



2021 Summer Reading - English I (Reaume)

The summer reading assignment for English I students is designed to reinforce an appreciation of reading and allow students time during the summer to practice and maintain their reading skills.

Overview: Students enrolled in English I are required to read **ONE** book from the list below and complete a Reader's Response Journal for their chosen book. The journal is due in class on the first day of school.

Step 1: Students should work with their parents to choose one of the best-selling novels/memoirs from the list below. Students should choose a text that interests them and is written in a style that they find appealing. Students should use a website like Amazon to read sample pages and explore these texts. Students should be reading the chosen work for the **first** time:

Best-Selling Novels/Memoirs:

Novel: *The Book Thief* (by Markus Zusak)

Novel: *The Secret Life of Bees* (by Sue Monk Kidd)

Novel: *Salt to the Sea* (by Ruta Sepetys)

Novel: *Hatchet* (by Gary Paulsen)

Step 2: Complete a Reader's Response Journal for the book you read. Requirements for the journal and the journal template follow this letter.

Step 3: Bring the **typed** journal to class **on the first day of school**.

I look forward to reading your journal entries and being a part of your 9th grade year.

Enjoy your summer!

Mrs. Reaume

Guidelines for the Reader's Response Journal

The expectation is that this is an **INDIVIDUAL** assignment; therefore, collaboration with other students is **NOT** allowed. Any assistance from other people, the Internet, movies, or secondary sources, such as but not limited to SparkNotes or Shmoop, will be viewed as cheating and will result in a **ZERO** on the assignment. The text you've chosen is there for everyone to read; however, the connections and interpretations are uniquely yours. You are neither right nor wrong in your response. So, be willing to take risks, try your ideas, and be honest.

If you have questions about the format or assignment, please email Mrs. Reaume at reaume@shrineschools.com.

What is a Reader's Response Journal?

Reader's Response Journals record student feelings, responses, and reactions to reading texts. This active learning strategy encourages students to think deeply about the materials they read and to relate this information to their prior knowledge and experiences. This interaction between reader and text extends the reading experience into the "real life" application of information. Reader's Response Journals allow students to reflect on and raise questions about a text. These journals are especially valuable for promoting opinion making, value judgments, and critical thinking.

What does a Reader's Response Journal look like?

You will use a double-entry form to examine details of a passage and synthesize your understanding of the text. A sample Reader's Response Journal entry is provided below. Use the Reader's Response Journal Template model at the end of this assignment to guide you.

Sample Journal:

The House on Mango Street by Sandra Cisneros

Passage	Response
"They send ferocious roots beneath the ground...and grab the earth between their hairy toes and bite the sky with violent teeth and never quit their anger. This is how they keep." (Cisneros 93-94)	Ferocious roots and violent teeth that bite the sky are a shocking and very visual image. Wild animals are often ferocious and violent. Threatened animals and people can be ferocious and violent too. But I don't think of trees as being angry, ferocious or violent. What is it that makes these trees so angry that they're animal-like in their will to survive?

When should you write a passage down?

Choose **TEN** passages from the chosen book. Passages should be distributed throughout the entire book. Every passage must include the page number. *Note: If you are using an e-book and no page numbers are available, include the chapter title or %.*

How do you choose which passage to write down?

- Details that seem important to you
- The passage reminds you of another text or of something in your own life
- You have an epiphany
- You learn something significant about a character or topic
- You recognize a pattern (overlapping images, repetition of ideas, details, etc.)
- You agree or disagree with something a character or the author says or does
- You find an interesting or potentially significant quotation
- You notice something important or relevant about the writer's style (word choice, sentence structure, or dialogue)
- You notice effective use of literary devices (imagery, metaphor, simile, symbolism, etc.)

What should you write in the response column?

Reflect upon the passages.

