

## 10<sup>th</sup> Grade CP Summer Reading Expectations

Over the summer, you will read two texts. The first is required, the second is a choice of one of the selections from the list below. (Feel free to read more than one; they are all excellent!)

### READING LIST

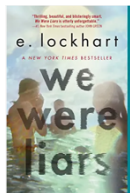
Required:



***The Hate U Give*** by Angie Thomas

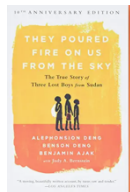
After her friend is killed by a white police officer, the sole witness, whose life straddles the worlds of privilege and poverty, must testify before a grand jury that will decide whether to indict.

Choice selections for second text:



***We Were Liars*** by e. lockhart

Lazy days of sticky lemonades on the roof and marathon Scrabble games give way to suspense, love, and good intentions gone wrong.



***They Poured Fire on us from the Sky*** by A. Deng, B. Deng, and B. Ajak

Driven from their homes by civil war, three young Sudanese boys embark on an epic odyssey of survival, face life-threatening perils, and ultimately find a new life in America.



***The Shadow of the Wind*** by Carlos Ruiz Zafon

A boy's magical journey through the secrets and shadows of postwar Barcelona in search of a mysterious author whose book proves as dangerous to own as it is impossible to forget.

### ASSIGNMENT

In conjunction with each text, you will complete *Dialectic Journals*. The journals will be due on the first day of school.

#### ***Dialectic Journal - Directions***

- Purchase a spiral bound notebook or composition book OR create a computerized response journal. (You do not need to purchase two separate journals - use the same one for each text.)
- Make a note of the number of pages in your novel.

- 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.)
- Draw a vertical line down the middle of the page
- Label the left column TEXT and the right column RESPONSE
- In the TEXT column, copy passages word for word from the novel, including quotations marks and page numbers; you should have TEN.

***How do you choose what passages to write down?***

Passages become important if

- i. Details in the passage seem important to you.
- ii. You learn something significant about a character.
- iii. You recognize a pattern (recurring images, ideas, colors, symbols, descriptions, details, etc.).
- iv. You agree or disagree with something a character says or does.
- v. You find an interesting or potentially significant quotation.
- vi. You notice something important or relevant about the author’s writing style.
- vii. You notice effective use of literary devices.
- viii. You think that the passage contributes to or reveals a theme in the novel.

In the RESPONSE column, write about the passages. DO NOT MERELY SUMMARIZE THE PLOT OR RESTATE THE PASSAGE IN YOUR OWN WORDS.

Each RESPONSE must be at least 50 words.

If you have any questions, please contact Dr. Bridge [bridgec@countryday.net](mailto:bridgec@countryday.net).

***Sample from The Hate U Give***

Text	Response
<p>And bam. That normal feeling? Gone. I suddenly remember how different I am from most of the kids here. Nobody would have to drag me or my brothers to the Bahamas—we’d swim there if we could. For us, a family vacation is staying at a local hotel with a swimming pool for a weekend (76).</p>	<p>Another great example of how Starr interacts with her friends at school. It shows us how she balances her social life at home and her social life at school. I like how the author takes us right into her thoughts so we can hear her inner dialogue – which is often entirely different from what she is saying to other people. It makes it much more impactful and we get to know the complexity of her personality through this point of view.</p>

*Dialectical Journal Rubric*

	<i>Not yet within expectations</i>	<i>Meets minimal expectations</i>	<i>Fully Meets Expectations</i>	<i>Exceeds Expectations</i>
<b>Content</b>	Contains 3 or less passages (failure to meet quote expectations)	Contains 6-4 passages that may or may not be from various sections of the text.	Contains 9-7 passages (quotes) which have been taken from various sections of the text.	Contains 10 passages (quotes) which have been taken from various sections of the text.
<b>Quote Relevancy / Literary Elements</b>	Passages (quotes) lack any real significance, seem random. Literary analysis is superficial or elementary rather than having depth.	Significance of quotes is not apparent. Analysis hints of knowledge of literary techniques, but lacks a real statement or analysis of text.	Passages (quotes) are significant to the analysis of the story. Valid analysis of a variety of literary elements but lacks depth of knowledge of literary techniques and/or author's craft	Passages (quotes) are well chosen and are of significance. Contains an in-depth analysis of a variety of literary elements and reflects an understanding of author's craft.
<b>Connections/Insight/ Questions</b>	Little or no higher level thinking is evident.	Contains either an insight or connection, but is not significant OR if significant, is not well supported by analysis.	Contains articulate and significant connections, insights, and/or questions, BUT evidence of link to literary analysis is absent.	Contains articulate and significant connections, insights, and questions that are well developed and supported by analysis. Ties connections, insights, and questions to analysis of literary elements.
<b>Mechanics/ MLA Format</b>	Contains pervasive errors in grammar, usage, and mechanics that persistently interfere with meaning. Haphazard or no documentation of passage.	Contains an accumulation of errors in grammar, usage, and mechanics. Many errors in punctuation and formatting of parenthetical citations.	Has some errors in grammar, usage and mechanics. Some errors in punctuation and formatting of parenthetical citations.	Is free of most errors in grammar, usage, and mechanics. Parenthetical citations are correctly punctuated and formatted.