



MORRIS HILLS REGIONAL DISTRICT
REQUIRED SUMMER READING 2018



AP Language and Composition, AP Literature and Composition,
 Academy Summer Program, and IB

All students in the MHRD will read *Breakthrough: How One Teen Innovator is Changing the World*.

Students in the programs listed below, will have the following additional assignments.

Course	Required Text	Assignment
DISTRICT WIDE SUMMER READ Mandatory for all students	<i>Breakthrough: How One Teen Innovator is Changing the World</i> Jack Andraka	<p><u>ONE-PAGER</u> (required) <u>ESSAY CONTEST</u> (optional)</p> <p><i>While annotations will <u>not</u> be graded, they would prove helpful to students in for completing the one-pager as well as in September in preparation for additional follow up activities. Core English courses will begin with this text. (See annotation tips below.)</i></p>
Academy Summer Program	<i>The Joy Luck Club</i> Amy Tan	Read and annotate the text. Be sure to note heroic and cowardly behaviors, the use of symbols and figurative language, and Tan's overall message about the world.
IB English HL/I	<i>Brave New World</i> Aldous Huxley	Read and annotate the text. Be sure to review the annotation guide before you begin. (See Mr. Weber for further details)
IB English HL/II	<i>A Small Place</i> Jamaica Kincaid	Read and annotate <i>A Small Place</i> and finish draft of Works in Translation Essay. (See Mr. Weber for further details)
AP Language and Composition	<i>The Things They Carried</i> Tim O'Brien "A Letter from Birmingham Jail" Dr. Martin Luther King, Jr.	Read <i>The Things They Carried</i> and annotate for character, emerging themes, and language choice. Read "A Letter from Birmingham Jail" and complete the Appeals Chart linked here .
AP Literature and Composition	<p><u>MORRIS KNOLLS STUDENTS</u> <i>Beloved</i> Toni Morrison <i>How to Read Literature Like a Professor</i> Thomas C. Foster</p>	Read the novel identified under the school you attend and complete the assignment linked here . (Note: All students will read both novels during the school year, however students are only required to read the one indicated to satisfy the summer requirement. Students are welcome to read both novels during the summer, in preparation for the close read during the school year. All students are required to read <i>How to Read Literature Like a Professor</i> .)
	<p><u>MORRIS HILLS STUDENTS</u> <i>Jane Eyre</i> Charlotte Brontë <i>How to Read Literature Like a Professor</i> Thomas C. Foster</p>	

MORRIS HILLS REGIONAL DISTRICT
BORROWING AND BUYING
REQUIRED SUMMER READING 2018

*The chart below includes resources for borrowing and buying books. Bookstores have been notified of titles and libraries have received donations in supplement their circulation.

Public Libraries	In the Stores
<p>Denville Township Public Library 121 Diamond Spring Rd Denville, NJ 07834-2749 (973) 627-6555 http://www.denvillelibrary.org/</p>	<p>Barnes & Noble, Ledgewood Ledgewood Mall 375 Route 10 E Ledgewood, NJ 07852 973-252-9300 http://www.barnesandnoble.com/</p>
<p>Township of Rockaway Public Library 61 Mount Hope Road Rockaway, NJ 07866 (973) 627-2344 http://www.rtlibrary.org/</p>	<p>Barnes & Noble, Parsippany/Morris Plains 1940 State Rt. 10 Parsippany, NJ 07054 (973) 644-9482 http://www.barnesandnoble.com/</p>
<p>Wharton Public Library 15 South Main Street Wharton, NJ 07885 (973) 361-1333 http://www.whartonlibrary.org/</p>	<p>Ray and Judi's Book Stop 40 W Main St Rockaway, NJ 07866 (973) 586-9182</p>
<p>Rockaway Borough Public Library 82 East Main Street Rockaway, NJ 07866 Phone: 973-627-5709 http://www.rblibrary.org</p>	
<p>Online www.barnesandnoble.com www.amazon.com www.half.ebay.com www.alibris.com www.booksamillion.com www.abebooks.com</p>	

Tips for ANNOTATING

Annotating keeps the reader engaged with the text. It is a key component of close reading. It allows readers to dialogue with the text, formulate questions, and record comments, thus developing a deeper understanding of the work's meaning. While you are reading, use the list of Suggested Active Reading and Annotation Strategies below to mark the text. You do not have to use all of the strategies listed. It is simply there to guide you.

