

May 1, 2016

Dear Woodland Students,

***It's time for summer reading!*** Our philosophy is simple: reading increases vocabulary, understanding, and critical thinking skills. It also helps to preserve, during the languorous summer months, the skills you've learned throughout the year. And while we want to keep your mind sharp and ready for the fall, ultimately we hope you will find "the one," the book that will inspire you, move you, and make you want to keep reading.

See below for your reading assignments. The required books address topics and issues that are directly connected to the English curriculum. If you lose this letter, fear not! All summer reading information is available on *Schoology*, in our guidance and main offices, and on the Region 16 homepage: [www.region16ct.org](http://www.region16ct.org). Visit the "Summer Reading" group (you're already in it!) on *Schoology* for reviews, videos, links, and other helpful interactive tools that can make summer reading fun and enriching. Extra credit options are also available. See reverse side of this letter and the information on *Schoology*. Any questions? Just ask.

<b>GRADE &amp; LEVEL NEXT YEAR</b>	<b>REQUIRED READING (assessment on 2<sup>nd</sup> day of school)</b>	<b>FREE CHOICE (project assigned on 2<sup>nd</sup> day of school)</b>
Freshman, honors	<i>Nothing But the Truth</i> by Avi	Two books of your choice, required
Freshman, college prep	<i>Nothing But the Truth</i> by Avi	One book of your choice, required
Freshman, core	<i>Nothing But the Truth</i> by Avi	You are encouraged to read for pleasure!
Sophomore, honors	<i>Fahrenheit 451</i> by Ray Bradbury; <i>Into the Wild</i> by John Krakauer	One book of your choice, required
Sophomore, college prep	<i>Into the Wild</i> by John Krakauer	One book of your choice, required
Sophomore, core	"Into the Wild" by John Krakauer (an article from <i>Outside</i> magazine, available as a link and PDF file on <i>Schoology</i> )	You are encouraged to read for pleasure!
**Junior, honors	<i>A Farewell to Arms</i> or <i>For Whom the Bell Tolls</i> by Ernest Hemingway; <i>The Awakening</i> by Kate Chopin	One book of your choice <u>written by an American author</u> , required (You may choose the 2 <sup>nd</sup> Hemingway novel if you like!)
Junior, college prep	<i>Of Mice and Men</i> by John Steinbeck	One book of your choice, required
Junior, core	<i>Of Mice and Men</i> by John Steinbeck	You are encouraged to read for pleasure!
*Senior, honors	Any one <u>memoir</u> of your choice Any one <u>novel</u> by a <u>British author</u>	One book of your choice
Senior, college prep	Any one memoir of your choice	One book of your choice
Senior, core	Any one memoir of your choice, age appropriate	You are encouraged to read for pleasure!

**\*All incoming grades 11 and 12 honors-level students:** For the free-choice book(s) you are required to choose one quotation per chapter or a minimum of 10 (Not necessarily dialogue) throughout the novel to analyze. They must be typed and cited in a three-column dialectical journal format (see sample and rubric on *Schoology*)

**\*\*Students moving into grade 11 Honors from grade 10 College Prep** must read *The Scarlet Letter* by Nathaniel Hawthorne and *The Crucible* by Arthur Miller.

**NOTE:** Students enrolled in **Advanced Placement** and **ECE** English classes will meet with course teachers about their summer requirements.

**About Free Choice Books:** We know that finding books of interest can be a challenge for many students. We encourage you to **ask others about books!** Talk with your friends, teachers, librarians and parents about what books they've enjoyed and read them yourselves. Invite your parents and friends to read the books along with you. Discussing literature always makes it more meaningful. Look online for reviews and suggestions. **Our *Schoology* page has many links for you to explore**, including the American Library Association (ALA) award winners found on <http://ala.org/yalsa/>

**EXTRA CREDIT OPPORTUNITY!** Visit <http://www.mybflib.org> or <http://www.prospectlibrary.com> to expand your reading this summer. Each town library has its own special program complete with prize opportunities. You will need to create an account to register. Registration will be open May 31<sup>st</sup>. The Prospect Library's program ends on August 16th and the Beacon Falls Public Library's summer reading program will end on August 26<sup>th</sup>.

In order to earn extra credit, you will need to print out your participation and submit it to your English teacher on the **first full day of class**. See rubric on Schoology for extra credit guidelines.

The English Department wishes you a long and enjoyable summer filled with overall reading pleasure!

Sincerely,  
 WRHS English Teachers  
*Michele P. Papa*  
 English Department Head

**Dialectical Journals (Honors only)**

A dialectical journal is another name for a double-entry journal or a reader response journal. A dialectical journal records a **dialogue between the ideas in a text and the ideas of the reader**. Dialectical journals, in a sense, allow readers to have conversations with themselves, as they record their thoughts, *insights* and ideas while reading.

What makes dialectical journals different from typical journals is that readers do not simply react to and/or question elements of plot. Rather, **the key to dialectical journaling is to *analyze and evaluate*** why an author uses specific tools to communicate a message and create a certain effect.

**Reader Beware:** While YA books offer an engaging plot and relatable characters, it's often difficult to *analyze* text and not simply *explain* it. Look for books that don't simply engage, but also challenge you as a reader. More "classic" books lend themselves to analysis and interpretation beyond the words on the page.

**Some ideas to include in a dialectical journal include:**

- Questioning the purpose of specific literary devices, including, but not limited to: diction, symbolism, figurative language, imagery, tone, mood, theme, analogy, allusion, etc.
- Explaining a theme as it relates to a quotation.
- Making a prediction about future elements of plot
- Making historical and/or literary connections to elements of plot
- Making connections and deepening interpretations among different passages
- Discussing character development
- Examining differing characters' perspectives
- Explore the purpose of a specific point of view

**A Dialectical Journal should be set up as follows:**

Quotation from text	Chap./Page	Your Analysis
This does not need to be from dialogue. You may quote narrative, as well. Be sure that you choose a quotation that is substantial enough to allow analysis.	Ch.1, p. 18	See bulleted list above for how you might respond to the quotation. Remember, <b>you are not paraphrasing or summarizing, you are analyzing and evaluation.</b>

**Dialectical Journal Rubric**

**Completeness:**

- a. More than 10 entries (+.5 ea. up to 5 pts)
- b. 10 entries – (0 pts)
- c. fewer than 9 entries (– .5 ea. up to 4.5 pts)

**Format: (loss of points for missing components)**

- d. Typed in a table or in columns (-1)
- e. Entries labeled by chapter numbers and titles (-1)
- f. MLA parenthetical documentation for page numbers (-3)
- g. Quotation marks around *dialogue* (-1)

**Close Examination of 5 entries: 50 pts (max. 10 pts per entry):** chosen randomly by the teacher and scored using the following rubric

**Accuracy:** entry demonstrates understanding and interpretation of the text

**Literary Analysis:** entry demonstrates *accurate* analysis and *identification* of author's purposeful use of a variety of literary devices (see bullets 1-3 above)

**ACCURACY**

**ANALYSIS**

Entry	Exemplary (5 pts)	Acceptable (3 pts)	Deficient (1 pt)		Exemplary (5 pts)	Acceptable (3 pts)	Deficient (1 pt)	Total
1				1				
2				2				
3				3				
4				4				
5				5				

**Total part 1** \_\_\_\_ + **Total part 2** \_\_\_\_ /10 = \_\_\_\_

**SCORE:**

**Scoring:** # of earned points/# of categories (10)