

Wayne Country Day School

Summer Reading Assignment

TO PARENTS:

At WCDS, our summer reading program encourages students to develop a lifelong love of reading by offering interesting and thought-provoking literature appropriate for a young adult audience. Our goal is to introduce students to books of literary merit that are appropriate, thought-provoking, and interesting. Several grade-levels' lists offer classic, award-winning, and nonfiction options. When the option is available, we recommend students and their families explore the list choosing titles that match a student's maturity and parental approval. By accessing reviews on websites such as Amazon.com or <https://www.commonsemmedia.org> everyone can make informed decisions when given the choice to select specific books.

Since each grade level focuses on specific goals that are age-appropriate, not all grades 7-12 will have the same selections (or options) for summer reading. After looking at their grade level list or assignment, students will need to purchase, read and annotate the book(s) they or the teacher choose(s). It is recommended that students give themselves plenty of time, at least two weeks per book for most students, to read and annotate each of their book(s). Please note: **This assignment is due the second day the student's class meets.**

Students are also expected to track their thinking and observations through annotations. Annotations are personal, styles vary between subjects, and no one way works for everyone. For these reasons, please refer to the directions provided on each class's summer reading list. You can also look at the annotation guide posted to the school website for suggestions.

All current WCDS students have received classroom instruction and guided direction on how to annotate and understand teacher's expectations and requirements for annotations. From an instructional position, annotation is a powerful tool for teachers to gain insight into the critical thinking skills of students. **Students can get additional guidance by attending the annotation seminars offered throughout the school year.**

ACCOUNTABILITY FOR NEW STUDENTS:

- If you are enrolled by **June 30**, you will be expected to complete the summer reading by the first day of school. You will be assessed within the first two weeks along with your classmates.
- If you enroll between **July 1** and **August 30** you will have until the end of the first quarter to complete the summer reading. You will be assessed at the end of the first quarter.
- Students who enroll on or after **September 1** will not be expected to complete the summer reading, but should still attend an annotation seminar.
- **All students who enroll during the current calendar year ought to attend at least one annotation seminar during the year.**

TO STUDENTS: Reading and Annotating Your Book

For your summer reading assignment, allow yourself to simply experience the story, characters, and ideas the first time you read through. Some advanced readers may annotate as they read. Whatever your case, you will be expected to go back through a second time (or several times) and annotate for literary components. These annotations afford you the opportunity to think critically about your novel before the school year begins, which will better prepare you for the assessment on the novel(s).

English

After completing your summer reading and annotations, you should be able to:

- Accurately summarize events of the plot (i.e. rising action, conflict, climax, resolution)
- Elaborate on the characterization and development of characters.
- Identify literary elements (figurative language, setting, irony, words with strong connotations)
- Define unfamiliar words, terms, allusions, or concepts.

Biology

You will not be expected to closely annotate but will be expected to write a one-sentence summary for each chapter. In the case the chapter is more than 10 pages, write a 2-3 sentence summary.

It is important to remember: annotation is as personal as reading and there are MANY ways to annotate a book. For example, some people prefer to use colors to differentiate elements, and some prefer to use "Post-its." If you already have a system, feel free to use it.

What your teacher will be looking for is the level of critical thinking that went into your reading. So, whatever system you use, make your thinking visible. Comments and questions in the margins and at the end of chapters also show your teacher your thinking process. Write meaningful questions, comments, and observations in your book, or on a separate journal with detailed page numbers and quotes. **You may be asked to submit your annotations to your English teacher.** You may write or type your comments on an e-reader, but you must be prepared to hand your teacher your device/book for assessment purposes.

Students will be assessed on their individual book (additional grade) **within the first two weeks of school.** The format of this assessment could be an essay or a formal test. This is up to the discretion of your teacher. (If you are a newly-enrolled student, please refer to the "New Students" section above to determine your specific assessment requirements.)