Requirements for Annotations:

- You may write directly in your book if it is your own copy. You may use post-it notes or print and copy the annotation page included at the end of this document.
- Although annotations may not occur on every page and there is not a prescribed number per page, you are expected to annotate thoroughly and consistently throughout the text. See the Annotation Rubric and Annotation Links and Samples sections for more details.

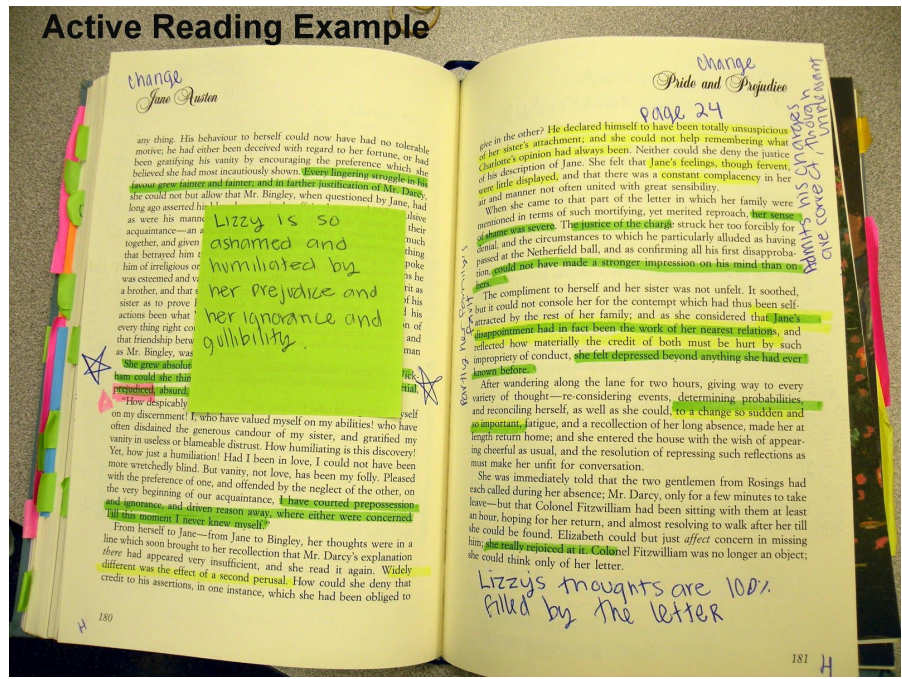
Suggested Active Reading and Annotation Strategies

Before Reading:

- Read the front and rear covers of the book, including information about the author. This can give you a more rounded picture of the book while reading.
- Always read the title page, introductions, table of contents, prefaces and any notes from the author. These will help familiarize yourself with the content of the book and its origins.
- Check to see if there is a glossary or any other information at the back of the book that you can use while you are reading.
- Find the right place to read your book. Some people need complete silence while others can read in any environment. Only you know what your best reading environment is, so find it and use it!
- Divide your book into sections. Chunking text can make it easier to work through.

While you read, make notes about key material. Consider the following:

- Use punctuation marks such as stars, arrows, question marks, check marks, and brackets to mark the text that you may want to come back to. Create your own unique system to mark what you think is important or questionable.
- Comment on what you think is significant, powerful, meaningful. Comment on what you agree or disagree with as well.
- Ask questions, relate to characters, make connections to other texts, topics, other parts of the book, world events etc... Make connections to other texts you have read or seen, including: movies, comic books/graphic novels, news events, other books, stories, plays, songs, or poems.
- Write comments about the author's style, word choice, or graphic elements.
- Define words or slang; make the words real with examples from your experiences; explore why the author would have used a particular word or phrase.
- Draw a picture when a visual connection is appropriate.
- Rewrite, paraphrase, or summarize a particularly difficult passage or moment.
- Make meaningful connections to your own life experiences.



