

**Advanced 12th Grade English
Summer Reading Requirement**

May 23, 2008

Dear Advanced Eng. 12 Student,

In preparation for Advanced 12 Literature/Composition or Advanced 12 Humanities, both of which focus on British literature, the English Department is requiring that you read one British novel plus one Shakespeare play over the summer. Due to the four period day/four term schedule, the English department believes that our students do not have a wide enough experience in studying classic literature. This summer assignment is a means to address this gap.

The following assignment is **required** for all Advanced English 12 students. Buy your own copy of each book because you are required to not only read the books but also encouraged **to actively read them**. See the back of this sheet for advice on how to practice active reading. Active reading will help you a great deal when it comes to reviewing the content in preparation for taking a test and possibly writing a paper based on the summer reading.

THE ASSIGNMENT

Choose one book from each list below and complete the assignment described.

Shakespeare (Signet Classic edition preferred) Choose one from this column	Novels Choose one from this column
<i>Richard III</i> <i>Henry V</i>	<i>Tale of Two Cities</i> (Charles Dickens) <i>Great Expectations</i> (Charles Dickens) <i>Pride and Prejudice</i> (Jane Austen)

1. **Actively read and mark up the book using the advice on the back of this sheet.** If you are planning to read a library copy or borrow the books from someone, simply do your notes in a notebook while reading. Using this approach works just fine, but you need to be sure to jot down the page number and sometimes a phrase or sentence that will help you find the passage in the book. Also remember to record which edition you check out or borrow because page numbers will be specific to that edition.
2. **A literary analysis paper will be assigned later in the course making the active reading notes very important.**
3. **An objective test** over the content of the reading will be given during the first two weeks of class.
4. **On the first day of class, bring your actively read books (or the notes you have taken) and make sure they are signed by yourself and your parents (as verification of completion of the assignment).**

If you have any questions about this assignment, please contact your assigned English teacher through the English department (975-8190).

Sincerely,

Advanced Literature/Composition teachers,

Rolf Olson
Linda Wallenberg

Advanced Humanities teachers,

Duane Perszyk
Tim Welshons

What is “Active Reading”?

- To develop and record ideas and opinions about a reading that can be used in class discussion
- To make it easier to organize information logically and to find it quickly when needed;
- To increase comprehension, vocabulary, analytical and evaluation skills, links with what a reader already knows, long term memory;
- To help the reader inductively discover the meaning of a work and to have stated it in his own words;
- To have a “conversation” with the author

HERE’S HOW (IN GENERAL)

Generally, for Active Reading of **passages**, highlight, box, star, code, translate, paraphrase, summarize over or beside lines, sentences, and passages. On **pages**, write notes in margins, on bottoms, tops, or in corners and/or add post it notes to accommodate reader’s notes. On **end flaps**, create titled lists and categories of information and collect information under these categories with quoted, key words from passages and the page # next to the quoted word (fuller notes will be on the entire quote in the reading).

- Highlight sparingly – coloring the entire reading does not help important information to stand out;

HERE’S HOW (IN MORE DETAIL)

- Analyze, evaluate, speculate about the **title** before beginning to read and then come back to the title after reading and summarize its relevance – always write a sentence or so explaining its relevance to the theme or thesis of the story/article;
- Examine **chapter or section titles or headings** before, during, and after reading;
- Identify and comment on the **narration** – 1st or 3rd person, why? Omniscient, dramatic, participating – why? Present tense? Past tense? Why? Formal or informal? Educated or not – why? Keep a section in the front of the book to add to a growing understanding of the narration, point of view, tone, and mood of the piece. Decide and write the author’s purpose for this narrative choice.
- Analyze the **narrator as a character**, even in nonfiction works – decide and comment on why he is reliable and unreliable.
- Highlight or underline **important ideas**;
- Write **parallel lines** to the side of passages too long to highlight but which need emphasis;
- **Star** ideas of utmost importance;
- Circle and define unfamiliar **vocabulary words** or ones with archaic or unusual meanings;
- Cycle, box, or **color-code** with a highlighter groups or series of words that work together to develop an image, motif, theme, character, main idea, or some other element;
- Place post it notes as markers at the edge of the page with a note as to the significance of that page;
- Write **analytical notes, paraphrases, ideas in the margins** that will help the reader remember thoughts about the content of the page;
- Write key words that identify a symbol, image, or other important idea in the **upper outside corner of pages** so that when the reader flips through the book, he easily sees what significant idea, etc. is on the page and which has been thoroughly noted in the text of the page;
- **Cross reference images, motifs, recurring important ideas**, etc. Start a list on an end flap that gives a title to the group, e.g., “Christian Imagery” pp. 6, 9, 15, 80, 210, etc. On each page highlight and comment on the example itself;
- **Comment in the margins – react personally**, agree, disagree, compare or contrast to previous knowledge/ another book / ideas;
- Write **questions** about what is not understood;
- **Predict** what might happen, and **Speculate** about what could have happened– “What if the character had done...?” “What if the writer had been [different in some way]?”

For more information on Active Reading, you may want to read Mortimer J. Adler’s essay “How To Mark A Book.” From *The Saturday Review of Literature*, July 6, 1940, pp. 11-12 Copyright 1940, The Sat. Review Co., Inc.; renewed 1967 Sat. Review, Inc.

Here is the rubric for grading the ACTIVE READING of each book:

Evaluation for Summer ACTIVE READING

Name _____ Due date: _____

Work:	total
<p>Active Reading Evidence and/or Analytical notes: highlight, box, star, code, translate, paraphrase, summarize over or beside lines, sentences, and key passages. On book pages (or separate paper), write notes in margins, on bottoms, tops, or in corners and/or add post it notes to accommodate reader's notes. paraphrases, ideas in the margins help reader remember thoughts about the content of the page. Provide record of story line: NOTE: Outlines, summaries, paraphrases are in the reader's own words. (+3)</p>	
<p>On end flaps or on separate sheets of paper, create titled lists and categories of information (key events, characters, important ideas, themes, vocabulary, symbols, imagery, motifs) and collect information under these categories w/ quoted, key words from passages and the page # next to quoted word . (+3)</p>	
<p>Personal Commentary in margins or on separate sheets of paper: agree, disagree, compare or contrast to previous knowledge/ another book / ideas; write questions about what is not understood; Predict what might happen; Speculate – “What if the character had done...?” . (+3)</p>	
<p>Parent/student signature verification (+1)</p>	
<p>Total:</p>	<p>_____/10</p>
<p>Comments:</p>	