SCHOOL-WIDE READ:

The Bean Trees by Barbara Kingsolver

This year, students in all grade levels 9-12 will be required to read the same book, The Bean Trees by Barbara Kingsolver and complete the assignment listed below.

Summary:

Clear-eyed and spirited, Taylor Greer grew up poor in rural Kentucky with the goals of avoiding pregnancy and getting away. But when she heads west with high hopes and a barely functional car, she meets the human condition head-on. By the time Taylor arrives in Tucson, Arizona, she has acquired a completely unexpected child, a three-year-old American Indian girl named Turtle, and must somehow come to terms with both motherhood and the necessity for putting down roots. Hers is a story about love and friendship, abandonment and belonging, and the discovery of surprising resources in apparently empty places.

(“Goodreads.com”)

Assignments:

1. While you are reading, carefully and thoughtfully annotate the text. A specific list of tips to help you with annotations is included on page 4 of this packet. You will receive a grade for your annotations during the first week of school. The rubric for the annotations assignment is included on page 5 of this packet.

→ PLEASE NOTE: If you borrow your book from the library and annotate with post-it notes, you MUST make arrangements to keep the book until after the first week of school so your annotations can be graded. Notes on a separate sheet of paper will not be accepted and no exceptions will be made.

2. Your English teacher may also choose to give you additional writing assignments/and or tests based on your careful reading and thoughtful analysis of the text. Please find the course you will be enrolled in for the 2020-2021 school year beginning on page 2 of this packet to see if there are any additional requirements.
Additional Course Requirements

English 9

Please complete the school-wide read assignment ONLY. In addition to the assignment listed above, you will also receive a grade based on your participation in an in-class discussion of the book that will take place during the first week of school. The rubric that will be used to grade the discussion is included on page 6 of this packet.

Because there is only one required novel this year, please use the extra time to read novels of your own choosing.

English 9 Honors

Please complete the school-wide read assignment ONLY. In addition to the assignment listed above, you will also receive a grade based on your participation in an in-class discussion of the book that will take place during the first week of school. The rubric that will be used to grade the discussion is included on page 6 of this packet.

Because there is only one required novel this year, please use the extra time to read novels of your own choosing.

English 10

Please complete the school-wide read assignment ONLY. In addition to the assignment listed above, you will also receive a grade based on your participation in an in-class discussion of the book that will take place during the first week of school. The rubric that will be used to grade the discussion is included on page 6 of this packet.

Because there is only one required novel this year, please use the extra time to read novels of your own choosing.

English 10 Honors

1. Read and annotate the school-wide read, The Bean Trees by Barbara Kingsolver.
2. Read Hotel on the Corner of Bitter and Sweet by Jamie Ford.
3. Be prepared to take written tests on both works in September. You will also complete an in-class essay on the two works.
4. Optional study guide questions will be provided at a later date.
English 11

1. Read and annotate the school-wide read *The Bean Trees* by Barbara Kingsolver.
2. Be prepared to take a written test on *The Bean Trees* in September. You will also complete an in-class essay the first week of classes.
3. Optional study guide questions will be provided at a later date.

AP English Language (11th Grade)

1. Read and annotate the school-wide read, *The Bean Trees* by Barbara Kingsolver.
2. Read *My Antonia* by Willa Cather.
3. Be prepared to take written tests on both works in September. You will also complete an in-class essay the first week of classes.
4. Optional study guide questions will be provided at a later date.

English 12

*Please complete the school-wide read assignment ONLY.* In addition to the assignment listed above, you will also receive a grade based on your participation in an in-class discussion of the book that will take place during the first week of school. The rubric that will be used to grade the discussion is included on page 6 of this packet.

Because there is only one required novel this year, please use the extra time to read novels of your own choosing.

AP English Literature (12th Grade)

Requirements:
1. Read and annotate the school-wide read.
   - After reading and annotating, you should make additional notes on the thematic similarities among these three texts.

During the first two weeks of classes, you will demonstrate your careful reading and thoughtful analysis of the required reading through:
1. Your annotations of the selections. *PLEASE NOTE:* If you borrow your books from the library and annotate with post-it notes, you MUST make arrangements to keep the books until after the first week of school so your annotations can be graded. *Notes on a separate sheet of paper will not be accepted and no exceptions will be made.* The annotation rubric is included on page 5 of this packet.
2. Your composition of AP-style essays which require you to demonstrate your analysis of the three additional reading selections.
**ANNOTATION TIPS**

The goal of annotating is to create a conversation between yourself and the text you are reading in order to develop a deeper meaning of the material. When you are reading, have a pencil and a highlighter (or multiple highlighters) close by and follow the strategies listed below:

1. Make brief notes at the top of the page or on sticky notes to mark important plot events. At the end of a section or chapter, write yourself a brief summary of what happened.

2. If you are having difficulty understanding, stop and read again. Sometimes it is helpful to break a difficult passage or even sentence down into parts and try to understand it a little at a time. It is okay to do this. Good readers do it all the time. You may want to use a sticky note or the margin to write down your interpretation of the difficult text.

3. Use check marks, asterisks, arrows, stars, etc. to mark important items or details. If you highlight, use different colors for different things and create a key for your color codes.

4. Circle or highlight words that are unfamiliar or unusual. Try to figure out what the words mean through the way they are used; supplement your guesses by consulting a dictionary.

