

ENGLISH I (CP and CPD)

Summer Reading Requirements

Parents: Below you will find a list of engaging and well-written stories that represent a variety of genres. Your student should choose *one novel* from the list below. While we endeavor to choose books that are representative of appropriate content, age level, and maturity, we recommend each family research the suggested selections. You may find the following sites helpful as you discern the best publication for your student: www.squeakycleanreviews.com, www.commonsemmedia.org, www.thrivingfamily.com

Students: Each student should read one required book and complete a reading journal, *due the first day of school*. Directions regarding the reading journal can be found attached.

Title	Author
<i>Tuesdays With Morrie</i>	Albom, Mitch
<i>Watership Down</i>	Adams, Richard
<i>Deadline</i>	Arthur, Randall
<i>And Then There Were None</i>	Christie, Agatha
<i>Sherlock Holmes Mysteries</i>	Doyle, Arthur Conan
<i>Through the Gates of Splendor</i>	Elliot, Elizabeth
<i>Alas, Babylon</i>	Frank, Pat
<i>Love Does</i>	Goff, Bob
<i>Death Be Not Proud</i>	Gunther, John
<i>The Splitting Storm</i>	Gutteridge, Rene
<i>Same Kind of Different as Me</i>	Hall, Ron
<i>The Dragon and the Raven</i>	Henty, G. A.
<i>All Creatures Great and Small</i>	Herriot, James
<i>All Things Bright and Beautiful</i>	Herriott, James
<i>The Lost Horizon</i>	Hilton, James
<i>The Secret Life of Bees</i>	Kidd, Sue Monk
<i>Captains Courageous</i>	Kipling, Rudyard
<i>Beauty</i>	McKinley, Robin
<i>The Terrible Hours: The Greatest Submarine Rescue in History</i>	Maas, Peter
<i>Swift Rivers</i>	Meigs, Cornelia
<i>The Scarlet Pimpernel</i>	Orczy, Baroness
<i>The Chosen</i>	Potok, Chaim
<i>Anthem</i>	Rand, Ayn
<i>A Light in the Forest</i>	Richter, Conrad
<i>Ivanhoe</i>	Scott, Sir Walter
<i>Shane</i>	Shaeffer, Jack
<i>Day of Pleasure: Stories of a Boy in Warsaw</i>	Singer, Isaac Bashevis
<i>The Black Arrow</i>	Stevenson, Robert L.
<i>Connecticut Yankee in King Arthur's Court</i>	Twain, Mark
<i>The Invisible Man and The Time Machine</i> (both)	Wells, H.G
<i>Deeper Water</i>	Whitlow, Robert
<i>The Sacrifice</i>	Whitlow, Robert
<i>April 1865: The Month That Saved America</i>	Winik, Jay

English I (CP and CPD) Dialectical Journal Assignment

The term “dialectic” means “using the process of question and answer to investigate the truth of a theory or opinion.” The “dialectic” was the method Socrates used to teach his students how to be actively engaged in the struggle to obtain meaning from an unfamiliar and challenging work. A dialectical journal is a written conversation with yourself about a piece of literature that encourages the habit of reflective questioning. You will use a double-entry format to examine details of a passage and synthesize your understanding of the text.

In this process, there is to be NO collaboration with other students. Any assistance from the internet, movies, or secondary sources such as Sparknotes, Cliff Notes, or Wikipedia will be viewed as cheating. If you have questions about format, email your 9th grade teacher. These journals are *due the first full day of school*.

Instructions:

1. Purchase a composition book
2. Write the number of pages in your novel here_____. (Round up or down to the tenth’s place.)
3. Divide your novel into ten (10) equal sections and write a response for every section. (E.g.: 253 pages ... $253/10= 25$. This example shows you should write a response every 25 pages.)
4. Draw a vertical line down the middle of the page
5. Label the left column TEXT and the right column RESPONSE
6. In the TEXT column, copy passages word for word from the novel, including quotations marks and page numbers; you should have TEN.
7. How do you choose what passages to write down? Passages become important if
 - i. Details in the passage seem important to you
 - ii. You have an epiphany
 - iii. You learn something significant about a character
 - iv. You recognize a pattern (recurring images, ideas, colors, symbols, descriptions, details, etc.)
 - v. You agree or disagree with something a character says or does
 - vi. You find an interesting or potentially significant quotation
 - vii. You notice something important or relevant about the author’s writing style
 - viii. You notice effective use of literary devices
 - ix. You think that the passage contributes to or reveals a theme in the novel
8. In the RESPONSE column, write about the passages. *DO NOT MERELY SUMMARIZE THE PLOT OR RESTATE THE PASSAGE IN YOUR OWN WORDS.*
9. Label each passage with one of the letters below (RE, CH, CO, P, LD, RF, T, M, I). With the exception of literary devices, you may not use the same label more than once.
 - a. (Reaction) RE= Describe what the passage makes you think or how it makes you feel and why.
 - b. (Characterization) CH= Analyze details or dialogue uses to show you aspects of the identities of the characters.
 - c. (Connection) CO= Make connections to other places in the novel or to your life, or to the world, or another story that you have read.
 - d. (Prediction) P= Anticipate what will occur based on what is in the passage.
 - e. (Literary Device) LD= Analyze the author’s writing using literary terms (see list of possibilities below)

f. (Reflect) RF= Think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just about the way things are?

g. (Theme) T= Determine the passage contributes to the author’s overall message or messages about some aspect or aspects of life.

h. (Mood) M= Determine the way the passage establishes the mood or tone of a scene and explain how that might be important.

i. (Inquiry) I= Ask questions about what is happening, what a detail might mean, or things you are curious about.

10. Each RESPONSE must be at least 50 words (include word count at the end of each response.

First person writing (using the pronoun “I”) is acceptable in the RESPONSE column

IMPORTANT: It is important to always explain why you think something or like something or don’t understand something.

Sample Journal Entry

TEXT	RESPONSE
<p>“The puddle had frozen over, and me and Cathy went stompin in it. The twins from next door, Tyrone and Terry, were swingin so high out of sight we forgot we were waitin our turn on the tire. Cathy jumped up and came down hard on her heels and started tap dancin. And the frozen patch splinterin every which way underneath kinda spooky. ‘Looks like a plastic spider web,’ she said. ‘A sort of weird spider, I guess, with many mental problems’” (35).</p> <p>NOTE the quotation marks, punctuation, and MLA format</p>	<p>(CH) In this first paragraph of the story, Bambara indirectly characterizes the narrator using rural Southern dialect to let us know that the story is set in the South and our narrator is not necessarily educated. We also learn that the characters are children from the activities the author describes.</p> <p>(LD) I also like the imagery of the splintering puddle, which I guess also lets us know that it is winter. I also really like the “tapdancin.” The writer seems to be establishing a humorous and lighthearted mood at the beginning of the story. (94 words)</p> <p>NOTE word count; NOTE labeling of response type</p>

Literary Devices you can use for responses

Alliteration	Epic	Onomatopoeia	Satire
Allusion	Epic hero	Oxymoron	Setting
Antagonist	Fable	Paradox Symbol	Simile
Autobiography	Foreshadowing	Personification	Subplot
Biography	Genre: poetry, prose,	Plot: exposition, climax,	Suspense
Blank verse	drama	resolution	Tone
Characterization	Hyperbole	Point of view (1st, 3rd,	Theme
-static, flat, etc	Imagery	limited, omniscient)	
-direct, indirect	Irony	Protagonist	
Conflict	-dramatic, verbal,	Repetition	
Dialect	situational	Rhyme	
Diction	Metaphor		
	Meter		
	Mood		

Review of Requirements:

On the COVER of your response:

___ Write your name; title of book and author; page count for entire book

TEXT side of journal:

___ You have ten excerpts from ten evenly spaced sections of the novel

___ You have quoted and used quotation marks (watch placement of marks)

___ Your citation has a page number and is according to MLA standards (see example)

RESPONSE side of journal:

___ You have ten responses

___ You have a variety of responses; they are labeled (RE, CH, CO, P, LD, RF, T, M, I)

___ Your response has word count; each must be at least 50 words.