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JTHS Students,

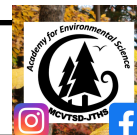
The purpose of the JTHS Summer Reading Assignment is to encourage students to keep reading and thinking over summer break. You will get to choose a book from a list of titles generated by both teachers and students. There are three parts to the JTHS Summer Reading Assignment.

JTHS Parents/Guardians,

For the JTHS Summer Reading Assignment, your child will be choosing a text. The titles and overviews are attached. Sharing this information gives you the opportunity to preview the subject matter and content of these books. Some contain more sensitive content than others. We encourage you to read along with your child and discuss the book as you do so.

2025 JTHS SUMMER READING ASSIGNMENT FOR THE

ENVIRONMENTAL ACADEMY ENGLISH HONORS COURSES 9-10-11 Grades



Part 1: Choose one title from your grade level list and read the book before the first day of school. We know that you may already be familiar with these titles or you may have seen the movie. Maybe you even read the book already. Remember, the goal is to keep reading and thinking. So read the book even if you saw the movie, or read the book again even if you have read it before.

Part 2: Complete one of the following reading responses prior to the first day of school. Responses are due Friday, September 6th. You have the option to hand in a written paper copy, or submit any of the tasks digitally by e-mailing and/or sharing the file with your teacher.

(More detailed directions are attached.)

Option 1: Write a journal entry as one of the characters. Link your entry to the theme/central message/lesson/moral.

Option 2: Choose four quotes that made you react, and record how these quotes are related to the theme/central message/lesson/moral.

Option 3: Complete the attached graphic organizer/dialectical journal.

Option 4: Create a digital book trailer and/or advertisement for the book.

Option 5: Write a book review.


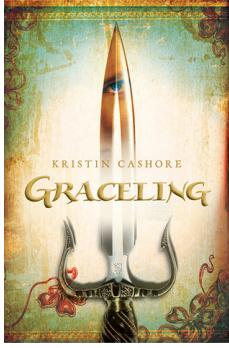
Option 6: Annotate as you read (2 annotations per chapter).

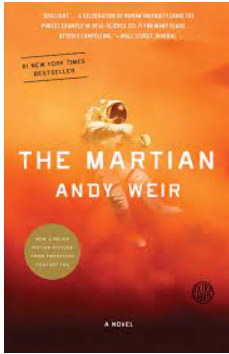

Total Formative Points-24

Part 3: On one of the first days of school, you will engage in a book club discussion with the students in your class who read the same title as you. Be prepared to talk about the theme, how the characters change, and how the book reflects current 21st-century society and/or social trends.

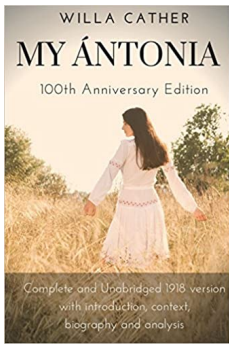
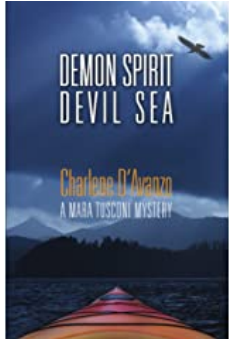

