SUMMER READING REQUIREMENTS 2015

We are pleased to provide you with the information for the 2015 Summer Reading Program. This program is a requirement for ALL students entering grades 6-12.

Why should everyone make summer reading a top priority?

Without addressing what happens to students educationally over the course of the summer, it’s impossible to close the academic achievement gap. No matter how much high-quality learning takes place over the school year, many children will still fall behind during the summer unless they are given the attention and resources that they will need to continue learning during these pivotal months.

As we prepare our students for the skills that they will need to be successful in the 21st Century, it is imperative that we provide activities/opportunities that keep students both engaged, as well as, help to build their literacy skill set.

Having access to books and other educational resources during the summer months reinforces good learning habits and is critical to improving and/or maintaining the student’s academic success. Those who lack the opportunity to read, write, think and participate in book discussions, will continue to fall behind every summer; consequently, making the achievement gap too great to close.

Did you know that summer reading could improve:

- Reading and Writing Proficiencies
- Building of Vocabulary skills
- Development of Grammar
- Increase Test Scores
- Enjoyment of Reading
All of these fundamentals are vital for students to be considered to be college bound and career-ready.

**Summer Reading Requirements**

Each student is required to read ONE book over the summer as outlined below. This required text, is relevant and beneficial to making connections with the curriculum. It serves as an anchor text to which both teachers and students can utilize as a resource; in order to, analyze, provide depth, and understanding for various types of class discussions throughout the year. This common entry point for the fall will support a positive classroom literacy community beginning from the first day of school.

**Dialectical Journaling**

The term “Dialectic” is defined as, “The art or practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical journal as a series of conversations within the text you are reading over the summer. The process is meant to help you develop a better understanding of the text while reading. Use your journal to incorporate your personal responses to the text. This can include your ideas and thoughts about the theme(s), tone and purpose of the text. This strategy is a useful way to process what you’re reading, prepare for class/group discussion, and gather textual evidence for your Literary Analysis assignments. The procedures for maintaining your dialectical journal are attached; therefore, it is pertinent to follow this process thoroughly.

**Grading**

Students are expected to participate in class discussions and submit their dialectical journals that revolve around the required reading, during the first two (2) weeks of school. All summer reading assignments will be incorporated into the student’s first quarter grade and is worth a value of 10 points.
**Where do I get the books?**

The easiest ways to obtain the books specified are to borrow them from either the school or local library. It is imperative that you secure your copy as soon as possible before it becomes unavailable.

You may choose to purchase your books. To help with this option, we have enlisted the support of Barnes & Noble. They will have access to the district’s required reading list, as well as, provide displays to help you find the book that you need. When you finish reading a book, we ask you to consider sharing that book with another student that you know. This will allow more access for all.

**Audio and eBooks**

If available, books are available in different formats (eBook, audiobook) at Barnes and Nobles in Livingston, Clifton and Springfield. Each store has access to the required reading and task.

**Let’s Review**

To make this process simple, just remember this formula:

1 book + 1 writing task + dialectical journal = SUMMER READING SUCCESS!!

Do your best so that you can start off the year successfully. All handouts as well as examples are available from the summer reading link on the district’s home page.
Summer Reading Project
Grade 10: Summer 2015

College & Career Readiness Anchor Standards:
Reading – CCRA.R1, CCRA.R2, CCRA.R3, CCRA.R4, CCRA.R5, CCRA.R6, CCRA.R8, CCRA.R.10
Writing – CCRA.W1, CCRA.W2, CCRA.W4, CCRA.W5, CCRA.W6, CCRA.W7, CCRA.W8, CCRA.W9, CCRA.W10

All incoming 12th grade students are required to read, “The Other Wes Moore: One Name, Two Fates” by Wes Moore. This book is about two (2) African-American boys with the same name were born blocks apart in the same decaying city within a year of each other. One grew up to be a Rhodes Scholar, army officer, White House Fellow, and business leader. The other is serving a life sentence in prison for murder.

In reading this text, students will reflect on how their actions early in life will have a substantial impact on their future success. The goal is to help student learn to cope with the unique problems that they face every day, such as succeeding at school, making college/career decisions, dealing with parents, relationships, dating, feeling good about themselves and being positive about the future.