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- Describe a new perspective you may now have.
- Explain the historical context or traditions/social customs that are used in the passage.
- Offer an analysis or interpretation of what is happening in the text.
- Point out and discuss literary techniques that the author is using.
- Explain the effects of syntax, method, figurative language and other techniques on the text.
- Mark your “ahha” moments – any epiphanies that you have while reading.
- Summarize the main ideas in the chapter in one or two sentences. Make note of where plot events occur (exposition to rising action, climax, falling action, resolution, conclusion).
- Use the inside front cover of the book to keep a list of important information with page number references in the book. Some examples of what you could list here are: themes, text that connects to the book’s title, important names of characters & character development, memorable quotes, or key questions you may have about the text.
- Consider literary elements such as symbolism, mood, tone, setting, archetypes, and motifs. (If you don’t own the book, do this on a separate piece of paper or on sticky notes.)
- Use the inside back cover to make a list of key vocabulary words and definitions from the text. Choose words that are unique to the author/story/culture or advanced vocabulary. (If you don’t own the book, do this on a separate piece of paper or on sticky notes.)
- Refer to the Suggested Sentence Stems for Annotations section below for tips on how to start annotations.

Suggested Materials to Assist with Annotating:

- Highlighters: use different colors to show important people, events, vocabulary, additional detail or development of ideas as you read
- Pencil: You need this to write in the text (or on a sticky note if you don’t own the text). Using a pencil is a better choice since even geniuses need to correct mistakes!
- Post-it Notes: Even if you are writing directly in your book, having available post-it notes will allow you to flag important pages to reflect upon later.
- A Dictionary: It is a good idea to keep a dictionary or an app on your phone handy in order to look up words you may not know so that you can better understand the text.
- Your Text: If possible, it is best to have your own copy of the text so that you can highlight and write in it. However, if you don’t, you need to get some sticky notes that you can use to put in the book and then take out when you return the book.

Suggested Sentence Stems for Annotations:

Why did...

This part about _____ makes me wonder...

This concept is similar to...

This concept is different from...

What would happen if...

This section about _____ means...

The way the author says _____ makes me think...

The word _____ in this paragraph means...

After reading this paragraph, I can now predict...

After reading this paragraph, I now understand...

This character is very different from...

This character reminds me of...

I think the author chose this setting because...

This part is confusing because...

This character did _____ because...

The conflict in this scene ...

The author uses this metaphor because...

The author’s use of description makes me think...

The author organizes the text by...

I don’t understand...

I wonder why the author..

Helpful Annotation Links:

The video links below provide various strategies for annotating text.

“Annotate That” https://youtu.be/JZXgr7_3Kw4

“How to Annotate a Text” <https://youtu.be/IzrWOj0gWHU>

“How to Annotate Text” <https://youtu.be/BrlUkc5hPzs>

Annotations Rubric			
Exceeds Expectations 25-23	Meets Expectations 22-18	Nearly Meets 17-15	Below Expectations 14 and below
<p>The entire text is saturated with thoughtful & useful annotations.</p> <p>A thorough variety of literary techniques and features (themes, motifs, symbols, figurative language, diction, characterization, contrasts, etc.) have been identified and insightfully analyzed.</p> <p>Annotations accomplish a vast assortment of purposes such as summarizing, comparing/contrasting, asking questions, making connections, textual analysis, etc.</p> <p>Annotations demonstrate a rich, nuanced understanding of the text.</p>	<p>Many annotations are present throughout most of the text.</p> <p>Many literary techniques and features (themes, motifs, symbols, figurative language, diction, characterization, contrasts, etc.) have been identified and analyzed.</p> <p>Annotations accomplish an assortment of purposes such as summarizing, comparing/contrasting, asking questions, making connections, textual analysis, etc.</p> <p>Annotations demonstrate a strong understanding of the text.</p>	<p>Annotations are present, but sparse. Some sections of the text are unmarked.</p> <p>Some literary techniques and features (themes, motifs, symbols, figurative language, diction, characterization, contrasts, etc.) have been identified; however, most are simplistic and lack any real depth of understanding.</p> <p>Annotations accomplish only a few purposes such as summarizing, comparing/contrasting, asking questions, making connections, textual analysis, etc.</p> <p>Annotations demonstrate some understanding of the text.</p>	<p>Annotations are sparse and of limited quality. Most sections of the text are unmarked.</p> <p>Very few literary techniques and features (themes, motifs, symbols, figurative language, diction, characterization, contrasts, etc.) have been identified or explained.</p> <p>Annotations lack a clear purpose.</p> <p>Annotations demonstrate very limited understanding of the text.</p>