Total Formative Points-25

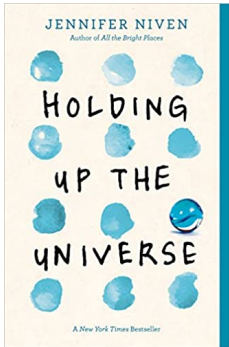

●● Incoming Environmental Academy English 9 Honors Book List ●●

Title	Genre	Author	Synopsis
<p><u>The Sea Around Us</u></p> 	Non-Fiction	Rachel Carson	<p>National Book Award Winner and <i>New York Times</i> Bestseller: Explore earth's most precious, mysterious resource—the ocean—with the author of <i>Silent Spring</i>. With more than one million copies sold, Rachel Carson's <i>The Sea Around Us</i> became a cultural phenomenon when first published in 1951 and cemented Carson's status as the preeminent natural history writer of her time. Her inspiring, intimate writing plumbs the depths of an enigmatic world—a place of hidden lands, islands newly risen from the earth's crust, fish that pour through the water, and the unyielding, epic battle for survival. Firmly based in the scientific discoveries of the time, <i>The Sea Around Us</i> masterfully presents Carson's commitment to a healthy planet and a fully realized sense of wonder. <i>This ebook features an illustrated biography of Rachel Carson including rare photos and never-before-seen documents from the Beinecke Rare Book and Manuscript Library at Yale University.</i></p>
<p><u>Shiver (The Wolves of Mercy Falls Book 1)</u></p> 	Fantasy	Maggie Stiefvater	<p>From a dazzlingly talented young writer, a haunting and original supernatural romance in the vein of TWILIGHT.</p> <p>For years, Grace has watched the wolves in the woods behind her house. One yellow-eyed wolf--her wolf--is a chilling presence she can't seem to live without. Meanwhile, Sam has lived two lives: In winter, the frozen woods, the protection of the pack, and the silent company of a fearless girl. In summer, a few precious months of being human . . . until the cold makes him shift back again.</p> <p>Now, Grace meets a yellow-eyed boy whose familiarity takes her breath away. It's her wolf. It has to be. But as winter nears, Sam must fight to stay human-- or risk losing himself, and Grace, forever.</p>
<p><u>Graceling</u></p> 	Epic Fantasy	Kristin Cashore	<p>"Rageful, exhilarating, wistful in turns" (<i>The New York Times Book Review</i>) with "a knee weakening romance" (<i>LA Times</i>). <i>Graceling</i> is a thrilling, action-packed fantasy adventure that will resonate deeply with anyone trying to find their way in the world.</p> <p><i>Graceling</i> tells the story of the vulnerable-yet-strong Katsa, who is smart and beautiful and lives in the Seven Kingdoms where selected people are born with a Grace, a special talent that can be anything at all. Katsa's Grace is killing. As the king's niece, she is forced to use her extreme skills as his brutal enforcer. Until the day she meets Prince Po, who is Graced with combat skills, and Katsa's life begins to change. She never expects to become Po's friend. She never expects to learn a new truth about her own Grace—or about a terrible secret that lies hidden far away . . . a secret that could destroy all seven kingdoms with words alone.</p>

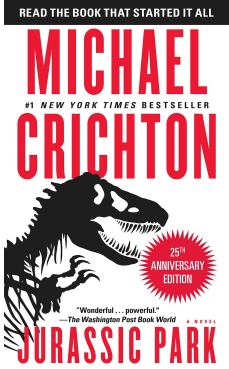
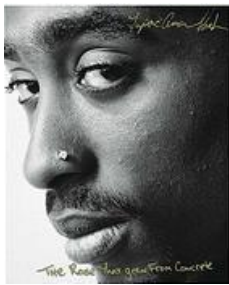
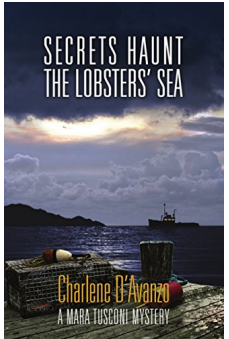
<p><u>The Martian</u></p> 	<p>Science Fiction and Fantasy</p>		<p>Nominated as one of America's best-loved novels by PBS's The Great American Read and a New York Times Best Seller! Six days ago, astronaut Mark Watney became one of the first people to walk on Mars.</p> <p>Now, he's sure he'll be the first person to die there.</p> <p>After a dust storm nearly kills him and forces his crew to evacuate while thinking him dead, Mark finds himself stranded and completely alone with no way to even signal Earth that he's alive—and even if he could get word out, his supplies would be gone long before a rescue could arrive.</p> <p>Chances are, though, he won't have time to starve to death. The damaged machinery, unforgiving environment, or plain-old "human error" are much more likely to kill him first.</p> <p>But Mark isn't ready to give up yet. Drawing on his ingenuity, his engineering skills—and a relentless, dogged refusal to quit—he steadfastly confronts one seemingly insurmountable obstacle after the next. Will his resourcefulness be enough to overcome the impossible odds against him?</p>
<p><u>Cold Blood, Hot Sea (Mara Tusconi Mystery Series) Book 1</u></p> 	<p>Environmental Mystery</p>	<p>Charlene D'Avanzo</p>	<p>"Charlene D'Avanzo is a marine ecologist who has written a first crime novel that makes her scientific specialty exciting... The central character, Mara Tusconi, is a Maine oceanographer who thinks there's something fishy (pardon the pun) about the death of a colleague on board a research ship."—THE TORONTO STAR</p> <p>A thrilling contribution to the new wave of cli-fi hitting the shelves, <i>Cold Blood, Hot Sea</i> pits climate change scientists against big energy conspirators. When a colleague is killed aboard the research vessel <i>Intrepid</i>, oceanographer Mara Tusconi believes it's no accident. As she investigates, Mara becomes entangled in a scheme involving powerful energy executives with much to lose if her department colleagues continue their climate change research. Mara's career—and life—is on the line, threatened by intrigue as big and dark as the ocean.</p> <p>Marine ecologist and award-winning environmental educator Charlene D'Avanzo studied the New England coast for forty years. As a scientist, D'Avanzo sees firsthand the effects of climate change, and as a college professor, she knows the importance of storytelling in bringing ideas to life. Today she uses mysteries to immerse readers in Maine waters' stunning beauty and grave threats. An avid sea kayaker, D'Avanzo lives in Yarmouth, Maine. <i>Cold Blood, Hot Sea</i> is her first novel.</p>