TO PARENTS AND STUDENTS:

Many colleges now offer annotation seminars for incoming first-year students to review annotation expectations. As a college-preparatory school, WCDS continues to keep abreast of these current academic demands. These expectations in the Upper School summer reading program will arm students with the skills they need for successful college experiences. In addition, each grading period all English teachers in grades 7-12 will require students to read at least one book outside of class. At the end of the year, students will have read a total of five books or more, depending on their class's summer reading requirement. As always, the faculty appreciates the parental support they receive in striving to provide a thorough and successful educational environment for all WCDS students.

Summer Reading List for Upper School 2021-2022

Students and parents:

- *Each student is expected to have his or her own copy of the required summer reading novel(s) for each applicable class below. They can purchase a copy in whatever visual medium they prefer (physical hardback or paperback, e-book, et al.).*
- ***If an ISBN number is listed, be sure to purchase that specific copy. Otherwise, you are free to purchase at your own discretion.***

7th Grade

Students will read and annotate both novels:

The Outsiders by S.E. Hinton

Hidden Figures (Young Readers' Edition) by
Margot Lee Shetterly
ISBN 9780062662378

8th Grade

Students will read and annotate both novels:

Fahrenheit 451 by Ray Bradbury

The Giver by Lois Lowry

Biology

On a Google Doc, write a one-sentence summary for each chapter. In the case the chapter is greater than 10 pages, write 2-3 sentences.

The Hot Zone: A Terrifying True Story by Richard Preston

9th Grade

English 9

All English 9 students must read and annotate:

Lord of the Flies by William Golding

In addition, students should also choose one of the following to read and annotate:

Of Mice and Men by John Steinbeck

The Curious Incident of the Dog in the Night-Time by
Mark Haddon

The Boy Who Harnessed the Wind (Young Reader's
Edition) by William Kamkwamba

When students return, *Lord of the Flies* will be discussed as part of a Socratic seminar.

The book they choose will be assessed in a formal written test.

Both assessments require close and thoughtful annotations of literary elements (i.e. the plot, characterization, symbolism, themes/ideas).

See the WCDS annotation guide for guidance.

10th Grade

English 10

All English 10 students will need to read and annotate both of the following books:

Night by Elie Wiesel

(ISBN-10 : 9780374500016 / ISBN-13 : 978-0374500016)

No One is Too Small to Make a Difference by Greta Thunberg

(Penguin Books - ISBN-10: 014313356X / ISBN-13: 978-0143133568)

HONORS English 10

In addition to the 10th grade novels above, you will need to purchase copies of the following books, which will be read and annotated during the school year.

Fall semester (September):

The Glass Menagerie by Tennessee Williams (ISBN 13: 978-0-8112-1404-9)

Spring semester (January):

Oedipus Rex by Sophocles (Literary Touchstone Edition - ISBN 13: 978-1-58049-593-6)

11th Grade

English 11

All English 11 students must read and annotate:

Into the Wild by Jon Krakauer

AP English Language and Composition:

In addition to the 11th grade novel listed above, all AP English Language and Composition students must read and closely annotate:

Atonement by Ian McEwan

12th Grade

English 12

All English 12 students must read and closely annotate:

Small Great Things by Jodi Picoult

AP English Literature and Composition:

In addition to the 12th grade novel listed above, all AP English Literature and Composition students must read and closely annotate ONE of the following:

The Handmaid's Tale by Margaret Atwood
Their Eyes Were Watching God by Zora Neale Hurston

Lastly, AP Literature students are also asked to read the book listed below. While annotation will not be required, students will be expected to know the themes, concepts and symbols Thomas Foster says are found in literature. It is expected for students to take notes on these ideas for use throughout the year.

How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines by Thomas C. Foster



Wayne Country Day School Annotation Guide

What is an Annotation?

An annotation is a critical or explanatory note (or body of notes) added to a text. Essentially, annotations are an ongoing conversation between the reader and the text, so the reader can achieve a deeper understanding of what they are reading.

Annotation Basics

How can I mark the text?

