

*Conroe High School English IV (Level) Summer
Reading Assignment*



In Conroe ISD, we encourage all students to read over the summer in order to enrich learning and provoke thought. Summer reading strengthens reading skills, increases academic achievement, fosters a love for reading, and empowers students to become life-long learners.

Additionally, students who enroll in a Pre AP or AP English course are expected to engage in summer reading as it prepares students for the upcoming school year and creates an initial common framework for classroom discussion and instruction.

Summer Reading Novel:

Legend by Marie Lu (New York Times Bestseller)

What was once the western United States is now home to the Republic, a nation perpetually at war with its neighbors. Born into an elite family in one of the Republic's wealthiest districts, fifteen-year-old June is a prodigy being groomed for success in the Republic's highest military circles. Born into the slums, fifteen-year-old Day is the country's most wanted criminal. But his motives may not be as malicious as they seem.

From very different worlds, June and Day have no reason to cross paths - until the day June's brother, Metias, is murdered and Day becomes the prime suspect. Caught in the ultimate game of cat and mouse, Day is in a race for his family's survival, while June seeks to avenge Metias's death. But in a shocking turn of events, the two uncover the truth of what has really brought them together, and the sinister lengths their country will go to keep its secrets.

Assignment:

As part of your summer reading assignment, annotate your required text as you read. Annotating is an essential skill that helps build critical thinking and reading skills for any advanced course. Below are definitions and examples of annotations.

Annotating keeps the reader engaged with the text. While you are reading, use one or more of these strategies to mark the book and include your thoughts and questions. The novel and assignment will be due the first week of school.

Requirements for Annotations:

1. **Write comments** in the margin to:

- ask questions
- relate to characters
- make connections to your own life, history, other literature

2. **Identify and write comments** about the author's use of figurative language.

Suggested annotation strategies:

1. Star any passages that are very important: events, decisions, or cause and effect relationships.
2. Underline any sentences that made you think or appealed to you and describe your thinking.
3. Circle/highlight words that are unfamiliar or make a list of them in the back of the book.

4. Put a question mark by areas that you were confused about or did not fully understand.
5. Bracket any sentences that exemplify the author's style, word choice, or where the author includes graphic elements. Write your thoughts about the language and style.

Assessment:

Make sure to finish all annotations and readings before school begins in the fall. An assessment over the novel and annotations will take place within the first week of school.

Annotation Rubric

Excellent:

- Text has been thoroughly annotated with questions, observations, and reflections of the content as well as the writing; variety of topics marked for discussion; variety of stylistic devices marked.
- Comments demonstrate analysis and interpretation – thinking beyond the surface level of the text. Thoughtful connections made to other texts, life experiences, or other events throughout the text.
- Comments accomplish a great variety of purposes.
- Consistent markings throughout text (not bunched).
- Each chapter has several annotations.
- Turned in on the first day of class Fall Semester, 2016

Proficient:

- Text has been annotated reasonably well with questions, observations, and/or reflections of the content as well as the writing style.
- Comments demonstrate some analysis and interpretation – thinking somewhat beyond the surface level of the text. Attempts at making connections.
- Comments accomplish a variety of purposes.
- Some lapses in entries exist or entries may be bunched.
- Each chapter has at least two annotations.

Adequate:

- Text has been briefly annotated with questions, comments, observations, and/or reflections of the content or writing style.
- Commentary remains mostly at the surface level. The commentary suggests thought in specific sections of the text rather than throughout.
- Entries may be sporadic.
- Each chapter has at least one annotation.

Inadequate:

- Text has been briefly annotated - underlined details only
- Commentary is perfunctory. Little or no attempt to make connections.