

American Literature and Composition—2017 Summer Reading Assignment
Gifted, Honors, and College Prep

Assigned Text: *Incidents in the Life of a Slave Girl* by Harriet Ann Jacobs*

- **Part 1: ANNOTATIONS:** You must obtain a physical copy of *Incidents in the Life of a Slave Girl* by Harriet Ann Jacobs and annotate the text. If you are unable to purchase a copy of the book, please download and print the PDF file (we suggest that you print two pages per sheet, and print on the back of the page). 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 (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.
- **Annotations are DUE and TEST is on Friday, September 1, 2017.**

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.

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.

<ul style="list-style-type: none"> • Exceeds Expectations (90-100 A) 	<ul style="list-style-type: none"> o Completes assignment thoroughly with obvious effort and reflection o Text is thoroughly marked and commented on throughout. o Words and phrases are marked, and commentary and notations appear in the margins that indicate a response to the words and phrases marked. o The comments in the margin reflect application of literary terms, questioning, summarizing, and analysis. o Annotations accurately identify motifs or themes of the work. o Reader has identified unfamiliar vocabulary and attempted to define those words.
<ul style="list-style-type: none"> • B Partially Meets Expectations (80-89 B) 	<ul style="list-style-type: none"> o Assignment is complete but lacks the insight, depth, or thoroughness of an “exceeds” assignment. o Text is marked throughout; marginal comments demonstrate an attempt at analysis. o Marks longer passages (entire sentences/entire paragraphs) but lacks commentary and analysis. o Commentary and notations in margins appear less frequently or may not respond directly to the passage annotated. o Annotations may not accurately identify motifs or themes of text. o Reader may have identified unfamiliar vocabulary but did not attempt to define the words.
<ul style="list-style-type: none"> • Does not Meet Expectations (74-79 C) 	<ul style="list-style-type: none"> o Text is not consistently marked throughout. o Random passages appear to be marked; passages selected often have no real significance. o Annotated passages may be very long or very short. o Annotations include little/no marginal comments or marginal comments that is characterized by plot level questions or simplistic summary. o Annotations include little/no attempt to identify motifs or themes of text. o Annotations include little/no recognition of unfamiliar vocabulary. o Annotations do not reflect careful reading of the text; annotations do not reflect interaction between the reader and the text.
<ul style="list-style-type: none"> • Unacceptable (Below 70) 	<ul style="list-style-type: none"> o Student has seemingly not put effort into the assignment or has not read the text. o Annotated text is not submitted on time.

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

American Literature 2017 Independent Reading Assignment

Academic Knowledge and Skills

Note: ***** indicates skipped AKS

Reading Informational Text-B

AKS 10 -- analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text

AKS 11 -- analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging

AKS 13 -- 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 15 -- determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text

AKS 16 -- determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text

AKS 17 -- determine two or more 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 provide a complex analysis; provide an objective summary of the text

AKS 19 -- read and comprehend literary nonfiction 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