- Highlight
- Underline
- Circle or box words or phrases
- Brackets or parentheses
- Use idea-appropriate symbols
- Draw connecting arrows
- Use punctuation to reflect your reaction (exclamation marks, question marks, etc.)
- Put a sticky note on it
- Write your commentary about what you marked in the margins

When annotating, here are a few things you can do to deepen your understanding, which apply to most kinds of texts:

- Circle unknown words and define them in the margins
- Underline/highlight important lines or phrases.
- Underline/highlight repeated ideas, phrases, or situations.
- Draw connecting lines between ideas that are related.
- Write questions you have about the reading in the margins.
- In a difficult text, mark entire sections and put them in your own words.
- Summarize the entire section or text on a sticky note and put it at the beginning of the section.
- Write a small note in the margin about an outside connection or real-life example that comes to mind when you are reading.
- Specifically look for themes, topics, or information which would contribute to a class discussion (i.e. If your history class has been going over the causes of the French Revolution, mark any evidence which would provide more insight into that event.)

Methods

There are many methods one might use for annotating a text, and what strategy you use depends on the type of text, and even the class or context for which you are annotating. Below are several suggested manners in which to annotate a text.

Traditional Annotation Method

Students who use the traditional annotation method have an advantage on the AP literature and composition test over students who use another method since this method most directly translates to annotating passage on the test. Books with larger margins, usually not the mass-market paperbacks, work best for this method. Students mark directly in their books or on the text. They chose a margin area in the book near the highlighted section, and write out the significance directly on the page.

Color Coding Method

In this method, assign certain colors to certain features you are noting in a text. For example, in a literature class, it is important to look for literary elements such as (but not limited to) symbolism, characterization, figurative language, and rhetorical devices. So, any time you see symbolism, you may decide to mark that part pink (and so on).

Next to the highlighting, name the device or what you are marking and, in a few words, state its significance. It is likely you will not have room for sentences, so make it brief and meaningful to you.

There are picture examples of this method listed at the end of this document.

Suggestions for Success

- Use highlighters, colored pens, and colored sticky notes for this method. Markers and pencils will often bleed through or fade.
- As you annotate, remember not mark too much. If you mark everything, nothing will stand out!
- Use context clues (or a dictionary) to figure out any unfamiliar words; write the definitions right in the text.

Examples

(Annotation Guide for the novel *Speak* by Laurie Halse Anderson)

<p><u>Theme:</u> Green</p> <p>Coming of Age Communication vs Silence Family and Friendship Memory and Trauma Isolation and Loneliness, and Depression Appearance vs Reality</p>	<p><u>Characterization (CH):</u> Yellow</p> <p>Melinda Sordino Heather David Petrakis Andy Evans Melinda's mother Melinda's father Mr. Freeman Rachel Bruin Ivy Nicole The Marthas Greta-Ingrid Mr. Neck</p>		
<p><u>Symbolism:</u> Pink</p> <p>Trees, Plants, Seeds, and Forests Birds Melinda's Closet Melinda's Bedroom Warmth/Sunlight Water/Ice/Melting Mirror Mouth Poster of Maya Angelou</p>			
<p><u>Language and Literary Devices:</u> Blue</p> <p>Figurative Language (simile, metaphor, hyperbole, personification, allusion, irony, etc.) Point of View (POV) first-person, third-person limited, third-person omniscient Tone (the attitude of the author toward the subject such as humorous, serious, grave, didactic, etc.)</p> <table border="0" data-bbox="152 1251 1182 1556"><tr><td data-bbox="152 1251 906 1556"><p><u>Plot:</u> Purple</p><p>Exposition (EXP) Turning Point (TP) Conflict (CF) Rising Action (RA) Climax (CX) Falling Action (FA) Resolution (RES)</p></td><td data-bbox="912 1251 1182 1398"><p>Rhetorical Devices</p><p>Ethos Logos Pathos</p></td></tr></table> <p><u>Comparisons & Contrasts (CC):</u> Orange</p> <p>Popular vs Nerdy Loves School/Hates School Conformity vs Non-conformity</p>		<p><u>Plot:</u> Purple</p> <p>Exposition (EXP) Turning Point (TP) Conflict (CF) Rising Action (RA) Climax (CX) Falling Action (FA) Resolution (RES)</p>	<p>Rhetorical Devices</p> <p>Ethos Logos Pathos</p>
<p><u>Plot:</u> Purple</p> <p>Exposition (EXP) Turning Point (TP) Conflict (CF) Rising Action (RA) Climax (CX) Falling Action (FA) Resolution (RES)</p>	<p>Rhetorical Devices</p> <p>Ethos Logos Pathos</p>		

