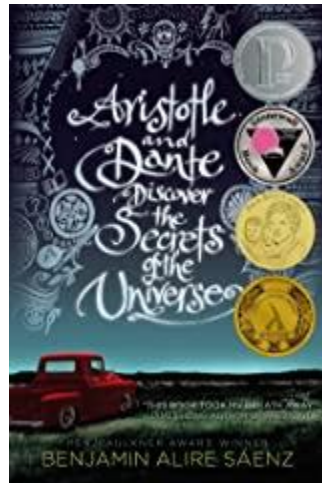


## OMEGA HONORS ENGLISH I SUMMER READING ASSIGNMENT 2022-23



### *Aristotle and Dante Discover the Secrets of the Universe*

1. READ THIS WHOLE HANDOUT, ESPECIALLY THE RUBRIC
2. READ THE BOOK AND FULFILL THE REQUIREMENTS TO YOUR BEST ABILITY.
3. THE CRAs WILL BE DUE ON FRIDAY OF THE FIRST WEEK OF SCHOOL

If you have any questions about this assignment, please email Mr. Telles at [bctelles@cps.edu](mailto:bctelles@cps.edu)

### GUIDING QUESTION FOR YOUR CLOSE READING APPARATUS (CRA)

Your CRAs should reflect your insight into the questions below as well as any other insights you can bring to a discussion of the novel:

**What is the novel's commentary on identity (race, gender, sexual orientation, nationality, etc)?**

**How does heritage affect self-identity and the labels given to us?**

**How does Ari grow as a person in the span of the novel?**

**What is the novel's comment on discrimination?**

### ***Why Close Reading Is Useful***

Taking notes on a text while reading is particularly useful because it forces your brain to enter into a dialogue with the text while reading. Really, your brain does this all the time anyway whenever you read, but annotating, or any other type of engagement, provides you with the opportunity to become conscious of your brain's work because you are writing down thoughts as they occur to you. Also, it allows you to keep track of significant plot events, characters, conflicts, literary techniques, and themes so that you can return to them more easily at a later time (like for class discussions and writing assignments). In fact, studies show that after a six-week time lapse, students with an annotated text can recall all of the key information in that text after a 15- to 30-minute review session. Finally, as the old adage goes, writing it down is learning it twice. The physical act of transcribing your thoughts while reading helps cement the information into your memory; once this is done, it is easier to access it later.

### ***How to Read Closely***

1. React to what you read: if something in the text strikes you, surprises you, troubles you, or even makes you laugh, mark it and write your reaction. Often these passages are intentionally written by the author to elicit such a response, so they can prove important later in discussion or in an essay.
2. Track themes: as you read (Use the guiding questions above), you will begin to discern the text's threads or themes. Once you notice them, you can comment on them every time they occur. This is especially valuable when it comes time to write an essay on the text.
3. Use a CRA (See Below) at the end of each chapter or logical stopping points in the book: if the book is broken up into chapters, you should take a few minutes at the end of each one to list its 4-5 most important plot events, symbols, images, thematic concepts, etc. Do it right there in the book, right at the physical end of the chapter itself or with another CRA. That way, when you remember a key plot event or significant aspect of the book but do not remember where in the text it occurs, or when you cannot recall which event occurs before which, you have a resource for easy reference instead of having to thumb through the entire book, mining it for one little piece of plot.

## Close Reading Apparatus (CRA): (Annotations, Reader Response Journals, Poetic Reflections, Visual Art Reflections, Cornell Notes)

For the novel please utilize one or a variety of CRAs as you read. These tools facilitate the literary and rhetorical analyses which are the basis of every discussion and written analysis in each unit. They are tools to help you to dig into the depths of a text as opposed to a superficial, summary-based analysis. They provide varied opportunities to analyze diction, figurative language, and imagery in order to find the tone and central themes in a piece as well a vehicle to articulate your insights. Remember, you may **use a single type or a variety of the five CRAs** below; it's **YOUR CHOICE**. The CRAs will be checked during the first week of school and will be utilized in the first unit of the year. There should be enough CRAs to cover the span of the book, so one poem or art piece will not suffice.