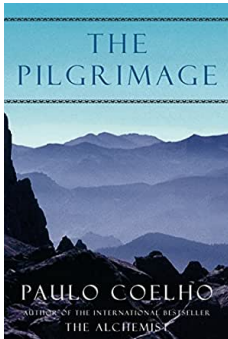
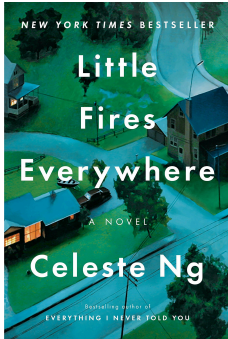
●● Incoming Environmental Academy English 10 Honors Book List ●●

Title	Genre	Author	Synopsis
<p><u>My Antonia</u></p> 	<p>Great Plains Novel</p> <p>Sense of Place</p>	<p>Willa Cather</p>	<p><i>My Antonia</i> evokes the Nebraska prairie life of Willa Cather's childhood, and commemorates the spirit and courage of immigrant pioneers in America. One of Cather's earliest novels, written in 1918, it is the story of Antonia Shimerda, who arrives on the Nebraska frontier as part of a family of Bohemian emigrants. Her story is told through the eyes of Jim Burden, a neighbor who will befriend Antonia, teach her English, and follow the remarkable story of her life.</p> <p>Working in the fields of waving grass and tall corn that dot the Great Plains, Antonia forges the durable spirit that will carry her through the challenges she faces when she moves to the city. But only when she returns to the prairie does she recover her strength and regain a sense of purpose in life. In the quiet, probing depth of Willa Cather's art, Antonia's story becomes a mobbing elegy to those whose persistence and strength helped build the American frontier</p>
<p><u>Demon Spirit, Devil Sea (Mara Tusconi Mystery Series) Book 2</u></p> 	<p>Environmental Mystery</p>	<p>Charlene D'Avanzo</p>	<p>Charlene D'Avanzo writes environmental mysteries, including cli-fi - climate fiction. She did her doctoral research in marine ecology in Woods Hole, MA, is an award-winning environmental educator, and now lives and writes on the Maine coast.</p> <p>Charlene won Mystery Writers of America's McCloy Award for new writers.</p> <p>"Cold Blood, Hot Sea", first in her Mara Tusconi Oceanography Mystery Series, is a Foreward Reviews INDIES Finalist. "Demon Spirit, Devil Sea", book two, an "enchanted tale from an ancient corner of the earth" (Mary Woodbury, curator of Eco-fiction.com), won an IPPY (Independent Publishers) award.</p>
<p><u>Dry</u></p> 			<p>When the California drought escalates to catastrophic proportions, one teen is forced to make life and death decisions for her family in this harrowing story of survival from New York Times bestselling author Neal Shusterman and Jarrod Shusterman.</p> <p>The drought—or the Tap-Out, as everyone calls it—has been going on for a while now. Everyone's lives have become an endless list of don'ts: don't water the lawn, don't fill up your pool, don't take long showers.</p> <p>Until the taps run dry. Suddenly, Alyssa's quiet suburban street spirals into a warzone of desperation; neighbors and families turned against each other on the hunt for water. And when her parents don't return and her life—and the life of her brother—is threatened, Alyssa has to make impossible choices if she's going to survive.</p>

