



Archbishop Hannan High School Summer Reading 2022-2023

Reader-Response Journal Assignment

Literature 8 ♦ English I CP ♦ English I Honors

The Assignment

What is a reader-response journal?

A reader-response journal is another name for a double-entry journal or a dialectical journal. It's a journal that records a dialogue, or a conversation, between the ideas in the text (the words being read) and the ideas of the reader (the person who is doing the reading). The purpose of a reader-response journal is to identify significant pieces of text and then explain that significance. It is another form of highlighting/annotating the text and should be used to **think about, digest, summarize, question, clarify, critique, and remember** what is read.

Procedure

How do I keep a reader-response journal?

- As you read your assigned text, choose passages that stand out to you and record them in the left hand column of the chart (See "Reader-Response Journal Summer Reading Template").
 - Always include the page numbers, formatted in an MLA parenthetical citation. This states the author's last name and the page number where the passage is found in parentheses e.g. (Lowry 26).
- In the right column, write your thoughts about the passage you selected (ideas/insights, questions, reflections, and comments on each passage). You **must** label your responses using the following codes:

Code	Definition
(Q) Question	Ask about something in the passage that is unclear.
(C) Connect	Make a connection to your own life, to the world at large, or to another text.
(P) Predict	Make a guess about what might happen next 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 text. What conclusions can you draw about the world, about human nature, or just about the way things work?
(E) Evaluate	Make a judgment about what the author is trying to say.
(CH) Characterization	Analyze details or dialog the author gives you to build his/her characters.
(TH) Theme	Determine the author's overall message about some universal aspect of life through this selected passage.
(M/T) Mood/Tone	Determine the mood/tone of a scene and explain how that might be important to the purpose of the text.
(A) Analyze	Explain how the author is using various literary elements / devices **see below for an explanation.

**Choices in literary elements (for the purposes of the (A) code) include, but are not limited to:

Climax
Exposition

Flashback
Foreshadowing

Hyperbole
Imagery

Irony
Metaphor

Oxymoron
Personification

Point of View
Resolution

Simile
Symbolism

Voice

- Reader-Response journal requirements will vary based on your grade level and course. Please see below to confirm your assigned text, as well as the number of entries for which you need in your journal:

Course Name	Required Text / ISBN	Journal Requirements
Literature 8	<i>Messenger</i> by Lois Lowry ISBN: 978-1328466204	10 journal entries and responses
English I College Prep	<i>The Pearl</i> by John Steinbeck ISBN: 978-1943138548	10 journal entries and responses
English I Honors	<i>Something Wicked This Way Comes</i> by Ray Bradbury ISBN: 978-1501167713	15 journal entries and responses

- Your journal entries should cover the entire book. You should aim to annotate one excerpt for every 15-20 pages of text.
- Reader-response journals **must** be typed. A template of the form can be found on the Summer Reading page on the Hannan website.
- You will be required to digitally submit your Reader-Response Journal to Turnitin.com during the first week of school.
 - ****Note:** It is recommended that you type this document on your school-issued MacBook.
 - ****Note:** You **do not need to print** a version of this journal.
 - ****Note:** If evidence of copying (or sharing your entries with a friend) is found, then the person who copied and the person who supplied his or her journal to copy will receive a zero on the assignment.

Choosing Passages from the Text

How do I decide what text to record in my journal?

Look for quotes that seem significant, powerful, thought-provoking, or puzzling. For example, you might record:

- Effective and/or creative use of a literary element
- Passages that remind you of your own life or something you have seen before
- A passage that makes you realize something you had not seen/realized previously (about a character, setting, or other literary element)
- Examples of patterns: recurring images, ideas, or words
- Passages with confusing language or unfamiliar vocabulary
- Information you find surprising or confusing
- Passages with which you strongly agree or disagree

Responding to the Text

What am I supposed to say about the text?

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

Getting Started (Beginner Responses)

- Ask 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
- Tell what it reminds you of from your own experiences
- Write about what it makes you feel or think
- Agree or disagree with the author

The Target (Higher Level Responses)

- Make connections between different ideas or events in the text

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...

The author is attempting to...

