

**Summer Reading for Freshmen Courses 2018  
Lawrence Central High School**

<b>Course Name</b>	<b>Expected Title</b>	<b>Author</b>	<b>Assignment</b>
<b>English 9</b>	Two books of the student's choosing. See website for list of suggested titles.		"One pager" assignment for each book. See website for handout.
<b>English 9 Honor Bound</b>	*See attachment		Double Entry Journal for two novels.
<b>English 9 Honors</b>	<i>The Help</i>	Kathryn Stockett	Double Entry Journal
<b>English 9 Lyceum</b>	*See attachment		Double Entry Journal for chosen novel.

(Books are available at Barnes and Noble – Clearwater Crossing and Half Priced Books)

**Assignment for English 9 Honors:**

Please read *The Help* by Kathryn Stockett for your summer reading assignment. As you read, please fill out a double entry journal (see format below) so that you are prepared for discussion on the first day of school. Your analysis of the book is critical in determining your reading level, comprehension, and overall ability to critique and discuss complex themes found in literature. You should find at least **10 quotes** for analysis and complete the analysis/question side for each quote.

\*\* Note: there will be a quote quiz on the first day of school, which you will **not** pass if you rely on the movie. I recommend beginning your summer reading early in the summer and reviewing your notes a few days before the first day of school.

**Extra Credit:** Extra credit will be awarded to students who choose to read a non-fiction book (see LC website for a list). Like *The Help*, you should fill out a double entry journal for your selection and bring to school on the first day.

## Lyceum 9 Summer Reading Assignment: Important!

Hello incoming Lyceum 9 students!

Summer reading is an important part of the curriculum for Lyceum 9. This will give you the opportunity to preview and prepare for class, and it gives me (Mrs. Wyatt, your teacher) the opportunity to see where you are with discussion, reading, and writing skills.

Our summer reading assignment is below. Please start ASAP! The sooner you get it knocked out, the better! But remember, before you come back to school, look over your assignment and flip through the book to refresh your memory. There will be a quiz and a discussion the first day of school

Please contact me via email ([paigewyatt@staff.msdl.org](mailto:paigewyatt@staff.msdl.org)) if you have questions at all about the assignment. You can get these books at most public libraries. You can also purchase them at Half Price Books or any other major bookstores. I suggest getting your own copy because it may help you to highlight and mark up the text with annotations (although you aren't required to do so).

Thank you so much and see you soon!

Sincerely,

Mrs. Wyatt

[paigewyatt@staff.msdl.org](mailto:paigewyatt@staff.msdl.org)

### Assignment:

1. Read **ONE** of the novels listed below.
  - *Fahrenheit 451* by Ray Bradbury
  - *The Hitchhiker's Guide to the Galaxy* by Douglas Adams
  - *Flowers for Algernon* by Daniel Keyes
  - *The Alchemist* by Paulo Coelho
  - *The Adventures of Huckleberry Finn* by Mark Twain (**Although this is one of the choices to read independently, extra credit goes to those who read this novel IN ADDITION TO one of the others**)
2. Fill out double-entry dialectical journal notes. The format and an example are on the next page. You can fill them out in a notebook or you can print them out and fill them out.
3. **You should find at least 10 quotes/summaries for analysis and complete the analysis/question side for each quote.** This will be graded on the first day, so please bring it with you!

## English 9 Honor Bound Summer Reading Assignment

**Expectations:** During your summer vacation, you will be expected to read (in entirety) two literary texts (book/novel) and complete and submit (via paper) two double entry journal assignments (one for each book/novel) on **Monday, August 6, 2018**. I encourage you to take notes and make annotations throughout the text as you read the book/novel. **You are expected to purchase a copy of both selections and will be expected to bring it to class with you during the beginning of the school year.** I suggest that you purchase both of the below referenced texts in a paperback version because it will be less expensive, regardless of where you choose to purchase the book/novel. **We will explore these texts and take assessments over each one in the beginning of the semester.** Lastly, even if you choose to listen to an audio version of the text, you must read-a-long with the text.