<p><u>Holding Up the Universe</u></p> 	<p>Teen & Young Adult Fiction</p>	<p>Jennifer Niven</p>	<p>A New York Times Bestseller</p> <p>From the author of the <i>New York Times</i> bestseller <i>All the Bright Places</i> comes a heart-wrenching story about what it means to see someone—and love someone—for who they truly are.</p> <p>Everyone thinks they know Libby Strout, the girl once dubbed “America’s Fattest Teen.” But no one’s taken the time to look past her weight to get to know who she really is. Following her mom’s death, she’s been picking up the pieces in the privacy of her home, dealing with her heartbroken father and her own grief. Now, Libby’s ready: for high school, for new friends, for love, and for EVERY POSSIBILITY LIFE HAS TO OFFER. <i>In that moment, I know the part I want to play here at MVB High. I want to be the girl who can do anything.</i></p> <p><i>Jennifer Niven delivers another poignant, exhilarating love story about finding that person who sees you for who you are—and seeing them right back.</i></p>
<p><u>Soul Surfer: A True Story of Faith, Family, and Fighting to Get Back on the Board</u></p> 	<p>Memoir</p>	<p>Bethany Hamilton</p>	<p>In this moving personal account of faith and fortitude, internationally ranked surfer Bethany Hamilton tells how she survived a shark attack that cost her arm—but not her spirit.</p> <p>They say Bethany Hamilton has saltwater in her veins. How else could one explain the passion that drives her to surf? How else could one explain that nothing—not even the loss of her arm—could come between her and the waves? That Halloween morning in Kauai, Hawaii, Bethany responded to the shark’s stealth attack with the calm of a girl with God on her side. Pushing pain and panic aside, she began to paddle with one arm, focusing on a single thought: “Get to the beach....” And when the first thing Bethany wanted to know after surgery was “When can I surf again?” it became clear that her spirit and determination were part of a greater story—a tale of courage and faith that this soft-spoken girl would come to share with the world.</p> <p>Soul Surfer is a moving account of Bethany’s life as a young surfer, her recovery after the attack, the adjustments she’s made to her unique surfing style, her unprecedented bid for a top showing in the World Surfing Championships, and, most fundamentally, her belief in God. It is a story of girl power and spiritual grit that shows the body is no more essential to surfing—perhaps even less so—than the soul.</p>

●● Incoming Environmental Academy English 11 Honors Book List ●●

Title	Genre	Author	Synopsis
<u>Jurassic Park</u> 	Science Fiction	Michael Crichton	<p>#1 NEW YORK TIMES BESTSELLER</p> <p>“Wonderful . . . powerful.”—The Washington Post Book World</p> <p>An astonishing technique for recovering and cloning dinosaur DNA has been discovered. Now humankind’s most thrilling fantasies have come true. Creatures extinct for eons roam Jurassic Park with their awesome presence and profound mystery, and all the world can visit them—for a price.</p> <p>Until something goes wrong. . . .</p> <p>In Jurassic Park, Michael Crichton taps all his mesmerizing talent and scientific brilliance to create his most electrifying technothriller.</p>
<u>The Rose That Grew from Concrete</u> 	Poetry and Non-fiction	Tupac Shakur	<p>Tupac Shakur's most intimate and honest thoughts were uncovered only after his death with the instant classic <i>The Rose That Grew from Concrete</i>.</p> <p><i>His talent was unbounded a raw force that commanded attention and respect.</i></p> <p><i>His death was tragic—a violent homage to the power of his voice.</i></p> <p><i>His legacy is indomitable—as vibrant and alive today as it has ever been.</i></p> <p>For the first time in paperback, this collection of deeply personal poetry is a mirror into the legendary artist's enigmatic world and its many contradictions. Written in his own hand from the time he was nineteen, these seventy-two poems embrace his spirit, his energy—and his ultimate message of hope.</p>
<u>Secrets Haunt the Lobsters' Sea</u> 	Environmental Mystery (<u>Mara Tusconi Mystery Series Book 3</u>)	Charlene D'Avanzo	<p>Paul Doiron, author of the Mike Bowditch mysteries, says Charlene is "a natural storyteller and a passionate scientist who brings both aspects of herself in her third novel, 'Secrets Haunt the Lobsters' Sea'". Barbara Ross, Maine Clambake Mystery author, calls the book a "spellbinding mystery about the secrets of lobsters and the people who trap them".</p> <p>Marine ecologist and award-winning environmental educator Charlene D'Avanzo studied the New England coast for forty years. As a scientist, D'Avanzo sees firsthand the effects of climate change, and as a college professor, she knows the importance of storytelling in bringing ideas to life. An avid sea kayaker, D'Avanzo lives in Yarmouth, Maine..</p>
<u>The Pilgrimage</u>	Non Fiction	Paulo Coelho	<i>The Pilgrimage</i> paved the way to Paulo Coelho's international