## CHOOSE SINGLE TYPE OR A COMBINATION OF THE OPTIONS BELOW:

### Annotations

Annotating a literary text (or any text, for that matter) is a valuable skill for students to learn. Annotating can be defined as the process of taking notes **directly on the pages of the text (or with Post-it notes)**

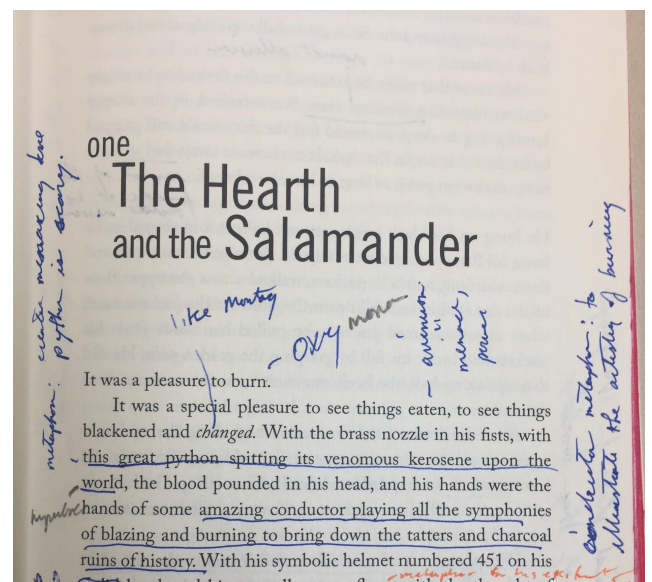
Annotating is a skill, and like most skills, it requires practice to develop. At this point in your educational career you should have discovered a system of annotating that works for you. Below is a list of suggestions, but only you know how you learn best, so feel free to adjust or add to this list as needed.

Annotate: *verb* – to add critical or explanatory notes to a written work [Latin *nota* for mark]

Note: this means that annotating is NOT simply underlining and highlighting lines or passages, though this may be part of the process; it is also not simply making note of plot points. Annotating requires a greater level of complex thought and engagement.

What to annotate:

- ❖ Observations about what is being said
- ❖ What you are reminded of
- ❖ Questions you have
- ❖ Ideas that occur to you
- ❖ Things you agree or disagree with



- ❖ Themes that are being developed
- ❖ Evidence of character development
- ❖ The tone the author is using
- ❖ Any literary and rhetorical devices you notice (i.e. figurative language, symbols, imagery, etc.)
- ❖ Connections you see to history, contemporary ideas or beliefs, social/political context
- ❖ Anything else that “speaks” to you

General types of annotations:

- ❖ Questions and answers
- ❖ Summary of main ideas
- ❖ Character descriptions
- ❖ Possible test questions/essay topics
- ❖ Patterns and motifs
- ❖ Personal connections to the text
- ❖ Explanations / clarification of the text, including vocabulary
- ❖ **Marking important passages**

Effective annotations use a combination of all of the above approaches.

How to annotate:

- ❖ Make *brief* comments in the margins or between lines
- ❖ Circle or box words or phrases
- ❖ Indicate and define new vocabulary
- ❖ Use abbreviations and symbols *that you understand*
- ❖ Write questions in the margins
- ❖ Underline or highlight passages connected to your commentary (use this sparingly and always add a comment next to what you underline)
- ❖ Make note of thematic ideas (as they come up) in the margins or at the top of a page

Again, effective annotations include a combination of all of the methods above. Remember that annotating is not the same as explicating. When you explicate you analyze every single detail of the entire text; this is not realistic for reading/studying longer prose. Yes, you should have some sort of annotation on most pages, but you do not need to fill in every available blank space on every single page.

Finally, remember that, ultimately, your annotations are for YOU. They are to help you gain meaning from a text and to help YOU later on when you need to discuss or write about the text.

**Cornell Notes** (see handout below)

The Cornell method provides a systematic format for condensing and organizing notes. This system of taking notes is important as a highschool- or college-level student. The student divides the paper into two columns: the note-taking column (usually on the right) is twice the size of the questions/keyword

column (on the left). The student should leave five to seven lines, or about two inches (5 cm), at the bottom of the page.

