

Summer Reading Assignment - Summer 2019
William & Reed Academy
12th Grade Literature & Composition



Dear Students,

You did it! You made it to the beginning of the end of your high school experience! You are now an amazing Senior at William & Reed Academy, and I look forward to a great year with you. Working our way through the quests of heroes and antiheroes, the intricacies of love, apocalyptic scenarios, and the fantastical world, the journey through 12th grade Literature & Composition will be an exciting one. Like any journey, it will be full of challenges, building on what you already have learned of how to interpret the world: analytical reading, defending your arguments, fortifying your weak points, and removing obstacles to understanding. You will learn to think meaningfully about the world – the historic, the imaginary, and your own. You will continue to read deeply, create complex arguments, and gain understanding about where you are as a person and a scholar. You will become one of William and Reed’s greatest assets.

The Assignment: BRING Parts 1 & 2 on Monday, August 5th because we will begin working with these on the first day of school.

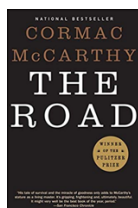
Part 1: You will print, read, and annotate an excerpt from the article: “How to Mark a Book” <http://classickids.net/files/How%20to%20Mark%20a%20Book.pdf>.

Part 2: You will read and annotate ONE of the following: *The Road* by Cormac McCarthy or *Neverwhere* by Neil Gaiman. (By annotate, I mean that you should underline, highlight, star, note, etc. anything that you:

- A. Find interesting
- B. Can be applied from what you learned from the “How to Mark a Book” article, or
- C. You just want to talk about later.

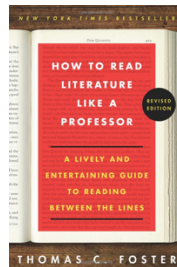
The Road plot description: https://www.goodreads.com/book/show/6288.The_Road

Neverwhere plot description: https://www.goodreads.com/book/show/39821861-neverwhere?from_search=true



****Any highlighting or underlining MUST have a margin note to accompany it.** Bring this with you on the first day of school. (see rubric & sample annotations on pgs. 3 & 4. We will spend the first two weeks using student work as a discussion point for the course with a summative assessment at the end of the first two weeks.) You should expect a novel reading test during the first two weeks of school.

****ALSO - If you have been recommended for Honors by our teachers/school counselor or believe you would like to join the Honors section:** You will read and annotate *How to Read Literature Like A Professor* by Thomas C. Foster.



Honor students will be given a reading quiz and a project to assess their understanding of the book within the first two weeks of school.

If you have any questions, you may contact Ms. Vander Ven, at cvanderven@williamandreed.com

SAMPLE ANNOTATED IMAGES & RUBRIC (See next page): Although these are very extensive for one page, they give you a sample of what kinds of things to write in the margins for annotations. **Remember that highlighting and underlining alone DOES NOT COUNT as annotating.** You must have a notation next to each marking for it to be considered an annotation. 1-2 proper annotations per page would yield an A using the rubric.

Reading Annotations Rubric

+ (100-90)

- Student has thoroughly annotated text with questions, observations, and connections to the text/real life; summary of important ideas
- Challenging words and concepts are marked; interesting and surprising parts are noted
- Comments show a thorough understanding of the text
- Consistent marking throughout the text (not bunched)
- Student found examples of ALL or very nearly all of the required literary elements (89-80)

- Student has proficiently annotated the text with questions, observations, and connections to the text/real life; some summary of important ideas
- Some challenging words and concepts are marked; interesting and surprising parts are noted
- Comments show an understanding of the text
- Somewhat sporadic marking throughout the text (some bunching)
- Student found examples of many of the required literary elements — (75-70)

- Student annotations are insufficient but do contain a variety of comments
- Few challenging words and concepts are marked; few interesting and surprising parts are noted
- Comments do not convey understanding of text
- Few and sporadic marking throughout the text
- Student found only a few of the required literary elements and/or repeatedly marked the same elements — — (50-0)
- Student made little to no effort to annotate the text
- Few to no challenging words or concepts are marked; few to no interesting and surprising parts are noted
- There seems to be no understanding of text
- Marking is sporadic or almost nonexistent
- Student seems to make little to no effort to find required literary elements