**Assignment Details:** During (suggested) or after reading the book/novel, you are required to identify 10 sentences, 10 groups of sentences, or 10 combinations of a sentence and group of sentences that you find pivotal or poignant to the development of the story/plot, a character(s), theme, society, and/or some other aspect. You must indirectly quote (summarize) or directly quote (word-for-word) the sentence(s) using correct punctuation (, including quotation marks) and page number(s) in the left column, and you must provide insight as to the observation or pose questions in the right column, which you are permitted to answer. Please use your analytical skills and do not simplify this assignment. Remember, this is the first impression that you have to make of yourself as a student to me. Please use the attached “Summarizing, Observing, and Questioning Dialectical Journal” information sheet and template for further insight and to complete each assignment. You must journal each book separately, and you may use more than one page per assignment to adequately address the requirements.

### **Book Selection 1 – Everyone must read this book.**

Moore, Wes. *The Other Wes Moore*. New York: Spiegel & Grau Trade Paperbacks, 2011. Print. \*ISBN-10:0385528205

### **Book Selection 2 – Everyone must read this book.**

Washington, B. T. *Up From Slavery*. New Jersey: Townsend Press, 2004. Print. \*ISBN-10: 1591940311

**\* Please only purchase the editions noted above (with the exact ISBN 10 number). Both texts can be purchased on Amazon, if you choose to use this marketplace.**

# Summarizing, Observing, and Questioning Dialectical Journal

## Student Resource

**Dialectical journals** allow you to record a mental conversation with a text. You can use dialectical journals for a variety of tasks: to summarize important ideas in a passage; to ask questions of a text; to record patterns of details, images, and figures of speech; to make inferences; to connect literary elements and techniques to thematic meaning or tone; and to document quotations and evidence.

One kind of dialectical journal is a Summarizing, Observing, and Questioning Journal, which allows you to summarize important points or ideas and to ask questions about a passage. There are three types, or levels, of questions you can ask when completing this type of journal entry:

<b>Level One: Literal</b>	<b>Level Two: Inferential</b>	<b>Level Three: Thematic</b>
Knowledge questions can be answered by skimming the text or doing research.	Inference questions require the reader to make educated guesses supported by the text.	Thematic questions connect the text with real life and with universal themes.
<b><i>on the line</i></b>	<b><i>between the lines</i></b>	<b><i>beyond the lines</i></b>

Answers to Level One questions can be found directly in the text; you literally can put your finger “on the line” that contains the answer. Level One questions often begin with “What?” “Where?” or “Who?”

Answers to Level Two questions are interpretive, requiring readers to make inferences or assumptions based on evidence in the text. Level Two questions ask “How?” and “Why?”

Level Three questions ask you to consider the universal meaning of texts. When considering Level Three questions, ask “How does this text connect with my life or with life in a larger sense for all human beings?” These questions begin with ideas in the text but move from the “what?” of the text to the “so what?” of abstract issues and thematic concerns.

When you are creating a Summarizing, Observing, and Questioning Dialectical Journal entry, you should follow this procedure:

### **In the left-hand column**

- Summarize or directly quote assigned paragraphs, passages, or chapters.
- Write a synopsis of a specific plot point.

### **In the right-hand column**

- Note patterns of diction, imagery, figurative language, etc.
- Create questions on each of the three levels of questioning.

**Summarizing, Observing, and Questioning Dialectical Journal**  
Template (Feel Free to Print!)

<b>Summary/Quote</b>	<b>Observations and Questions</b>
<ul style="list-style-type: none"><li>• “Perhaps it’s impossible to wear an identity without becoming what you pretend to be” (page 115).</li></ul>	<ul style="list-style-type: none"><li>• How does this quote fit with the characters in the story? Ender is told that he is one thing, but feels another. Does pretending to be what is expected of him make him into the person that he is at the end of the book? If I pretend to be confident, will that make me confident?</li></ul>

Name: \_\_\_\_\_

Period: \_\_\_\_\_

**One-Pager Assignment - Complete the Following:**

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Title: \_\_\_\_\_

Author: \_\_\_\_\_

Date started/date completed: \_\_\_\_\_

Pages read: \_\_\_\_\_

Rating of book (1-10) \_\_\_\_\_

Choose five (5) of the following sentence starters and write a brief reflection for each. Attach your reflections to this sheet:

I noticed...

I wonder...

I was reminded of...

I think...

I'm surprised that...

I'd like to know...

I realized...

If I were...

The central issue(s) is (are)...

One consequence of \_\_\_\_\_ could be...

If \_\_\_\_\_ then...

I'm not sure...

Although it seems...

Author's purpose:

Intended audience(s):

Academic honesty

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By signing below, I am indicating that the information on this page is accurate:

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