Notes from a lecture or teaching are written in the note-taking column; notes usually consist of the main ideas of the text or lecture, and long ideas are paraphrased. Long sentences are avoided; symbols or abbreviations are used instead. To assist with future reviews, relevant questions (which should be recorded as soon as possible so that the lecture and questions will be fresh in the student's mind) or key words are written in the keyword column. These notes can be taken from any source of information, such as fiction books, DVDs, lectures, textbooks, etc.

**Poetic Reflections**

Write a poem on important characters, scenes, themes, symbols or any other significant points in the book. The poem can be in any form (sonnet, free-verse, etc) but must be a reflection of a significant analysis.

**Artistic Reflections**

Create a visual art piece on a character, scene, or any other significant point in the book. The art piece must include a written explanation of how it illustrates the ideas you are conveying. You can use any genre of art. Be sure to include a picture of the piece, if you cannot bring it into class.

**Reader Response Journal**

Respond by writing a journal entry for each chapter or logical stopping points in the book. Make connections to the character, scene, or any other significant point in the book. You are urged to question, analyze, relate, respond and interpret information to gain new understanding.

**Freshmen Omega - Summer Reading CRA Rubric**

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Adequate</b>	<b>Inadequate</b>
<b>Clarity of CRAs (5)</b>	CRA clearly shows reader's thinking; neatness and organization are apparent.	Overall, CRA are neat; notes show reader's thinking; neatness and organization are usually apparent.	CRA lacks clarity (neatness or logic); CRA may not really show reader's thinking. Organization isn't apparent.	Sloppy, illegible, and/or aimless. Little to no attempt to analyze--only summary visible. Incomplete reading of the text.
<b>Breadth of CRAs (15)</b>	Illustrates a sophisticated analysis of required literary elements: themes, characters, symbol, plot, etc.	Illustrates an analysis of most required literary elements: themes, characters, symbol, plot, etc.	Illustrates an analysis of some required literary elements: themes, characters, symbol, plot, etc.	Illustrates a weak analysis of required literary elements: themes, characters, symbol, plot, etc.
	CRA cover the	CRA are frequent	CRA are sparse or	CRA are missing

<b>Frequency of CRAs (10)</b>	beginning, middle, and end of reading, and are well dispersed. CRAs are abundant!	but are not as thorough. CRAs are not equal in coverage throughout.	only cover sections of the text while missing others.	throughout several sections of the text. CRAs that are present are low quality.
<b>Depth of CRAs (20)</b>	CRAs show a depth of understanding of the author's purpose and thoroughly explores the guiding questions	CRAs show a understanding of the author's purpose and explores the guiding questions	CRAs show some understanding of the author's purpose and weakly explores the guiding questions	CRAs show little or no understanding of the author's purpose , and doesn't address the guiding questions

Total: / 50

## CORNELL NOTES GUIDE AND BLANK SHEET

**THIS FIRST PAGE IS A GUIDE; YOU CAN USE THE BLANK ON THE NEXT PAGE**

TITLE:

DATE:

**QUESTIONS/ INSIGHTS/  
QUOTES/VOCABULARY**

**NOTES/ YOUR COMMENTARY / ANSWERS**

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DIRECT QUOTES OR  
SUMMARY FROM THE TEXT  
Page #

ANALYZE THE SIGNIFICANCE OF THE QUOTE

VOCABULARY / CONCEPTS

RECORD THE DEFINITION OR EXPLAIN THE  
CONCEPT

QUESTIONS YOU HAVE OR  
DISCUSSION QUESTIONS

RECORD THE ANSWER OR EXPAND ON THE  
DISCUSSION POINT

OTHER INSIGHTS OR NOTES

COOL STUFF YOU WANT TO ADD TO REFLECT  
HOW BRILLIANT YOU ARE:)

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**Summary/Reflection: (What did you learn? What can you bring to a discussion or essay?)**

TITLE:  
**QUESTIONS/ INSIGHTS/  
QUOTES/VOCABULARY**

DATE:  
**NOTES/ YOUR COMMENTARY / ANSWERS**

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**Summary/Reflection: (What did you learn?)**