

DeSales Summer Reading 2018-2019

One of the most important skills a successful individual can develop is the ability to read. Continued reading throughout life has been proven to provide benefits including memory improvement, stronger analytical thinking skills, and improved focus and concentration.

School summer reading programs also allow students to maintain skills and study habits they have learned from one year to the next. In a 2009 government web cast, Secretary of Education Arne Duncan described summer learning loss as “devastating.” This is what researchers have often referred to as the “summer slide.” It is estimated that school summer breaks will cause the average student to lose up to one month of instruction, with disadvantaged students being disproportionately affected (Cooper, 1996).

In light of this information, The DeSales English Department has developed a summer reading program that promotes further education through student choice with a variety of interests and ability levels. We understand that summer is a time for leisure activities, and sincerely hope to foster the desire to read and support our students as lifelong learners.

Section 1: Summer Reading and Assignments

1. Choose one book from the list for your grade level.
 - a. Honors and Dual Credit students **must** choose from the works **marked in bold** for their grade level.
 - b. Your grade level is the grade you will start in the fall.
 - c. Choose a book that seems interesting to **you!**
2. Complete the “Dialectical Journal” assignment (explained below) for the book of your choice.
 - a. This assignment is **due on the first full day of class** after you return.
3. Prepare for an in-class essay based upon the book you read.
 - a. Your teacher will give you more information about this essay when you return to class.

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Section 2: Reading Lists

- Freshman Reading List:
 - *Fever 1793*, Laurie Halse Anderson
 - ***Ender's Game*, Orson Scott Card**
 - ***The Curious Incident of the Dog in the Night-Time*, Mark Haddon**
 - *Call of the Wild*, Jack London
 - *Monster*, Walter Dean Myers
 - *The Hobbit*, J. R. R. Tolkien
- Sophomore Reading List:
 - *Summerland*, Michael Chabon
 - ***1776*, David McCullough**
 - *Bury My Heart at Wounded Knee: An Indian History of the American West* Dee Brown
 - *The Big Sleep*, Raymond Chandler
 - *Blink: The Power of Thinking Without Thinking*, Malcolm Gladwell
 - ***Fools Crow*, James Welch**
- Junior Reading List:
 - *In Cold Blood*, Truman Capote
 - *How Soccer Explains the World: An Unlikely Theory of Globalization*: Franklin Foer
 - ***Sin and Syntax: How To Craft Wickedly Effective Prose*, Constance Hale**
 - ***Thank You For Arguing*, Jay Heinrichs**
 - *Unspun: Finding Facts in a World of Disinformation*, Brooks Jackson and Kathleen Hall Jamieson
 - *Born a Crime*, Trevor Noah
- Senior Reading List
 - *Anansi Boys*, Neil Gaiman
 - *Outliers: The Story of Success*, Malcolm Gladwell
 - *The Kite Runner*, Khaled Hosseini
 - *Siddhartha*, Hermann Hesse
 - ***Life of Pi*, Yann Martel**
 - ***The Road*, Cormac McCarthy**

Section 3: The Assignment

All students at all grade levels are expected to keep a Dialectical Journal for the book of their choice. Dialectical Journals help students understand their reaction to the text. They are a useful way to process what you are reading, prepare yourself for group discussion, and gather textual evidence for further literary analysis.

Procedure:

1. Create three columns on each page of a notebook or computer document.
 - a. The first and third columns should be bigger, as they will contain passages and responses.
 - b. The middle column should be much smaller, as it will only contain page numbers.
2. Begin reading the assigned text.
3. When you come to a passages that stands out to you:
 - a. Record the text in the left-hand column.
 - b. Record the page number where the text can be found in the (smaller) middle column
 - c. Compose a response explaining your thoughts about the passage using one of the following methods:
 - i. (Q) Question – ask about something in the passage that is unclear
 - ii. (C) Connect – make a connection to your life, the world, or another text
 - iii. (P) Predict – Anticipate what will occur based on what’s in the passage
 - iv. (CL) Clarify – answer earlier questions or confirm/disaffirm a prediction
 - v. (R) Reflect – think deeply about what the passage means in a broad sense
 - d. Begin your response with these codes for easier browsing!
 - e. Repeat the process for each journal entry (25 or more).

For this assignment, your dialectical journal should consist of 25 responses to the text, regardless of text length. Look for quotes that seem significant, powerful, thought provoking, or puzzling. You may choose to record:

- Effective and/or creative use of stylistic or literary devices
- Passages that remind you of your own life or something you’ve seen before
- Structural shifts or turns in the plot
- A passage hat makes you realize something you hadn’t seen before
- Examples of patterns: recurring images, ideas, colors, symbols, or motifs
- Passages with confusing language or unfamiliar vocabulary
- Events you find surprising or confusing
- Passages that illustrate a particular character or setting

You can respond to the text in a variety of ways. The most important thing to remember is that your observation should be *specific* and *detailed*. You can write as much as you want for each entry, but your response should begin at about 30-45 words. You can type your journals or write your work by hand and take pictures, so long as the work is readable when viewed digitally.

Sample Dialectical Journal entry: Beyond the Yellow Highlighter

Passage from the text— Must have at least one quote for every 20 pages of reading. Be sure to number them.	Page #	EACH passage you quotes must relate to one of the following codes above. Make sure to have an equal representation of each response types to avoid a low score!
<p>1. “The yellow marks in my college textbooks...did not help me very much.”</p> <p>“Annotations do make me read a lot slower and I wish I didn’t have to do them. It is so much harder to ‘fake read’ if you have to annotate like we have to do now. So I actually read, because it’s too hard to fake annotations.”</p>	<p>82</p> <p>87</p>	<p>(Q) Did the writer find himself with too much highlighted and no idea what to study? I can relate since I often used to highlight what I thought was important and then end up with most of the page highlighted.*</p> <p>(C) It <i>is</i> harder to fake annotate—it almost takes <i>more</i> time! People are prone to find the easy way to do something. Since there’s really no easy way to annotate—fake or real—it makes the most sense to go ahead and read (and think about the texts!)*</p>

*You may notice that these responses start as one type and then morph into another. This is good, and is exactly what *should* happen when you fully engage with the text.

If you are still having trouble coming up with responses, these sample sentence starters may help:

- I don’t understand this because...
- I like/dislike 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...
- This character reminds me of [name of person] because...

Once you have mastered the above, the following information can take your work from a basic level to something outstanding:

- **Basic Responses...**

- ...raise questions about the beliefs and values implied in the text
- ...give your personal reactions to the passages
- ...discuss the words, ideas, or actions of the author or character(s)
- ...tell what it reminds you of from your own experiences
- ...write about what it makes you think or feel
- ...agree or disagree with a character or the author

- **Higher-Level Responses...**

- ...analyze the text for use of literary devices (tone, structure, style, imagery)
- ...make connections between different characters or events in the text
- ...make connections to a different text (or film, song, etc...)
- ...discuss the words, ideas, or actions of the author or character(s)
- ...consider events or description from the perspective of a different character
- ...analyze a passage and its relationship to the story as a whole

Additional Notes:

- All work should be completed independently. This is **not** a group assignment!
- All work must reflect your thoughts, responses, and questions. be completely yours and yours alone. If you do not understand the text, you may choose to supplement your reading using outside summaries or sources. **Do not** plagiarize this information. Your teacher wants to know what **you** observed while reading the book, not what someone else noted.
- Infractions of the above rules will result in a zero for the assignment in the Test/Project category. (This category is worth 40% of your overall grade!) It could also result in a JUG for breach of academic integrity.