make predictions
 - formulate opinions
 - make connections
 - ask questions
 - reflect/react/comment
 - identify patterns/repetitions

Annotation Rubric – annotations will be worth 25 points:

Excellent (A): 23-25 points

- Text has been thoroughly annotated with questions, observations, and reflections of the content as well as the writing; variety of topics marked for discussion; variety of stylistic devices marked
- Comments demonstrate analysis and interpretation – thinking goes beyond the surface level of the text. Thoughtful connections are made to other texts, life experiences.
- Marginal comments accomplish a great variety of purposes.
- Consistent markings appear throughout text (not bunched)

Proficient (B): 20-22

- Text has been annotated reasonably well with questions, observations, and/or reflections of the content as well as the writing.
- Comments demonstrate some analysis and interpretation – thinking somewhat beyond the surface level of the text. Attempts at making connections are evident.
- Marginal comments accomplish a variety of purposes.
- Some lapses in entries exist; may be sporadic

Adequate (C): 18-19

- Text has been briefly annotated.
- Commentary remains mostly at the surface level. The commentary suggests thought in specific sections of the text rather than throughout. There is little or no attempt to make connections.

Inadequate (D/F): 17 or below