

To: English III students
Mrs. Pesqueda 2017-18

SUMMER READING ASSIGNMENT

Incoming junior students will be required to read and annotate one non-fiction book from the attached list of reading (OR one non-fiction book of your choice WITH MY APPROVAL – email me the title for consent & my response should be printed as your documentation). You will also select one fiction book from the list.

An assessment will be given during the first full week of school along with annotation checks for both books (1 non-fiction & 1 fiction).

You will find instructions on annotations attached to this sheet.

NON FICTION RESOURCES

1. *For Her Own Good: Two Centuries of the Experts' Advice to Women (Paperback)* by Barbara Ehrenreich
2. Collins, Larry and Dominique Lapierre. *Is Paris Burning: How Paris Miraculously Escaped Adolf Hitler's Sentence of Death in August, 1944.*
The dramatic story of the liberation of Paris...exciting, emotionally charged history, impeccably researched and written.
3. Diamond, Jared. *Guns, Germs, and Steel: The Fates of Human Societies.*
A global account of the rise of civilization that is also a stunning refutation of ideas of human development based on race. Until around 11,000 b.c., all peoples were still Stone Age hunter/gatherers. At that point, a great divide occurred in the rates that human societies evolved.
4. Gladwell, Malcolm. *Tipping Point: How Little Things Can Make a Big Difference.*
Explores the tipping point phenomenon—what causes a fashion trend, the popularity of a new product, or a drop in the crime rate.
5. *Blink: The Power of Thinking Without Thinking.*
A book about how we think without thinking, about choices that seem to be made in an instant...that aren't as simple as they seem...cutting edge neuroscience and psychology.
6. *Outliers: The Story of Success.*
Outlier" is a scientific term to describe things or phenomena that lie outside normal experience. In the summer, in Paris, we expect most days to be somewhere between warm and very hot. But imagine if you had a day in the middle of August where the temperature fell below freezing. That day would be outlier. And while we have a very good understanding of why summer days in Paris are warm or hot, we know a good deal less about why a summer day in Paris might be freezing cold. In this book I'm interested in people who are outliers—in men and women who, for one reason or another, are so accomplished and so extraordinary and so outside of ordinary experience that they are as puzzling to the rest of us as a cold day in August.
7. *What the Dog Saw:* Malcolm Gladwell's new book, presents nineteen brilliantly researched and provocative essays that exhibit the curiosity his readers love, each with a graceful narrative that leads to a thought-provoking analysis
8. Levitt, Steven D. and Stephen J. Dubner. *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything.* Highly acclaimed, this book won numerous, highly prestigious prizes...considered readable, interesting, ground-breaking, and —dazzling by critics.
9. Sacks, Oliver. *The Man Who Mistook His Wife For a Hat: And Other Clinical Tales.* Psychology one of the great clinical writers of the 20th century (New York Times) recounts the case histories of patients lost in the bizarre, apparently inescapable world of neurological disorders...stories of individuals afflicted with fantastic perceptual and intellectual aberrations.

10. Twenge, Jean M. *Generation Me: Why Today's Young Americans Are More Confident, Assertive, Entitled—And More Miserable Than Ever Before* (2007).
OR *The Narcissism Epidemic: Living in the Age of Entitlement* (2009) The title says it all.

11. Zakaria, Fareed. *Post-America World*. An important book by one of today's most influential journalists.

12. Schlosser, Eric. *Fast Food Nation: The Dark Side of the All-American Meal*
Fast food has hastened the “mallings” of our landscape, widened the chasm between rich and poor, fueled an epidemic of obesity, and propelled American cultural imperialism abroad. That's a lengthy list of charges, but Eric Schlosser makes them stick with an artful mix of first-rate reportage, wry wit, and careful reasoning.

FICTION RESOURCES

<http://www.ala.org/yalsa/2017-best-fiction-young-adults>

<https://www.goodreads.com/list/tag/high-school>

<http://www.npr.org/2012/08/07/157795366/your-favorites-100-best-ever-teen-novels>

** NOTE: The following novels will be included in the curriculum, so you will need to purchase your own copy. Please plan accordingly. This is required since they are class reads.

The Great Gatsby by F. Scott Fitzgerald (Fall Semester)

The Things They Carried by Tim O'Brien (Spring Semester)

This is not a comprehensive list, and other works may be added to the curriculum.

Please do not hesitate to contact me by email if you have any questions regarding English III @ jnapesqueda@chaparralstaracademy.com

Annotation

5 Tips for Teaching Students Active Reading and Critical Thinking

“How many of you have ever gotten to the end of a page of assigned reading, and realized you have no idea what you just read?”

Every year, I pose this question to my English classes, and every year, just about every hand goes up, including mine. I share with my students that there have been several times, even recently, that I've realized I have absorbed absolutely nothing of what I thought I just read, this, despite 16 years of teaching and a lifetime of being an avid reader. It's the discovery of why this happens that led me to one of the most successful strategies I use to help my students become close readers: annotation.