Suggestion for Success

It is important to remember that when annotating, **you are not restating what has already been said**. You are explaining why a particular phrase, sentence, paragraph, etc. is important to understanding the text beyond the literal (what is written) to what can be **interpreted** (what is **implied**) or can **be applied** (how it relates to other texts/current events/real life situations).

Post-it Note Method

Students who use the post-it note method still highlight (and sometimes number) annotations in the book. Then they either use full adhesive post-it notes directly on the page or they use page markers or tabs at the edge of the pages to write out their label and significance.

Annotation Sheet method

Students who use an annotation sheet still highlight in the book, but instead of writing their annotations in the margins, they number them. Then, they have a sheet of handwritten or typed labels and commentary (significance) that are numbered to correspond with the highlighted sections.

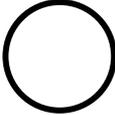
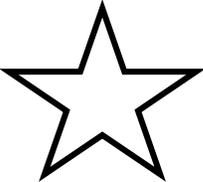
This method allows for quick access to all of your notes in one place, instead of searching through the book.

Suggestions for Success

- Usually, students complete an annotation sheet *after* they have read through and combed through several times to find items to annotate so their annotations stay in numerical order.
- Some students find it beneficial to put their annotations in Cornell-style notes so they can include page numbers, specific quotes and explanations on their annotation sheet.

Symbol Method

Annotate your text with easy-to-see symbols.

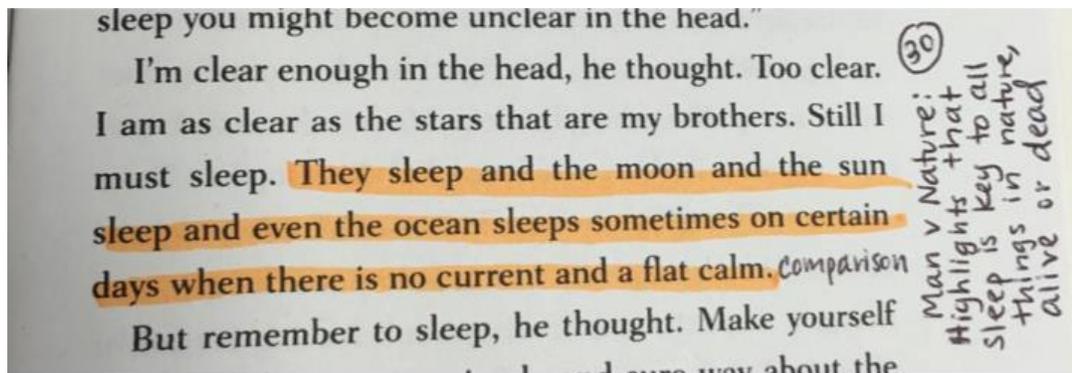
<p>I Don't Understand</p> <p style="text-align: center; font-size: 2em;">?</p>	<p>Unknown Word</p> <div style="text-align: center; border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div> <p style="text-align: center; font-size: 0.8em;"><i>Look up the definition and then write it in the margin.</i></p>	<p>Make a Prediction</p> <div style="text-align: center;">  </div> <p>Write your prediction in the margin.</p>
<p>I'm Surprised</p> <p style="text-align: center; font-size: 2em;">!</p>	<p>Your Feelings About a Section</p> <div style="text-align: center;">  </div>	<p>Circle Info About the Setting</p> <div style="text-align: center;">  </div>
<p>Major Events of the Plot</p> <div style="text-align: center;">  </div>	<p>Underline Important Details</p> <div style="text-align: center; margin-top: 10px;"> <hr style="width: 150px; border: 0.5px solid black;"/> </div>	<p>Write Numbers Next to...</p> <p style="text-align: center;">1, 2, 3, 4, 5...</p> <ul style="list-style-type: none"> ● Important events in the plot ● Recurring images, symbols, etc.
<p>I Made a Connection</p> <div style="text-align: center;">  </div>	<p>Suggestions for Success</p> <ul style="list-style-type: none"> ● Read with a pencil in your hand. ● Number your annotations. ● Be consistent with your symbols. 	