5. Highlight phrases that describe important characters and places (characterization and setting).

6. Highlight words, images, and details that seem to form a pattern throughout the text. These patterns usually will lead the close reader to discover a thematic idea.

7. Mark passages that you think might be symbolic.

8. Highlight the use of figurative language and other literary devices. Look specifically for the common ones (simile, metaphor, allusion) and consider the author’s purpose for using that element in the story. It would be a good idea to take some notes in the margin so you will remember what you were thinking.

9. If you get an idea, write it down! It may never occur to you again. If a question pops into your head, write it down in the margin and continue reading to see if you discover the answer.

10. Write notes when you formulate an opinion about a character, setting, or event. Document any inferences you make while reading. Make connections to previous sections of the text. Record your feelings, reactions, and comments with words and/or symbols (ex: lol, OMG, WHAT???).

11. Don’t highlight/underline/mark everything!! If you mark too much, nothing will stand out and you will have defeated the purpose of annotating.
ANNOTATION RUBRIC

**Excellent:** 30 points
Text has been thoroughly annotated with questions, observations, and reflections of the content as well as the author’s writing; variety of topics marked for discussion; variety of literary devices marked. Comments demonstrate analysis and interpretation – thinking goes beyond the surface level of the text. Thoughtful connections are made to other texts, life experiences. Marginal comments accomplish a great variety of purposes. Consistent markings appear throughout text (not bunched).

**Proficient:** 20-25 points
Text has been annotated reasonably well with questions, observations, and/or reflections of the content as well as the writing. Comments demonstrate some analysis and interpretation – thinking somewhat beyond the surface level of the text. Attempts at making connections are evident. Marginal comments accomplish a variety of purposes. Some lapses in entries exist; may be sporadic.

**Adequate:** 10-15 points
Text has been briefly annotated. Commentary remains mostly at the surface level. The commentary suggests thought in specific sections of the text rather than throughout. There is little or no attempt to make connections.

**Inadequate:** 0-5 points
Text has little to no annotations. The notes do not reveal a close reading of the text.

Source:
<table>
<thead>
<tr>
<th>Category</th>
<th>5 (10 points)</th>
<th>4 (7 points)</th>
<th>3 (5 points)</th>
<th>2 (3 points)</th>
<th>1 (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Comments</td>
<td>Timely and appropriate, thoughtful and reflective, responds respectfully to other students’ remarks, provokes questions and comments from the group.</td>
<td>Volunteers comments, most are appropriate and reflect some thoughtfulness, leads to other questions or remarks from student and/or others.</td>
<td>Volunteers comments, but lacks depth, may or may not lead to other questions from students.</td>
<td>Struggles, but participates, occasionally offers a comment when questioned, may simply restate questions or points previously raised, may add nothing new to the discussion.</td>
<td>Does not participate and/or comments are inappropriate or off topic.</td>
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<tr>
<td>Resource/Textual Reference</td>
<td>Clear reference to text being discussed and connects it to other text or reference points from previous readings or discussions.</td>
<td>Has done the reading with some thoroughness, may lack some detail or critical insight.</td>
<td>Has done the reading; lacks thoroughness of understanding or insight, relies mostly on opinion.</td>
<td>Has not read the entire text and cannot sustain any reference to it in the course of discussion, relies on opinion only.</td>
<td>Unable to refer to text for evidence or support of remarks.</td>
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<tr>
<td>Variety of Discussion</td>
<td>Answers all types of questions, formulates questions for clarification of discussion, instruction or assignments.</td>
<td>Mostly answers easy questions, where she knows her answer is right, volunteers for answers that don’t require much thought or risk, asks questions for clarification sometimes.</td>
<td>Answers questions mainly to get points for class discussion, asks questions often demonstrating not listening to teacher and classmates.</td>
<td>Does not answer questions unless called on by the teacher, rarely or never asks questions for clarification, limited participation</td>
<td>Does not take part in class discussion, does not ask questions.</td>
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<td>Active Listening Skills</td>
<td>Posture, demeanor and behavior clearly demonstrate respect and attentiveness to others. Listens when others speak and incorporates or builds off the ideas of others (Agree or disagree).</td>
<td>Listens to others most of the time, does not stay focused on others’ comments (too busy formulating own) or loses continuity of discussion. Shows consistency in responding to the comments of others, often builds off ideas of others.</td>
<td>Listens to others some of the time, does not stay focused on others’ comments (too busy formulating own) or loses continuity of discussion. Shows some consistency in responding to the comments of others. Often listens when others speak, then parrots discussion without adding any new ideas or information.</td>
<td>Drifts in and out of discussion, listening to some remarks while clearly missing or ignoring others.</td>
<td>Does not listen when others talk, often interrupts when others speak or does not consider what others are saying, may not be open to the ideas of others, or no way to know whether listening or not because of lack of participation.</td>
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<tr>
<td>Preparation</td>
<td>Arrives fully prepared with required texts and handouts, annotations on reading, observations and questions, well organized.</td>
<td>Arrives prepared with required texts and handouts, with some annotations on reading, observations and questions, good organization.</td>
<td>Some level of preparation has been attempted; limited annotations and/or understanding of the text, disorganized.</td>
<td>Has a superficial or incomplete understanding of the text, fails to annotate readings.</td>
<td>Exhibits little evidence of having read or thought about assigned material.</td>
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TOTAL: __________ / 50 points