- a. DO NOT MERELY SUMMARIZE THE PASSAGE.
- b. Raise questions about the beliefs and values implied in the text.
- c. Give your personal reactions to the passage, the characters, the situation or the topic.
- d. Discuss the words, ideas, or actions of the author or character.
- e. Tell what the text reminds you of from your own experiences.
- f. Compare the text to other characters, novels, or articles.
- g. Write about what it makes you think or feel.
- h. Argue with or speak to the character or author.
- i. Make connections to any themes that are revealed to you.
- j. Make connections among passages or sections of the work.
- k. Make predictions about characters' futures or the impact of the topic discussed in the text.

How long should each response be?

Each response must be at least 5-10 sentences long. Honors English I students should strive for closer to 10 sentences.

When should you complete your Reader's Response Journal entries?

Write down your thoughts, questions, insights, and ideas while you read or immediately after reading a chapter so the information is fresh. **The final journal entries must be typed.**

Is using "I" allowed?

First person is acceptable for this assignment.

How will I be graded?

	Exemplary	Good	Adequate	Progressing
Passage	<ul style="list-style-type: none"> <input type="checkbox"/> Selects meaningful, detailed passages <input type="checkbox"/> Covers the entire text completely and thoroughly <p style="text-align: center;">5</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Selects meaningful passages <input type="checkbox"/> Covers the entire text <p style="text-align: center;">4</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Selects clear passages <input type="checkbox"/> Attempts to cover the entire text <p style="text-align: center;">3</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Passages are not selected with care/may seem random <input type="checkbox"/> May not attempt to cover the entire text <p style="text-align: center;">2</p>
Response	<ul style="list-style-type: none"> <input type="checkbox"/> Indicates thoughtful interpretation <input type="checkbox"/> Includes comments on form, style, literary elements, imagery, conflict, etc. & explains how each contributes to the text <input type="checkbox"/> Makes insightful connections <input type="checkbox"/> Asks thought-provoking questions <input type="checkbox"/> Exceeds 7sentences <input type="checkbox"/> No usage errors <p style="text-align: center;">10</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Attempts thoughtful interpretation <input type="checkbox"/> Includes some comments about form, style, literary elements, imagery, conflict, etc. & explains how each contributes to the text <input type="checkbox"/> Makes external connetions <input type="checkbox"/> Asks questions <input type="checkbox"/> Meets the 5-7 sentence minimum requirement <input type="checkbox"/> May contain a few usage errors <p style="text-align: center;">9</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Attempts interpretation <input type="checkbox"/> Makes a few comments about form, style, literary elements, imagery, conflict, etc. & may or may not explain how each contributes to the text <input type="checkbox"/> Makes connections, some may be personal anecdotes <input type="checkbox"/> Asks questions <input type="checkbox"/> Meets the 5-7 sentence minimum requirement <input type="checkbox"/> May contain 3 or more usage errors or show 1 pattern of errors <p style="text-align: center;">8</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Lacks interpretation; primarily summarizes the text <input type="checkbox"/> Makes limited comments about form, style, literary elements, imagery, conflict, etc. & may not explain how each contributes to the text <input type="checkbox"/> Asks simplistic questions <input type="checkbox"/> May not meet the 5-7 sentence minimum requirement <input type="checkbox"/> May contain numerous usage errors or consistent patterns of errors <p style="text-align: center;">7</p>
Overall	<ul style="list-style-type: none"> <input type="checkbox"/> Exhibits exemplary overall effort (neat, organized, all requested information is complete, easy to read and follow) <p style="text-align: center;">5</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Exhibits good overall effort (neat, organized, all requested information is complete) <p style="text-align: center;">4</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Exhibits effort (neat, organized, all requested information is complete) <p style="text-align: center;">3</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Exhibits minimal effort <p style="text-align: center;">2</p>
Total				_____/20

Reader's Response Journal Template – English I

Student Name:

Book Title:

Author Name:

Entry	Passage	Response
1	(Expand area as necessary)	
2		
3		
4		
5		
6		
7		
8		
9		
10		