Picture Examples

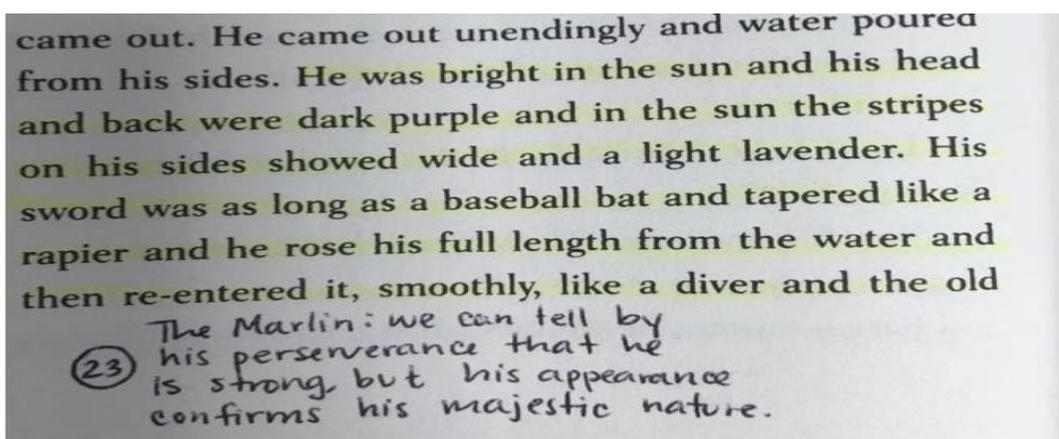
This section will provide examples of the different rhetorical devices and show you a few annotation examples from students.

Rhetorical Devices Definitions and Examples (from *Old Man and the Sea*)

Comparison and Contrasts: Pertaining to a written exercise about the similarities and differences between two or more people, places, or things.



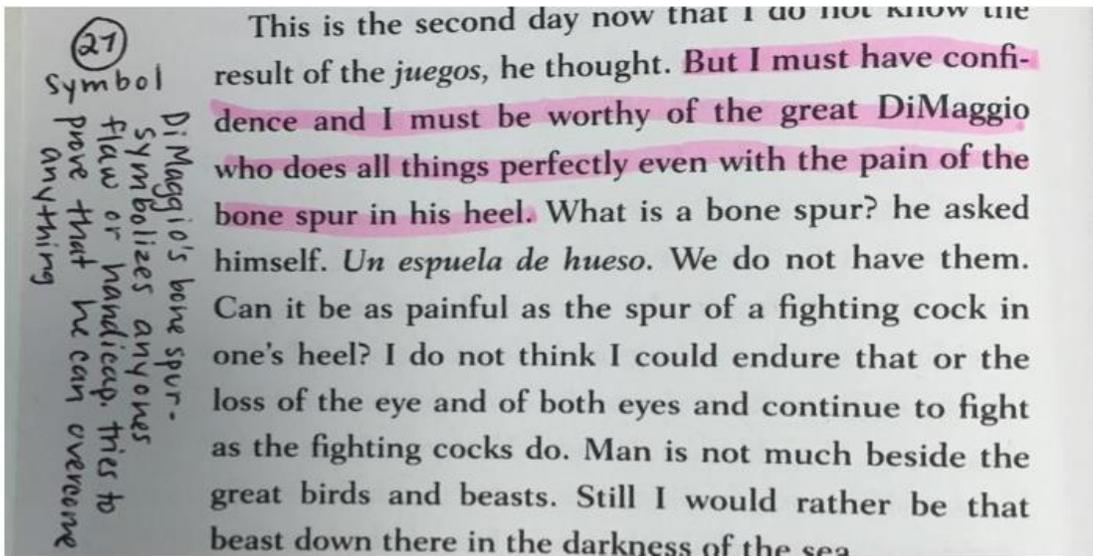
Characterization: The process by which the writer reveals the personality of a character. Characterization is revealed through direct characterization and indirect characterization. Direct Characterization tells the audience what the personality of the character is. Remember our discussion of the S.T.E.A.L. wheel for indirect characterization. Note your ideas about the characters right in the text (personality, motivations, fears, dreams, etc.).



