

2017 Summer Reading Annotation Guide

Grand Prairie ISD Pre-AP and AP English

DUE THE FIRST DAY OF CLASS Fall Semester, 2017

As part of your summer reading assignment, you will annotate your **required** text as you read. Below are definitions and examples of annotations. *Though encouraged, annotations are not required for your book of choice.*

Annotating keeps the reader engaged with the text. While you are reading, use one or more of these strategies to mark the book and include your thoughts and questions. If you prefer, you may use sticky notes to make your annotations instead of writing in the margins.

Requirements for annotations:

1. Write comments to ask questions, relate to characters, make connections to other texts, and/or world events, etc.
2. Write comments about the author's style, word choice, or graphic elements.
3. Write annotations per chapter. (See rubric.)

Suggested annotation strategies:

1. Star any passages that are very important: events, decisions, or cause and effect relationships.
2. Underline any sentences that made you think or appealed to you and describe your thinking.
3. Circle/highlight words that are unfamiliar or make a list of them in the back of the book.
4. Put a question mark by areas that you were confused about or did not fully understand.
5. Bracket any sentences that exemplify the author's style, word choice, or where the author includes graphic elements. Write your thoughts about the language.

Suggested sentence stems for annotation:

- This part about _____ makes me wonder _____ because...
- These are similar because...
- These are different because ...
- What would happen if _____ ...
- This section about _____ means...
- The author says _____ to convey...
- The word _____ in this paragraph means _____ because...
- What does the author mean by _____
- The words _____ in this paragraph help me understand the meaning of the word _____ because ...
- After reading this paragraph, I can now predict that _____ because...
- After reading this paragraph, I can now understand why _____ because...
- The character is like _____ because...
- The author included this graphic element in order to _____ because
- This is similar to _____ because ...
- The differences are...
- This character makes me think of _____ because...
- This setting reminds me of _____ because...
- This is good because...
- This is hard because...
- This is confusing because...
- Now I understand _____ because
- This character did _____ because...
- This character is connected to _____ because...
- The conflict in this scene is...
- The author develops this character by...
- The author uses repetition in order to...
- The author's use of description conveys _____
- The author organizes this text by _____ because...

Plagiarism:

In order to fully prepare our students for expectations at the collegiate level, plagiarism of any kind is unacceptable. Please refer to the following link for guidance: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>. There are many resources available online, at the library, and in bookstores.

Annotation Rubric

Advanced:

- Text has been thoroughly annotated with **meaningful** 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 beyond the surface level of the text. Thoughtful connections made to other texts, or other events throughout the text.
- Comments accomplish a great **variety** of purposes.
- Consistent markings throughout text (not bunched).
- Each chapter has several annotations.
- **Turned in on the first day of class Fall Semester, 2017**

Proficient:

- Text has been annotated reasonably well with questions, observations, and/or reflections of the content as well as the writing style.
- Comments demonstrate some analysis and interpretation – thinking somewhat beyond the surface level of the text. Attempts at making connections.
- Comments accomplish a **variety** of purposes.
- Some lapses in entries exist or entries may be bunched.
- Each chapter has at least two annotations.

Adequate:

- Text has been briefly annotated with questions, comments, observations, and/or reflections of the content **or** writing style.
- Commentary remains mostly at the surface level. The commentary suggests thought in specific sections of the text rather than throughout.
- Entries may be sporadic.
- Each chapter has at least one annotation.

Inadequate:

- Text has been briefly annotated.
- Commentary is perfunctory. Little or no attempt to make connections.
- Not all chapters are annotated.

Examples of Annotated Texts that Correspond with the Rubric

The examples on the next two pages are meant as samples only to demonstrate the quality of annotation, as described in the rubric. Please see the directions on page 1 and the details in the rubric (above) for further clarification.

INADEQUATE

"Lennie!" he said sharply. "Lennie, for God' sakes don't drink so much." Lennie continued to snort into the pool. The small man leaned over and shook him by the shoulder. "Lennie. You gonna be sick like you was last night."

(*) Lennie dipped his whole head under, hat and all, and then he sat up on the bank and his hat dripped down on his blue coat and ran down his back. "Tha's good," he said. "You drink some, George. You take a good big drink." He smiled happily.

George unstung his bindle and dropped it gently on the bank. "I ain't pure it's good water," he said. "Looks kinda scummy."

Lennie dabbled his big paw in the water and wiggled his fingers so the water arose in little splashes; rings widened across the pool to the other side and came back again. Lennie watched them go. "Look, George. Look what I done."

George knelt beside the pool and drank from his hand with quick scoops. "Tastes all right," he admitted. "Don't really seem to be running, though. You never oughtta drink water when it ain't running, Lennie," he said hopelessly. "You'd drink out of a gutter if you was thirsty." He threw a scoop of water into his face and rubbed it about with his hand, under his chin and around the back of his neck. Then he replaced his

Lennie talks funny.

LOL!

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(2) George knelt beside the pool and drank from his hand with quick scoops. "Tastes all right," he admitted. "Don't really seem to be running, though. You never oughtta drink water when it ain't running, Lennie," he said hopelessly. "You'd drink out of a gutter if you was thirsty." He threw a scoop of water into his face and rubbed it about with his hand, under his chin and around the back of his neck. Then he replaced his

characters
Lennie
George

Character description:

clothing? drinks water... is he thirsty?

PROFICIENT

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Dialogue between George & Lennie

Lennie wants water even though George warns him about water quality.

George Concerned with Lennie's Well-being?

ADVANCED

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author uses "snort" and "big paw" to characterize Lennie - makes connection to being animal-like?

George seems like a father figure to Lennie. Lennie doesn't seem to know the difference between right and wrong.