

Slidell High School  
Summer Reading  
English III (Honors)  
2018-2019



Dear Parents and Students,

Reading comprehension skills are essential to a student's academic growth. These skills can benefit a person for a lifetime. In an effort to nurture both the habits of good reading and the love of reading, as well as develop strong reading skills, the following reading assignment has been assigned to all English III Honors level students. Every English III Honors student must read and annotate the book over the summer.

This assignment is due the first day of the new school year, so get started now! If your schedule changes from English III Honors to another level of English III, it is your responsibility to obtain the appropriate reading list as found on the Slidell High School website. It is strongly suggested that a personal copy of this novel be obtained and annotated. However, one may be checked out from the library and annotations can be done on post-it notes or as split-page notes.

**ASSIGNMENT** - Annotate this novel using the attached annotation guidelines.

**English III (Honors) Summer Reading  
Of Mice and Men by John Steinbeck  
Fiction - Novella**

Synopsis

They are an unlikely pair: George is "small and quick and dark of face." Lennie, a man of tremendous size, has the mind of a young child. Yet, they have formed a "family", clinging together in the face of loneliness and alienation. Laborers in California's dusty vegetable fields, they hustle work when they can, living a hand-to mouth existence. For George and Lennie have a plan: to own an acre of land and a shack they can call their own. When they land jobs on a ranch in the Salinas Valley, the fulfillment of their dream seems to be within their grasp. But, even George cannot guard Lennie from the unseen factors, nor predict the consequences of Lennie's unswerving obedience to the things George taught him.

## Annotation Guidelines

Annotation is a key component of close reading. Since we will annotate texts all year, you need to develop a system that works for you (within the following guidelines). Effective annotating is both economical and consistent. The techniques are almost limitless. Use any combination of the following:

- Make brief comments in the margins. Use any white space available - inside cover, random blank pages
- Make brief comments between or within lines of the text. Do not be afraid to mark within the text itself. In fact, you must.
- Circle or put boxes, triangles, or clouds around words or phrases.
- Use abbreviations or symbols - brackets, stars, exclamation points, question marks, numbers, etc.
- Connect words, phrases, ideas, circles, boxes, etc. with lines or arrows.
- \*Underline - CAUTION: Use this method sparingly. Underline only a few words. Always combine with another method such as comment. Never underline an entire passage. Doing so takes too much time and loses effectiveness. If you wish to mark an entire paragraph or passage, draw a line down the margin or use brackets.
- \*Highlight - See underline. You cannot write with a highlighter anyway.
- Create your own code.
- Use post-it notes only if you have exhausted all available space (unlikely).

## What should you annotate?

Again, the possibilities are limitless. Keep in mind the reasons we annotate. Your annotations must include comments. I want to see evidence of thinking.

- Have a conversation with the text. Talk back to it.
- Ask questions (essential to active reading).
- Comment on the actions or development of a character. Does the character change? Why? How? The result?
- Comment on something that intrigues, impresses, amuses, shocks, puzzles, disturbs, repulses, aggravates, etc.
- Comment on lines / quotations you think are especially significant, powerful, or meaningful.
- Express agreement or disagreement.
- Summarize key events. Make predictions.

- Connect ideas to each other or to other texts.
- Note if you experience an epiphany.
- Note anything you would like to discuss or do not understand.
- Note how the author uses language. Note the significance if you can.
  - effects of word choice (diction) or sentence structure or type (syntax)
  - point of view / effect
  - reliability of narrator
  - repetition of words, phrases, actions, events -
  - patterns - motifs or cluster ideas
  - narrative pace / time / order of sequence of events
  - tone / mood
  - irony\*\*\*
  - imagery
  - contrasts / contradictions / juxtapositions / shifts/themes (American Dream!)
  - allusions
  - setting / historical period
  - any other figure of speech or literary device
  - symbols

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.

\*\*\*Bring all of your annotated texts to class the first day. Approach the works with an open mind.

Let them inspire you and stretch your imagination.

## How-to-Annotate-a-Book

### Mark

#### Before Reading:

- ← Examine the front and back covers (books)
- ← Read the title & any subtitles
- ← Examine the illustrations
- ← Examine the print (bold, italic, etc.)
- ← Examine the way the text is set up (book, short story, diary, dialogue, article, etc.)

As you examine and read these, write questions and make predictions and/or connections near these parts of the text.

#### During Reading:

##### Mark in the text:

- ← Characters (who)
- ← When (setting)
- ← Where (setting)
- ← Vocabulary (squiggly underline)
- ← Important ideas or information (straight underline)

##### Write in the margins:

- ← Summarize
- ← Make predictions
- ← Formulate opinions
- ← Make connections
- ← Ask questions
- ← Analyze the author's craft
- ← Write reflections/reactions/comments
- ← Look for patterns/repetitions

#### After Reading:

- ← Reread annotations—draw conclusions
- ← Reread introduction and conclusion—try to figure out something new
- ← Examine patterns/repetitions—determine possible meanings
- ← Determine what the title might mean

## Annotation Instructions and Rubric

Print this page and cut out the attached bookmark. Use it to help you read for important information. Obviously, annotation is as personal as reading, and there are **MANY** ways to annotate a book. This system is just a suggestion. For example, some people prefer to use colors to differentiate elements, and some prefer to use "Post Its."

If you already have a system, feel free to use what you are comfortable with. We're not going to hold you to specific squiggly lines or circles.

What we will be looking for when we collect your books in the fall is the level of critical thinking that went into your reading. So, whatever system you use, **make your thinking visible**. We will look to see if you have recognized the elements at left--characters, setting, vocabulary and important information. Comments and questions in the margins and at the end of chapters also show us your thinking process.

### A Grade:

For an annotated book to receive an *A*, we would expect to see markings and written commentary throughout the entire book including recognition of significant plot points or ideas. There will probably be something significant noted in nearly every chapter.

### B Grade:

A *B* book may be lacking in written commentary, but the "highlighted" areas will reflect the significant elements discussed at left.

### C Grade:

A *C* book may be missing some significant elements, but will still be highlighted generally throughout the book, showing your basic understanding of the characters and plot.

Lower Grades will reflect a lack of reading, possibly in skipped sections or random highlights of insignificant material.