Symbolism: means to imbue objects with a certain meaning that is different from their original meaning or function

Last Updated: August 2017

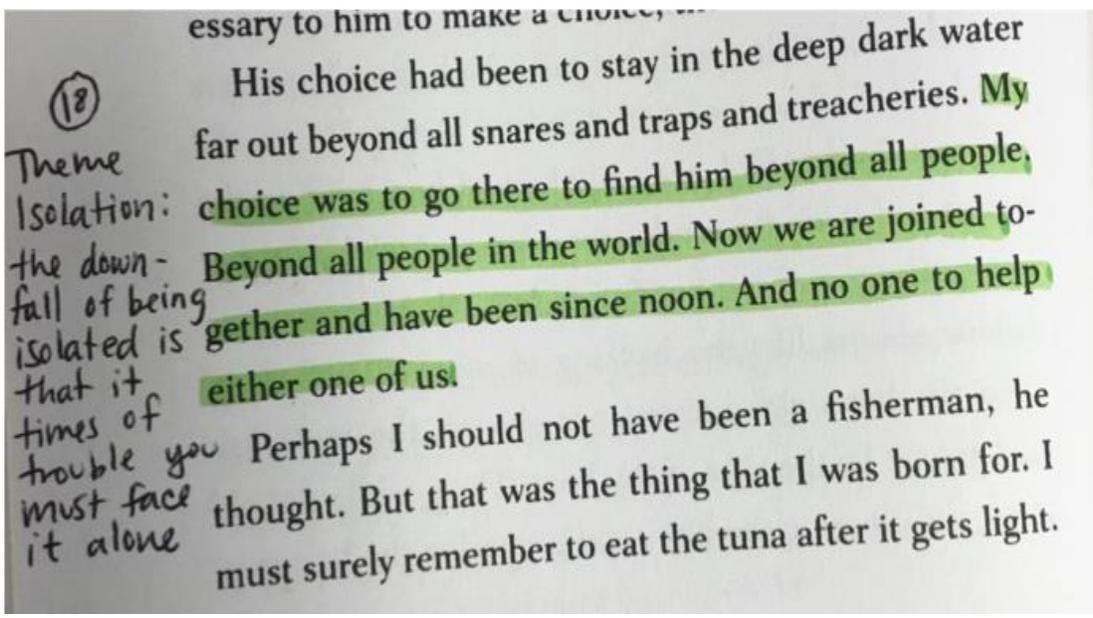
Contributors: Jessica Butts, Connie Whaley, Linda Seymour



Finding Topics to Develop/Support Theme

Topic: a subject about which the author has written

Theme: a main idea or an underlying meaning of a literary work that may be stated directly or indirectly



Language Devices/Imagery: the typical structures used by writers in their works to convey his or her messages in a simple manner to the readers. When employed properly, the different literary devices help readers to appreciate, interpret and analyze a literary work

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① metaphor: implies how powerful the marlin is and how deadly he may turn out to be.

THE OLD MAN AND THE SEA 63

man saw the **great scythe-blade of his tail** go under and the line commenced to race out.

Additional Resources

<http://faculty.catawba.edu/jmbitzer/War/TextAnnotation.pdf>

<https://www.edutopia.org/article/6-techniques-building-reading-skills-susan-barber>

<https://web.hypothes.is/blog/back-to-school-with-annotation-10-ways-to-annotate-with-students/>

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