I know – annotation brings up memories of pages of text stained bright with yellow highlighter, glowing with the statement that EVERYTHING is important. When I set out to “study” my vast pages of reading for my freshman college classes so many years ago, I had very little direction other than, “find what's important.” without any guidance as to what “important” meant. When I began teaching, I quickly realized that if I wanted my students to think critically about what they read, I needed to teach them how to actively engage with a text. Over the years this is what has worked best in helping my students:

1. Throw away the highlighters. Or at least put them away for a while. Although many students relish the act of sweeping bands of neon pink or green across their texts, I ban the use of highlighters for the purposes of annotation in my classes – at least at first. Instead, students use a pen or pencil to underline words or phrases that seem important or interesting, and then comment

on the text immediately. This simplifies the act of writing a comment for each piece of text underlined, and seems to increase the number and depth of annotations. While we use highlighters for several other activities in our class, such as structural analysis of essays, students develop the best annotation skills with the simple but mighty pen.

2. Annotations are the words you write about the text, not the text you underline or highlight. When my students first begin practicing annotation in my class, I tell them that they may not underline a word in a text, unless they write WHY they underlined it. Even if it's just a question mark, or an exclamation point, forcing themselves to write their reason for underlining makes them consider their thoughts about that text, focusing and deepening their analysis. They are less likely to mark everything as significant, because they are held accountable for discussing the significance of what they mark.

3. Annotation is a conversation. When we don't remember what we just read, it's often because we were reading passively. When we actively read a text, we engage in a mental conversation with its ideas and this is what annotation should reflect.

When I'm introducing annotation, I show my students my own mental processes while reading, thinking out loud while writing on a text on the document camera at the front of my room. I underline words and phrases, writing questions and comments and talking through my thought process as I go.

Another particularly effective activity is to put a short text up on the ELMO, often a poem or 1 page essay or short story, and have students get up and scribble their comments all over it. After the students have clustered around the board, writing and talking about what they've written, we sit down and, one at a time, students explain their thinking about the section of text they've annotated.

With more timid classes, I've given them the text ahead of time so that they can work on it individually for a while and then let them compare annotations in pairs. Finally, two at a time, the students come up to the board to annotate and explain their comments and thoughts. By getting students thinking about a text and hearing the thought processes of others, they quickly begin to deepen their understanding of the possibilities for analysis

4. There are many ways to interact with a text. Everybody has a tendency when it comes to the type of annotations they tend to write – I always ask a lot of questions and make personal connections to what I read – it varies depending on the type of text I'm reading and my purpose for reading it. In order to develop their ability to interact with the wide variety of texts and reading tasks they're going to encounter, it's important for students to expand their repertoire of the ways that they respond.

I introduce my students, "regular" and AP, to a list of active reading strategies, including one-sentence summaries, making predictions, questioning, making connections, and forming opinions. As I demonstrate what each strategy looks like and then have students practice them as a class and individually, students add to their arsenal of response methods.

5. Dealing with the inevitable question: How many annotations do I have to do? No matter how much time you spend exploring the purpose and methods of annotation with your students, you will still encounter this question. AP students, especially, have been conditioned to focus on grades, and crave clear guidelines for what we expect from them. I can't simply tell them it's all about quality over quantity, because the more they interact with the text, the more they will get out of it, but there is so much more to effective annotation than simply having a lot of it.

Developing a rubric that clarifies your expectations for your students' annotation is key. Please look at the sample included on the next page.

When we teach students how to use annotation as a way to engage actively with a text, we give them an invaluable tool. Suddenly, they are a part of the conversation, increasing their ability to think critically about what they are reading and their confidence in their ability to tackle tough texts.

<http://www.aplithelp.com/annotation-for-smarties-5-tips-for-teaching-students-active-reading-and-critical-thinking/#>

ANNOTATION RUBRIC

EXCELLENT:

- Comments are written on **every page** throughout the book: beginning, middle and end.
- Comments demonstrate **analysis and interpretation**—thinking **beyond the surface level** of the text.
- **Many patterns** of similarity, contrasts, and anomalies are marked; the writer may have created lists or cross-references.
- Comments accomplish a **great variety of purposes**:
personal response
summary of events/ideas
questions
predictions
connections

(within the text and to works and experiences outside the text: [t/text, t/self, t/world])

- vocabulary awareness
- reflection
- awareness of writing strategies/text structure
- purpose of literary devices
- any other assigned focus

PROFICIENT:

- Comments are written on most pages throughout the book: beginning, middle and end.
- Comments demonstrate **some analysis and interpretation**—thinking beyond the surface level of the text.
- **Some patterns** of similarity, contrasts, and anomalies are marked.
- Marginal comments accomplish **some variety** of purpose.

UNDEVELOPED:

- Comments are written on some pages, but may be concentrated in few parts of the book.
- Comments demonstrate **little analysis or interpretation** – are mostly surface level.
- **Few patterns** of similarity, contrasts, and anomalies are marked.
- Marginal comments accomplish **only a few different purposes**, mostly summary of events and observations.