

Raritan High School
English Department

Summer Reading
Entering English IH, English IIIH, English IIIH, and English IVH

June 2018

To Parents/Guardians and Students:

The purpose of the RHS summer reading assignment is to encourage students to enjoy quality literature and to continue to develop reading skills and strategies that they have learned during the school year. Students entering honors classes will be required to read one book, which may be acquired from the public library, a bookstore such as Barnes and Noble, or an e-book source.

Each book was chosen by teachers to provide a springboard to the upcoming year's curriculum and is appropriate for high school readers. Please be aware that some of the books may contain mature content or language.

Students are to read their chosen books prior to the first day of school and be prepared to complete an assessment of their reading when they return to school in September. The assessments will be developed by the classroom teacher, will be completed during class time, may be written or discussion-based, and will be graded and incorporated into students' first marking period grades.

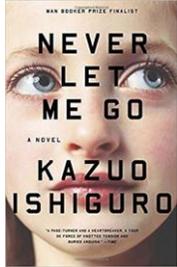
Enclosed in this packet are three assignments that can be used to provide support for the September assessments. Students are strongly encouraged to complete at least one of the suggested assignments so that they are prepared for a successful beginning to the new school year.

If you have any questions or concerns, please contact your child's current English teacher or Suzanne Capraro, English Supervisor, at scapraro@hazlet.org or 732-264-8401, ext. 1008. We hope that you have an enjoyable summer and wish you Happy Reading!

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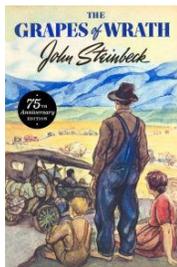
Students entering English IH (9th grade honors) are to read the following book:



***Never Let Me Go* by Kazuo Ishiguro**

As children, Kathy, Ruth, and Tommy were students at Hailsham, an exclusive boarding school secluded in the English countryside. It was a place of mercurial cliques and mysterious rules where teachers were constantly reminding their charges of how special they were. Now, years later, Kathy is a young woman. Ruth and Tommy have reentered her life. And for the first time she is beginning to look back at their shared past and understand just what it is that makes them special—and how that gift will shape the rest of their time together. Suspenseful, moving, beautifully atmospheric, *Never Let Me Go* is modern classic.

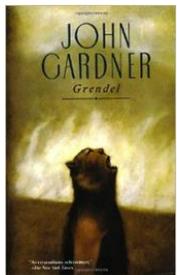
Students entering English IHH (10th grade honors) are to read the following book:



***The Grapes of Wrath* by John Steinbeck**

Steinbeck's epic of the Great Depression chronicles the Dust Bowl migration of the 1930s and tells the story of one Oklahoma farm family, the Joads—driven from their homestead and forced to travel west to the promised land of California. Out of their trials and their repeated collisions against the hard realities of an America divided into Haves and Have-Nots evolves a drama that is intensely human yet majestic in its scale and moral vision, elemental yet plainspoken, tragic but ultimately stirring in its human dignity. A portrait of the conflict between the powerful and the powerless, of one man's fierce reaction to injustice, and of one woman's stoical strength, the novel captures the horrors of the Great Depression and probes into the very nature of equality and justice in America

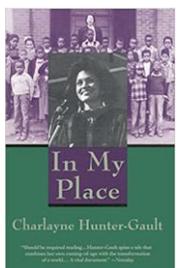
Students entering English IIHH (11th grade honors) are to read the following book:



***Grendel* by John Gardner**

The first and most terrifying monster in English literature, from the great early epic BEOWULF, tells his side of the story.

Students entering English IVH (12th grade honors) are to read the following book:



***In My Place* by Charlayne Hunter-Gault**

The award-winning correspondent for the MacNeil/Lehrer NewsHour gives a moment-by-moment account of her walk into history when, as a 19-year-old, she challenged Southern law--and Southern violence--to become the first black woman to attend the University of Georgia. A powerful act of witness to the brutal realities of segregation.

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Students are strongly encouraged to complete one of the following suggested assignments to provide support for the summer reading assessments that will be administered in September.

Assignment 1: Dialectical Journal

A dialectical journal is also known as a double-entry journal or reader-response journal. In a dialectical journal, a reader records a dialogue or conversation between the ideas in the text and his or her own ideas in order to develop an understanding of the text.