			<p>best-selling novel <i>The Alchemist</i>. In many ways, these two volumes are companions - to truly comprehend one, you must read the other.</p> <p>Step inside this captivating account of Paulo Coelho's pilgrimage along the road to Santiago. This fascinating parable explores the need to find one's own path. In the end, we discover that the extraordinary is always found in the ordinary and simple ways of everyday people. Part adventure story, part guide to self-discovery, this compelling tale delivers the perfect combination of enchantment and insight.</p>
<p><u>Little Fires Everywhere</u></p> 	Contemporary Fiction	Celeste Ng	<p>From the bestselling author of <i>Everything I Never Told You</i>, a riveting novel that traces the intertwined fates of the picture-perfect Richardson family and the enigmatic mother and daughter who upend their lives.</p> <p>In Shaker Heights, a placid, progressive suburb of Cleveland, everything is planned – from the layout of the winding roads, to the colors of the houses, to the successful lives its residents will go on to lead. And no one embodies this spirit more than Elena Richardson, whose guiding principle is playing by the rules. Enter Mia Warren – an enigmatic artist and single mother – who arrives in this idyllic bubble with her teenaged daughter Pearl, and rents a house from the Richardsons. Soon Mia and Pearl become more than tenants: all four Richardson children are drawn to the mother-daughter pair. But Mia carries with her a mysterious past and a disregard for the status quo that threatens to upend this carefully ordered community.</p> <p><i>Little Fires Everywhere</i> explores the weight of secrets, the nature of art and identity, and the ferocious pull of motherhood – and the danger of believing that following the rules can avert disaster.</p>

Response to Reading Option 1: Write a journal entry as one of the characters. Link your entry to the theme/central message/lesson/moral. You can submit this response as a handwritten paper copy, and/or type it and e-mail/share the digital document with your teacher.

Book Title: _____

Write at least two journal entries from the perspective of a character in your book. At the beginning of each entry, state the name of the featured character and the chapter after which the entry would be written. (Each entry should be at least 2 paragraphs.)

Put yourself in the character's shoes, and consider the following questions to get you going:

- What are you most afraid of or worried about? What is making you anxious? Describe the person, object, or event that bothers you.
- Who has impressed, annoyed, or pleased you most so far? What other character has had the strongest effect on you? Describe the interaction you've had, and why you feel the way that you do.
- What do you want to accomplish in your life? What big goals have you set for yourself, and why? What obstacles stand in your way?
- If you could relive a moment, what moment would you like to relive, and why? What event do you think about? Why is it such a strong memory for you? Do you have any regrets about this moment?
- What lesson(s) have you learned? What have the events that you've been through taught you? How have you changed?
- Choose a value or ideal that is important to you--honesty, courage, faithfulness, and so forth. Define your value, and explore how it relates to your life. Why is this ideal important to you?

Character Journal Entry Example:

Title: The Hunger Games by Suzanne Collins Character: Prim, Chapter 3

My head is spinning. The unthinkable has happened. My stomach keeps clenching and unclenching like an angry fist. When I heard my name over the speaker, I felt a paralyzing numbness. My name, one slip of paper among hundreds, got picked? I heard a few gasps around me. People were stunned that a twelve year old had been chosen. A child forced to fight to the death for the cameras. Those cowards in the Capitol will do anything to keep their control over us. Within seconds of the announcement, I heard my sister's voice. Katniss was pushing her way through the throng, volunteering her life to save mine. She didn't even hesitate. It was not her job to save me.

It's strange that she was willing to sacrifice herself for me, yet I'm angry with her. I cannot bear to watch my sister die, but then neither could she. I know she'd do anything to protect me. I'm hoping that will get her through the Games because I still need her here in District 12. I keep hoping I'll wake up from this nightmare, but she's really gone. They took her away so quickly. She's on her way to the Capitol now, and within days, she'll be in the arena fighting for her life. Katniss must win. Deep down, I feel that she really will. I don't know anybody as strong and brave as my sister. I don't care if the District 1 & 2 Tributes have been training their whole lives for this. Katniss will beat them. She has to. I don't know what I would do without her.