This packet consists of BEFORE, DURING, and AFTER reading activities that students are responsible for completing and submitting to their English IV teacher the first week of school.

Additionally, students are also being held accountable for completing a dialectical journal, (see attachments) which include student’s ideas and thoughts while reading the text.

**ACTIVITY 1: Anticipation Guide**
Anticipation guides are typically a list of statements related to the topic(s) presented in a text. Using this strategy stimulates students' interest in a topic and sets a purpose for reading. Anticipation guides can be revisited after reading to evaluate how well students understood the material and to correct any misconceptions.

Complete the anticipation guide by placing a “+” sign in the box next to the statements for which you agree, and a “0” next to those for which you disagree. You must either
agree or disagree, there are no conditional responses. There are no correct or incorrect responses:

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>After Reading</th>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>It is impossible to change your destiny.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Acknowledging poor choices forgives past indiscretions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>People are always a product of their environment.</td>
</tr>
</tbody>
</table>

**ACTIVITY 2: Your Memoir**

Many of us have memories from our childhood that are seared into our brains, some good and others we would rather forget. However they are a part of us and have in some fashion shaped who we are today.

On page 11, lines 24 & 25 Moore writes, "That is one of only two memories I have of my father. The other was when I watched him die." How does Moore describe the memory of his father’s death? Use details from the text to support your answer.

**ACTIVITY 3: Interviewing for Life’s Challenges**

Interview 2 people in your life to share with you their obstacles in life and whether they overcame adversity. Write a reflection drawing your own conclusions about why/how they achieved success or failure.

**ACTIVITY 4: Author’s Use of Rhetorical Devices - Repetition**

Repetition is a literary device that repeats the same words or phrases a few times to make an idea clearer. As a rhetorical device, it could be a word, a phrase or a full sentence or a poetical line repeated to emphasize its significance in the entire text. Repetition is not distinguished solely as a figure of speech but more as a rhetorical device. World-renowned author, poet, and social activist Nikki Giovanni is famous for her use of literary rhetoric and word choice.

Read to analyze the overall theme/message of Nikki Giovanni’s poem “Choices”. Then use your analysis to answer the following question:
• How does the poet’s use of repetition effect the message of “choice?” How could either of the Wes Moores’ interpret the poem’s message positively or negatively? Cite evidence from both texts to support your analysis.

**Choices**  
*by Nikki Giovanni*

If i can't do  
what i want to do  
then my job is to not  
do what i don't want  
to do  
It's not the same thing  
but it's the best i can  
do  

If i can't have  
what i want . . . then  
my job is to want  
what i've got  
and be satisfied  
that at least there  
is something more to want  

Since i can't go  
where i need  
to go . . . then i must . . . go  
where the signs point  
through always understanding  
parallel movement  
isn't lateral  

When i can't express  
what i really feel  
i practice feeling  
what i can express  
and none of it is equal  

I know  
but that's why mankind  
alone among the animals  
learns to cry

**ACTIVITY 5: Determining the Meaning of Unknown Words and Phrases**  
Choose 3-5 unfamiliar words below from each chapter. Copy and complete the chart below in your journal:  

**Chapter 1** – mollified, diaphanous, unabashed, reconciliation, cadences, idiosyncrasies, volatile, contemptuous, insatiable, resonant, askance, improbable, recalibrate, gaunt, gregarious
Chapter 2 – monoliths, claustrophobic, logistics, retaliate, incapacitated, pondering, ventilated, alcove, vigilance, sprightly, fluctuated, engulfed, shrine, post apocalyptic, frame of reference, signifier, cohort, phenom

Chapter 3 – dilapidated, haven, potent, affiliation, predominantly, surreal, pristine, homogeneous, nonchalantly, pathetic, metastasizing, bucolically, tableau, disenchantment, exhilarating

Chapter 4 – clenched, inquisition, infuriated, hypocrite, plummeted, incredulous, epiphany, validator, inchoate, audacity, retrospect, prowess, contingent, reminisce, hyperventilating, chasm, precipice

Chapter 5 – sonorous, fusillade, tirade, stellar, austere, cuisine, dubious, cachet, denoted, deferential, demeanor, juncture, irrevocable, trappings

Chapter 6 – relevancy, gruff, prestigious, illusion, litany, bewilderment

Chapter 7 – cumbersomely, riveted, engulfed, retrospective, pathology, pragmatic, dilemma, entranced, vulnerable, impermanence, prospective, sporadic, tenuous, trepidation

