

American Literature and Composition—2018 Independent Reading Assignment
Gifted, Honors, and College Prep

Assigned Text: *The Crucible* by Arthur Miller*

Part 1: ANNOTATIONS: You must obtain a **physical** copy of *The Crucible* by Arthur Miller AND annotate the text. If you have a question or concern about purchasing the book, see or contact your teacher BEFORE the 2018 summer break begins. We will use this text during our first unit of study. **Because you will write in the text, you MAY NOT use an eBook.** When annotating your text, use any space available— margins, blank pages, empty space on the page, etc. I suggest that you use post-it notes and, or, bright pen colors. DO NOT highlight or underline too much. If you highlight and underline everything, nothing will stand out.

Part 2: TEST AND/PROJECT (Selected Responses & Constructed Response): You will complete a multiple-choice and short-written response test for this assigned independent reading. You may use your annotated book during the test.

- **Annotated books are DUE Monday, 24 September 2018 AND the test is on 25 September 2018. In addition, the assessment may also include a teacher’s choice project.**

While You Read

- **Ask questions**—Are you confused about something? Write the question down. You might find the answer later, or you might get an opportunity to ask your questions during class discussions.
- **React to what you read**—Maybe you just read something that made you mad, startled you, or brought you to tears. Write down your reaction to the text so you remember it later.
- **Give an opinion**—Do you like or dislike an idea? Do you think the author is too boring? Record this opinion next to the passage that inspired it.
- **Underline, bracket, or circle important passages**—Is there a quotation that you think is important or thoughtful? Is there an idea you think might be worth remembering? Is there a “big idea” that is at the foundation of the article? These are important to locate, as they are what you might quote in your investigation or written essay later. If possible and profitable, write brief comments within the side margins that indicate your motivation in underlining. **Focus on the essential elements of literature (plot, setting, characterization, point of view, and theme)** and any other aspects of literature study as instructed by your teacher.
- **Make connections**—Maybe something you read reminds you of an experience you have had or parallels a part of your life; record these connections and they will help you find meaning and relevancy in what you read.
- **Define new words**—Too often, reading comprehension problems occur because readers do not understand words. It is not too much trouble to look up the word in the classroom dictionary. **When outside the classroom,** use dictionary.com or a phone app to look up words.
- **Track motifs**—If you notice a reoccurring idea as you read, start noting the motif when it takes place. Doing so will help you understand the message that the text is trying to convey.

AFTER YOU READ

If you really want to understand the text, consider these ideas to help you make sense of what you have read...

- **Title your chapters or article sections**—Some books and articles have chapter titles already. If they do not, go back and GIVE them relevant titles when you finish reading the section. Doing so will help you remember what was discussed in that part of the article.
- **Summarize what you have read**—In the empty space at the end of a page, rewrite the article noting the essential points, using only a couple of sentences. You might find that doing so will help you understand what you just read.
- **Respond to what you have read**—Sometimes a summary isn’t enough. You might want to comment on what you just read, give an opinion about a concept, or complain about the author’s insight or viewpoint.
- **Make a prediction**—Predicting is a great thinking exercise. There’s not a better place to do so than after you’ve read one section and before you begin the next. You might be surprised to find your prediction is right or wrong!
- **Connect ideas to each other or to other texts.**
- **Note if you experience an epiphany**—Note any “ah ha” moments, where you clarify something that you found puzzling or experienced a moment of sudden revelation or insight.

WHAT TO ANNOTATE

- Note how the author uses language.
 - effects of diction (word choice) or syntax (sentence structure or type)
 - point of view / effect
 - repetition of words, phrases, actions, events, patterns
 - narrative pace / time / order of sequence of events

- irony
- contrasts / contradictions / juxtapositions / shifts
- allusions
- any other figure of speech or rhetorical devices
- reliability of the narrator
- motifs or cluster ideas
- tone and/or mood
- imagery
- themes
- setting / historical period
- symbols

Final Considerations:

- Remember that even though annotation can feel like a burden, it’s an important part of understanding what you read. Choosing not to do so is choosing to reject a strategy that will help you become a more thoughtful and thorough reader.
- The most common complaint about annotating is that it slows down your reading. Yes, it does. That’s the point. If annotating as you read annoys you, read a chapter, then go back and annotate. Reading a text a second time is preferable anyway.
- Approach the works with an open mind. Let the literature inspire you and stretch your imagination.
- You must complete the outside reading assignment *and* annotate it before class begins. It is perfectly acceptable to add to your markings after you finish the book and are working on an essay, but you should complete the bulk of the job in conjunction with your reading for class preparations.

Note: You may write all marginal comments on Post-It Notes placed on appropriate pages in lieu of writing on the text itself.

Name _____ Class _____ Date _____

Text Annotation Rubric for PART 1

<input type="radio"/> Exceeds Expectations (90-100 A)	<ul style="list-style-type: none"> ○ Completes assignment thoroughly with obvious effort and reflection ○ Text is marked throughout ○ Annotations include questions, predictions, text connections, and reactions (i.e. “aha” moments) ○ Identifies literary and rhetorical devices; comments reflect analysis of the devices ○ Annotations accurately identify motifs and/or themes of the text ○ Reader has identified and defined unfamiliar vocabulary
<input type="radio"/> B Partially Meets Expectations (80-89 B)	<ul style="list-style-type: none"> ○ Assignment is complete but lacks the insight, depth, or thoroughness of an “exceeds” assignment ○ The text is marked but the commentary is brief; demonstrates an attempt at analysis ○ Identifies literary and rhetorical terms but lacks sufficient commentary and analysis ○ Commentary and notations appear less frequently ○ Annotations may not accurately identify motifs or themes of text
<input type="radio"/> Does not Meet Expectations (74-79 C)	<ul style="list-style-type: none"> ○ Text is not consistently marked throughout and/or the commentary is very short ○ Highlights and/or underlines passages, but lacks sufficient commentary ○ Random passages appear to be marked; passages selected often have no real significance ○ Annotations include minimal marginal comments or comments that are characterized by plot level questions and simplistic summary ○ Annotations include little or no attempt to identify motifs or themes of text ○ Annotations include little or no recognition of unfamiliar vocabulary ○ Annotations do not reflect careful reading of the text; annotations do not reflect interaction between the reader and the text
<input type="radio"/> Unacceptable (Below 70)	<ul style="list-style-type: none"> ○ Student annotated less than half of the text ○ Student has seemingly not put effort into the assignment or has not read the text ○ Copious underlining or highlighting, but little to no commentary

*** Please see the teacher for another option to read, IF your parent/guardian has a conflict regarding this text.**

American Literature 2018 Independent Reading Assignment

Reading Literary Text-A Academic Knowledge and Skills

AKS 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, **including determining where the text leaves matters uncertain**

AKS 2: Determine **two or more** themes or central ideas of a text and analyze their development over the course of the text, **including how they interact and build on one another to produce a complex account**; provide an objective summary

AKS 3: Analyze the **impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)**

AKS 4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the **impact** of specific word choices on meaning and tone, **including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (Include Shakespeare as well as other authors)**

AKS 5: Analyze how an author's choices concerning how to structure specific parts of a text **(e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact**

AKS 6: Analyze a case in which grasping point of view **requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)**

AKS 7: Analyze **multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text (Include at least one play by Shakespeare and one play by an American dramatist)**

AKS 8: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how **two or more texts from the same period treat similar themes or topics**

AKS 9: 11th grade – Read and comprehend literature, including stories, dramas, and poems, **in the grades 11–CCR text complexity band proficiently**, with scaffolding as needed at the high end of the range, by the end of grade 11