Response to Reading Option 2: Choose four quotes that made you react and record how they are related to the theme/central message/lesson/moral. (Each quote should have at least a 1 paragraph response.) You can

submit this response as a handwritten paper copy, and/or type it and e-mail/share the digital document with your teacher.

Book Title: _____

<p>Quote 1:</p> <p>How does this quote relate to the theme/central message?</p>	<p>Quote 3:</p> <p>How does this quote relate to the theme/central message?</p>
<p>Quote 2:</p> <p>How does this quote relate to the theme/central message?</p>	<p>Quote 4:</p> <p>How does this quote relate to the theme/central message?</p>

Reading Response Option 3: Complete the attached graphic organizer/dialectical journal.
(For the sections: *respond*, *analyze*, and *evaluate*, include at least 3 sentences EACH.) You can submit this response as a handwritten paper copy, and/or type it and e-mail/share the digital document with your teacher.

Book Title: _____

Evidence From Text (Quotations from the book.) (Make special note of Literary Devices!)	Page #	Respond, Analyze & Evaluate
		<p>Respond:</p> <p>Analyze:</p> <p>Evaluate:</p>
		<p>Respond:</p> <p>Analyze:</p> <p>Evaluate:</p>

Reading Response Option 4: Create a digital book trailer and/or advertisement for the book.

This response must be submitted as a digital document. Either e-mail and/or share the file with your teacher.

Book Title: _____

What should you include in your book trailer?

- The Book Title
- Author's Name
- The genre (fiction or nonfiction) (AND fantasy, mystery, science fiction, historical fiction, adventure, realistic fiction, etc.)
- A description of at least one main character
- The problem the main character has to overcome (the main conflict) DO NOT explain if the character is successful at solving this problem!
- Summarize a few details about the action of the novel (3-4 sentences; NO SPOILERS!)
- What was your favorite part of the book, or a connection you personally made to the story or characters?
- At least THREE descriptive adjectives to describe the book (not a vague "interesting")

What you could include in your book trailer:

- What books are similar to this one ("If you liked x, y, z, then you'll like this book!")?
- What would be a good song, or good music to play with your book trailer?
- What could be a tagline for your book?

Reading Response Option 5: Write a book review.

You can submit this response as a handwritten paper copy, and/or type it and e-mail/share the digital document with your teacher.

Book Title: _____

Book reviews typically evaluate recently-written works. They offer a brief description of the text's key points and often provide a short appraisal of the strengths and weaknesses of the work.

Book reviews are most often a college assignment, but they also appear in many professional works: magazines, newspapers, and academic journals. They typically range from 500-750 words, but may be longer or shorter. A book review gives readers a sneak peek at what a book is like, whether or not the reviewer enjoyed it, and details on purchasing the book.

Before You Read

Before you begin to read, consider the elements you will need to include in your review. The following items may help:

- **Author:** Who is the author? What else has s/he written? Has this author won any awards? What is the author's typical style?
- **Genre:** What type of book is this: fiction, nonfiction, romance, poetry, youth fiction, etc.? Who is the intended audience for this work? What is the purpose of the work?
- **Title:** Where does the title fit in? How is it applied in the work? Does it adequately encapsulate the message of the text? Is it interesting? Uninteresting?
- **Preface/Introduction/Table of Contents:** Does the author provide any revealing information about the text in the preface/introduction? Does a "guest author" provide the introduction? What judgments or preconceptions do the author and/or "guest author" provide? How is the book arranged: sections, chapters?
- **Book Jacket/Cover/Printing:** Book jackets are like mini-reviews. Does the book jacket provide any interesting details or spark your interest in some way? Are there pictures, maps, or graphs? Do the binding, page cut, or typescript contribute or take away from the work?

As You Read

As you read, determine how you will structure the summary portion or background structure of your review. Be ready to take notes on the book's key points, characters, and/or themes.

- **Characters:** Are there characters in the work? Who are the principal characters? How do they affect the story? Do you empathize with them?
- **Themes/Motifs/Style:** What themes or motifs stand out? How do they contribute to the work? Are they effective or not? How would you describe this author's particular style? Is it accessible to all readers or just some?
- **Argument:** How is the work's argument set up? What support does the author give for her/findings? Does the work fulfill its purpose/support its argument?
- **Key Ideas:** What is the main idea of the work? What makes it good, different, or groundbreaking?
- **Quotes:** What quotes stand out? How can you demonstrate the author's talent or the feel of the book through a quote?