- Make connections to a different text (or film, song, current event, etc.)
- Discuss the words, ideas, or actions of the author
- Consider an event or description from the perspective of a different individual/character
- Analyze a passage and its relationship to the book or world as a whole

Sample Journal Entries

What are my reader-response entries supposed to look like?

from *The Outsiders* by S.E. Hinton

Passages from the Text	Responses
<p>“I had it then. Soda fought for fun, Steve for hatred, Darry for pride, and Two-Bit for conformity. Why do I fight? I thought, and I couldn’t think of a real good reason. There isn’t any real good reason for fighting except self-defense” (Hinton 117).</p>	<p>(CH) Fighting comes easy to most of the characters except for Pony. Ponyboy would not just fight for fun. He does not really seem to like it, but he would fight if he had to. (A) If this book were told from a different point of view, the reader might find out that Johnny fought out of self-preservation since he had such a hard home life. (Q) I wonder what motivated Bob to fight?</p>

from *To Kill a Mockingbird* by Harper Lee

Passages from the Text	Responses
<p>“There was no hurry, for there was nowhere to go...nothing to see outside the boundaries of Maycomb County. But it was a time of vague optimism for some of the people: Maycomb Great County had recently been told that it had nothing to fear but fear itself” (Lee 21).</p>	<p>(A) Apparently, Maycomb is also a very slow, sleepy town that is pretty isolated from everything else. This seems to be especially true since they only have a vague notion of FDR’s speech (an allusion to the Depression of the 1930’s – must be the era in which the story takes place) and there is “nothing” outside Maycomb County. (R) I wonder why they see the world this way – maybe people don’t travel because of the depression or because that’s just not what people did. (C) It is interesting to me that it seems so much like my hometown, except that people in Maycomb have “vague optimism” (21). I feel as if people don’t feel so optimistic now. (Q) During the Depression, about what did American’s generally have to feel optimistic? Maybe they simply didn’t know any different and accepted this normality. (C) This description reminds me of the song “Small Town” by John Mellencamp. It seems like no one will ever leave Maycomb County.</p>

Rubric for Reader-Response Journal

How will I be graded?

Grade	Categories	Criteria
<p>Honors: 94-100</p> <p>CP: 96-100</p>	<p>Critical Reader <i>(Detailed, elaborate responses)</i></p>	<ul style="list-style-type: none"> ● Thoroughness of entries exceeds expectations; significant aspects of the passage(s) are examined in depth. ● You include the adequate number of entries (<i>See particular course requirements above!</i>). ● Your quotes are relevant, important, thought provoking, and demonstrative of the significant ideas of the text. ● You make inferences (“read between the lines” of the text) ● You consider the universal meaning of the text. ● You create new meaning through connections with your own experiences or other texts.

		<ul style="list-style-type: none"> You carry on a dialogue with the writer. You question, agree, disagree, appreciate, and object. Not only are sentences grammatically correct – with correct spelling and punctuation – but sentence types are diverse and effectively communicate ideas.
<p>Honors: 88-93 CP: 90-95</p>	<p>Connected Reader <i>(Detailed responses)</i></p>	<ul style="list-style-type: none"> Entries are thorough and adequately reflect the depth of the passage. You include the adequate number of entries. <i>(See particular course requirements above!)</i>. Your quotes are relevant and connect to the big ideas of the text. Entries exhibit insight and thoughtful analysis. You construct a thoughtful interpretation of the text. You show some ability to analyze meaning in what you read. You create some new meaning through connections with your own experiences and the text. You explain the general significance. You raise interesting questions. You explain why you agree or disagree with the text. Sentences are grammatically correct with correct spelling and punctuation.
<p>Honors: 80-87 CP: 82-89</p>	<p>Thoughtful Reader <i>(Somewhat detailed responses)</i></p>	<ul style="list-style-type: none"> You include an insufficient number of entries. <i>(See particular course requirements above!)</i>. Sentences are mostly correct with a few careless spelling and grammatical errors. You selected quotes that may be interesting to you, but that don't necessarily connect to the big ideas of the text. Entries exhibit insight and thoughtful analysis at times. You make connections, but explain with little detail. You rarely make new meaning from the reading. You ask simple questions of the text. You may agree or disagree, but don't support your views.
<p>H: 70-79 CP: 70-81</p>	<p>Literal Reader <i>(Simple, factual responses)</i></p>	<ul style="list-style-type: none"> You include few entries. Entries exhibit limited insight or none at all. You accept the text literally. You create little meaning from the text. You make few connections which lack detail. You are sometimes confused by unclear or stylistically different sections of the text.
<p>H: Below 70 CP: Below 70</p>	<p>Limited Reader <i>(Perfunctory responses)</i></p>	<ul style="list-style-type: none"> You include very few entries. Very little effort is given. You find the text confusing, but make no attempt to figure it out. You create little or no meaning from the text. You make an occasional connection to the text, and the ideas lack development. Sentences contain numerous grammatical and spelling errors.