Chapter 8 – perpetrators, audacious, brusquely, manifest, melancholy, unassuming, daunting, glib, stodgy, apportioned, myriad, rapacious, vertigo

**WHAT IS A DIALECTICAL JOURNAL?**

The term “Dialectic” is defined as, *the art or practice of arriving at the truth by using conversation involving question and answer.* Think of your dialectical journal as a series of conversations with the text while reading. The process is meant to help you develop a better understanding of the text you read. Use your journal to incorporate your personal responses to the text and your ideas about the theme of the text. You will find that it is a useful way to process what you’re reading, prepare yourself for group discussion, and gather textual evidence from the reading.
DIALECTICAL JOURNALING PROCEDURE:
1) As you read, choose passages that stand out to you and record them in the left-hand column of the chart (ALWAYS include page numbers).
2) In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)
3) You must label your responses using the following codes:
   • *(Q)* Question – ask about something in the passage that is unclear
   • *(C)* Connect – make a connection to your life, the world, or another text
   • *(P)* Predict – anticipate what will occur based on what’s in the passage
   • *(CL)* Clarify – answer earlier questions or confirm/disaffirm a prediction
   • *(R)* Reflect – think deeply about what the passage means in a broad sense–not just to the characters in the story/author of the article. What conclusions can you draw about the world, about human nature, or just the way things work?
   • *(E)* Evaluate - make a judgment about what the author is trying to say

Sample Dialectical Journal entry: Going Beyond the Yellow Highlighter

<table>
<thead>
<tr>
<th>Passages from the text. Must quote at least 3-5 per reading chapter. Make sure to number them.</th>
<th>Page #/¶</th>
<th>EACH passage you quote or respond to must relate to one of the following codes above. Make sure to use a variety. Using the same codes for most or all of your entries will result in a lower score.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. &quot;The yellow marks in my college textbooks...did not help me very much.&quot;</td>
<td>82/1</td>
<td><em>(C)</em> I can relate since I often used to highlight what I thought was important and then end up with most of the page highlighted. <em>(C)</em> It is harder to fake annotate--it almost takes more time. <em>(R)</em> People are prone to find the easy way to do something. Since there’s really no easy way to annotate-fake or real--it makes sense to really read and think about the texts. <em>(Q)</em> Is it really harder to fake read if you have to annotate? Or does it just take longer?</td>
</tr>
<tr>
<td>2. &quot;Annotations do make me read a lot slower and I wish I didn’t have to do them. It is so much harder to fake read if you have to annotate like we have to do now. So now I actually read, because it’s too hard to fake annotate&quot;.</td>
<td>87/2</td>
<td></td>
</tr>
</tbody>
</table>
• Effective and/or creative use of literary devices
• Passages that remind you of your own life or something you’ve seen before,
• Structural shifts or turns in the plot,
• A passage that makes you realize something you hadn’t seen before,
• Examples of patterns: recurring images, ideas, colors, symbols or motifs,
• Passages with confusing language or unfamiliar vocabulary,
• Events you find surprising or confusing,
• Passages that illustrate a particular character or setting

RESPONDING TO THE TEXT:
You can respond to the text in a variety of ways. The most important thing to remember is that your observations should be specific and detailed. You can write as much as you want for each entry.

Basic Responses:
• Raise questions about the beliefs and values implied in the text
• Give your personal reactions to the passage
• Discuss the words, ideas, or actions of the author or character(s)
• Tell what it reminds you of from your own experiences
• Write about what it makes you think or feel
• Agree or disagree with a character or the author

Sample Sentence Starters:
I really don’t understand this because...
I really dislike/like this idea because...
I think the author is trying to say that...
This passage reminds me of a time in my life when...
If I were (name of character) at this point I would...
This part doesn’t make sense because...
This character reminds me of (name of person) because...

Higher Level Responses:
• Analyze the text for use of literary devices (tone, structure, style, imagery)
• Make connections between different characters or events in the text
• Make connections to a different text (or film, song, etc.)
• Discuss the words, ideas, or actions of the author or character(s)
• Consider an event or description from the perspective of a different character
• Analyze a passage and its relationship to the story as a whole