When You Are Ready to Write

Begin with a short summary or background of the work, but do not give too much away. Many reviews limit themselves only to the first couple of chapters or lead the reader up to the rising action of the work. Reviewers of nonfiction texts will provide the basic idea of the book's argument without too much detail.

The final portion of your review will detail your opinion of the work. When you are ready to begin your review, consider the following:

- **Establish a Background, Remember your Audience:** Remember that your audience has not read the work; with this in mind, be sure to introduce characters and principals carefully and deliberately. What kind of summary can you provide of the main points or main characters that will help your readers gauge their interest? Does the author's text adequately reach the intended audience? Will some readers be lost or find the text too easy?
- **Minor principals/characters:** Deal only with the most pressing issues in the book. You will not be able to cover every character or idea. What principals/characters did you agree or disagree with? What other things might the author have researched or considered?
- **Organize:** The purpose of the review is to critically evaluate the text, not just inform the readers about it. Leave plenty room for your evaluation by ensuring that your summary is brief. Determine what kind of balance to strike between your summary information and your evaluation. If you are writing your review for a class, ask your instructor. Often the ratio is half and half.
- **Your Evaluation:** Choose one or a few points to discuss about the book. What worked well for you? How does this work compare with others by the same author or other books in the same genre? What major themes, motifs, or terms does the book introduce, and how effective are they? Did the book appeal to you on an emotional or logical way?
- **Publisher/Price:** Most book reviews include the publisher and price of the book at the end of the article. Some reviews also include the year published and ISBN.

Revising

When making the final touches to your review, carefully verify the following:

- Double-check the spelling of the author name(s), character names, special terms, and publisher.
- Try to read from the vantage point of your audience. Is there too much/enough summary? Does your argument about the text make sense?
- Should you include direct quotes from the reading? Do they help support your arguments? Double-check your quotes for accuracy.

Reading Response Option 6: Annotate as you read. Document 2 annotations per chapter.

You can create a handwritten chart, and/or type one and e-mail/share the digital chart with your teacher.

Book Title: _____

Literary Analysis Annotation Guide

Diction: the denotative and connotative meanings of words (What words does the author choose? Consider his/her word choice compared to another. Why did the author choose that particular word? What are the connotations of that word choice?)

- different words for the same thing often suggest different attitudes (happy vs. content vs. ecstatic)
- denotative vs. connotative (dead vs. passed away)
- concrete vs. abstract (able to perceive with 5 senses, tangible, vs. an idea or concept that exists in one's mind, intangible)
- monosyllabic vs. polysyllabic
- positive vs. negative (slender vs. skinny, determined vs. stubborn)
- colloquial / informal / formal
- cacophonous vs. euphonious (e.g., harsh sounding, raucous, croak **or** pleasant sounding, languid, murmur)

Images: Vivid appeals to understanding through the five senses – sight, sound, touch, taste, smell. (What images does the author use? What does he/she focus on in a sensory way? How do the kinds of images the author puts in or leaves out reflect his/her style? Are they vibrant? Prominent? Plain? NOTE: Images differ from detail in the degree to which they appeal to the senses. A farmer and a real estate developer would use different imagery to describe the same piece of land. Imagery would differ in a romantic vs. realistic description of the countryside.)

Details: Facts that are included or those that are omitted (What details does the author choose to include? What do they imply? What does the author choose to exclude? What are the connotations of the choice of details? NOTE: Details are facts or fact-lets. They differ from images in that they don't have a strong sensory appeal. Hard Copy vs. CNN vs. NPR)

Language: The overall use of language such as formal, clinical, informal, slang (What is the overall impression of the language the author uses? Does it reflect education? A particular profession? Intelligence? Is it plain? Ornate? Simple? Clear? Figurative? Poetic? Make sure you don't skip this step. Ambassador will speak differently than a cop or a kid.)

Sentence Structure: How the author's use of sentence structure affects the reader (What are the sentences like? Are they simple with one or two clauses? Do they have multiple phrases? Are they choppy? Flowing? Sinuous like a snake? Is there antithesis, chiasmus, parallel construction? What emotional impression do they leave? If we are talking about poetry, what is the meter? Is there a rhyme scheme? Long flowing sentences give us a different feeling than short choppy ones. If the narrator has awkward sentence structure, we might think he is uneducated or fearful. Sophisticated mature sentences might suggest artistic creativity.)

