

Summer Reading 2017-2018

***Each class will also be required to complete a Dialectic Journal for one of the books assigned. You will find the instructions for this journal below. Each English teacher will also e-mail his/her students in early June with more info re: the specifics for the class (i.e number of entries, format, etc).**

6th Grade:

Island of the Blue Dolphin (Scott O'Dell)

7th Grade:

Chinese Cinderella (Adeline Yen Mah) - Dialectic Journal
Schooled (Gordon Korman)

8th Grade:

Outsiders (S.E. Hinton) - Dialectic Journal
Kira-Kira (Cynthia Kadohata)

9th Grade:

Lord of the Flies (William Golding) - Dialectic Journal
Tuesdays with Morrie (Mitch Albom)

9th Honors:

Lord of the Flies (William Golding) - Dialectic Journal
Death Be Not Proud (John Gunther)

10th Grade:

The Adventures of Tom Sawyer (Mark Twain) - Dialectic Journal
Miss Peregrine's Home for Peculiar Children (Ransom Riggs)

10th Honors:

Treasure Island (Robert Louis Stevenson) - Dialectic Journal
Miss Peregrine's Home for Peculiar Children (Ransom Riggs)

11th Grade:

Of Mice and Men (John Steinbeck)
The Namesake (Jhumpa Lahiri) - Dialectic Journal

AP Language:

1984 (George Orwell) - Dialectic Journal

Blink (Malcolm Gladwell)

12th Grade:

Kite Runner (Khaled Hosseini)

The Invisible Man (H.G. Wells) - Dialectic Journal

Dual Enrollment/AP Literature:

How to Read Literature Like a Professor (Thomas C. Foster)

Kite Runner (Khaled Hosseini) - Dialectic Journal

Dialectic Journal

The function of your "Dialectic Journal" is **not to have you summarize** your books, but **instead to record your thoughts, questions, confusions, frustrations and enlightenments** resulting from your reading. **Credit will NOT be given for simple summary!**

There is to be NO collaboration with other students. Any assistance from the Internet, movies, or secondary sources such as Sparknotes or Shmoop will be viewed as cheating.

The **format** of a dialectic journal has **two distinct sections**: the left side is the page number and quote or summary of an issue in the text; the opposite side discusses your thoughts on the issue or quote. Consider the following for reflection in your journal (as well as other thoughts you will have).

You may use any or none of the following ideas – You might write about:

1. Any passage or item that puzzles you
2. Things you agree with and why
3. Things that you don't agree with and why
4. How something makes you feel and why
5. What you think will happen next and why
6. How this reading relates to your life
7. What you think it would be like to live in _____ and why
8. Your reaction to _____ and why
9. Things you would like the class to discuss and why
10. What you would do if you were _____ and why

While there is no required length for each entry, it should be clear that you are employing higher-level thinking skills. In other words, you would be writing more than 1 sentence! **You DO NOT have to format your entry in three columns; however, each part of the entry should be clearly identified and not overlapping the next entry.**

SAMPLE ENTRY: Page #	Passage	Response
82	<p>“Death wrapped itself around me till I was stifled. It stuck to me. I felt that I could touch it. The idea of dying, of no longer being, began to fascinate me. Not to exist any longer”</p>	<p><i>This is a sad moment for Elie. He has fought to survive, but cannot fight any longer. I can't imagine being fourteen and wanting to die. I can't imagine being fourteen and losing my family, my dignity, my soul. What a tragedy. Wiesel personifies death to show the control it has over those who are suffering in the camps. This is important because we see that Elie has reached a breaking point. Death has come for him so many times but has failed. This time, however, Elie is too tired to run, too tired to fight. He has had enough. Death is offering a gift—an escape from this hellish existence.</i></p>