Your dialectical journal should adhere to the following three-column format:

Passages from Text (quoted directly from the book)	Page Numbers	Responses (thoughts, comments, questions, etc. related to the selected passages)
<p><i>Choose and copy 8-10 passages/quotes from the book.</i></p> <p><i>Copy each passage word-for-word from the text (direct quotation).</i></p> <p><i>Each passage should be at least one sentence in length.</i></p> <p><i>Passages are to come from different parts of the text:</i></p> <ul style="list-style-type: none"> • <i>2-3 from the first 1/3 of the text</i> • <i>3-4 from the middle 1/3 of the text</i> • <i>2-3 from the final 1/3 of the text</i> 	<p><i>page number(s) where passage is found</i></p>	<p><i>For each passage, write a one-paragraph response (your original ideas, insights, questions, reflections, and/or comments).</i></p> <p><i>Each response should be one full paragraph in length (five sentences or longer).</i></p> <p><i>AVOID SUMMARIZING THE PLOT OR PARAPHRASING THE PASSAGE.</i></p>

Dialectical Journal Sample Entry

Title and Author of Book: *Lord of the Flies* by William Golding (fiction)

Passages from Text (quoted directly the book)	Page Numbers	Responses (thoughts, comments, questions, etc. related to the selected passages)
<p>"He [Roger] simply sat and rocked the trunk gently. . . . So they sat, the rocking, tapping, and impervious Roger and Ralph, fuming They heard him [Jack] blunder against the trunk which rocked violently."</p>	121	<p>This passage shows a contrast between Roger and Jack. Just by the way they rock the same tree trunk; you can see their different character traits. Roger gently rocks the tree trunk while tapping his stick and saying nothing. He is invulnerable, and closed. I can picture him in his own little world, stewing in his mind, but showing very little outwardly. Jack is different. When he comes along, he "blunders" into the tree trunk and rocks it "violently." I wonder if the tree trunk symbolizes something like stability and natural order that Jack will shake violently and Roger, surprisingly, will also shake some, but gently. Does Jack's violent blunder also foreshadow coming violence?</p>

A template for the journal is available for download on the Hazlet Township Public Schools website, or you may create your own three-column chart. You are encouraged to complete the journal electronically. Your English teacher in September will provide directions for sharing your work.

Suggestions for dialectal journal or sticky notes:

- Choose passages from the text that
 - seem significant, powerful, thought-provoking, or puzzling
 - remind you of your own life or something you've seen before
 - make you realize something you hadn't realized before
 - contain confusing language or unfamiliar vocabulary
 - describe events you find surprising or confusing
 - show structural shifts or turns in the plot
 - demonstrate patterns in the text such as recurring images, ideas, details, colors, symbols, or motifs
 - illustrate a particular character or setting
 - demonstrate something specific about the writer's style
 - illustrate shifting perspectives or time sequence shifts
 - show something significant about a character
 - demonstrate effective or creative use of literary devices

- Responses or sticky notes may include
 - personal reactions to passages, characters, and/or situations
 - explanations of what passages make you think or feel
 - analyses of the uses of stylistic or literary devices (tone, structure, figurative language, symbolism, imagery, etc.)
 - explanations of themes that are revealed to you
 - explanations of how passages reveal information about characters
 - connections/comparisons between different characters or events in the text, between passages or sections of the text, or to a different text
 - analyses of the relationships of passages to the story as a whole
 - predictions about characters' futures
 - analyses of author's attitude, tone, etc.
 - explanations of how the text affects you as a reader
 - questions about the beliefs and values implied in the text

- Sample sentence starters for responses or sticky notes:
 - 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
 - This part doesn't make sense to me because
 - This character reminds me of ____ because
 - Why did
 - This idea/event seems to be important because
 - Now I understand that
 - The details create/show
 - I wonder
 - I suppose that
 - I notice that
 - I am surprised that

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Assignment 2: Sticky Notes

As you are reading, write your original responses, thoughts, and/or questions on sticky notes. Complete a minimum of one sticky note for every ten pages of the book. Write 1-3 sentences on each note. For ideas for selecting passages and developing responses, see the suggestions and prompts on page 4.

Assignment 3: Study Guide

Describe/explain each of the following elements in a brief paragraph. Give examples and support from the text where appropriate.

You are encouraged to complete the questions on a Google Doc. Your English teacher in September will provide directions for sharing your work.

1. Setting
2. Main character(s)
3. Significant minor characters
4. Point of view/narrator
5. Main problem and major conflicts in the story
6. Literary devices and figurative language (e.g., symbol, simile, metaphor, personification)
7. Elements of author craft and style (e.g., specific uses of language, imagery, dialogue)
8. Climax or turning point of the plot
9. Theme(s) or author's message
10. If and how the main character changes during the book