JTHS Reading Response Rubric	Score Point 4 The response	Score Point 3 The student response	Score Point 2 The student response	Score Point 1 The student response	Score Point 0 The student response
Reading Comprehension <i>Total possible points-4</i>	demonstrates full comprehension of ideas stated explicitly and/or inferentially by providing an accurate analysis;	demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis;	demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis;	demonstrates limited comprehension of ideas by providing a minimally accurate analysis;	demonstrates no comprehension of ideas by providing an inaccurate or no analysis.

Expression (Development of Ideas) <i>Total Possible Points-8</i>	addresses the task and provides effective and comprehensive development of the claim or topic that is consistently appropriate to task, purpose, and audience; uses clear reasoning supported by relevant, text-based evidence in the development of the claim or topic;	addresses the task and provides mostly effective development of the claim or topic that is mostly appropriate to task, purpose, and audience; uses mostly clear reasoning supported by relevant text-based evidence in the development of the claim or topic;	addresses the task and provides some development of the claim or topic that is somewhat appropriate to task, purpose, and audience; uses some reasoning and text-based evidence in the development of the claim or topic;	addresses the task and provides minimal development of the claim or topic that is somewhat appropriate to task, purpose, and audience; uses limited reasoning and text-based evidence	is undeveloped and/or inappropriate to the task, purpose, and audience; includes little to no text-based evidence;
Expression (Organization) <i>Total Possible Points-4</i>	is effectively organized with a clear and coherent response;	is organized with a mostly clear and coherent response	demonstrates some organization with a somewhat coherent response;	demonstrates limited organization and coherence;	lacks organization and coherence;
Expression (Control of Language) <i>Total Possible Points-4</i>	establishes and maintains an effective style	establishes and maintains a mostly effective style	has a style that is somewhat effective	has a style that is minimally effective.	has an inappropriate style
Knowledge of Language <i>Total Possible Points-4</i>	The student response to the task demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics/grammar/ usage, but meaning is clear.	The student response to the task demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics/grammar/ usage, but meaning is clear.	The student response to the task demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics/ grammar/ usage that occasionally impede understanding, but the meaning is clear.	The student response to the task demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics/grammar/ usage that often impede understanding.	The student response to the task does not demonstrate command of the conventions of standard English at an appropriate level of complexity. Frequent and varied errors in mechanics/ grammar/usage impede understanding.

Total Possible Points-24

JTHS Summer Assignment Discussion Rubric	Score Point 5 The student response	Score Point 3 The student response	Score Point 1 The student response
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Thinking and Talking like Experts Total Possible Points-5	Interprets themes & applies to life; Connects to characters & other texts- critiques and analyzes the character's actions; Critiques texts and author's techniques; <u>Uses literature terms & academic expression</u>	Provide some interpretations and applications to life; Use some literature terms & academic expressions; Shows some deep thinking	Remains at retell level; Gives few or no interpretation; Fails to extend conversation; Avoids literature terms & academic expressions
Building On and/or Challenging Ideas Total Possible Points-5	Generates logical theme(s); Stays on topic; Builds on one another's comments.	Mostly stays on topic with a few tangents; Demonstrates some building of an idea.	Rarely connects or builds on ideas; Uses disconnected, random ideas; Goes off on many tangents.
Supporting Ideas with Explanations & Examples Total Possible Points-5	Supports ideas and opinions with examples from text, life, and previous discussions; Clearly explains and elaborates on ideas.	Provides some support of ideas with examples and clarifications; Uses some prompts to encourage support.	Provides little or no support of ideas and themes; Fails to use appropriate prompting.
Paraphrasing Total Possible Points-5	Paraphrases partner ideas to clarify, deepen, and stay focused; Synthesizes key points	Offers some paraphrasing and synthesizing of key ideas	Offers little or no paraphrasing and synthesizing.
Communicating Behaviors Total Possible Points-5	Actively listens, take turns, values and respects partner comments.	Uses some appropriate listening and turn-taking behaviors.	Fails to focus on partner; interrupts; Dominates conversation or does not contribute at all.

Total Possible Points-25