

# Cuyahoga Falls High School

## Summer Reading Assignment

### 2018-2019

Dear Students and Parents:

In order to encourage students to become careful readers of texts and to prepare students for the upcoming school year, the English Department is continuing the summer reading expectation for all students registered for AP and Honors level courses in grades 9-12. Please read through the following information to identify the requirements for each course. It is the responsibility of each student to complete the reading and assignments by the start of the school year. Students should purchase each book, as annotating the books will be part of the summer reading grade. Annotated books will be collected on the first day of school. **Please note that summer reading is not den specific.**

In addition to reading, it is expected that each student will think about and dissect the material read. Because of this, each student should **take notes and make annotations in the book in his or her own handwriting.** Highlighting is acceptable **in addition to** the handwritten notes. Please see the attached instructions and examples. Of course, students may go beyond these requirements in their note taking, such as including Post-it Notes bookmarking important and relevant information. Grading rubrics are included in this packet. Students should bring their work (annotated books and printed assignments) with them on the first day of the school year, August 15, 2018 as they will be tested over the summer reading books within the first few weeks of the school year. Assessments of required readings will be included on the first grading period.

Please feel free to contact the school with any questions.

Sincerely,

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**All works listed below are required for the course:**

**AP English Literature and Composition**

- *The Joy Luck Club* by Amy Tan
- *Their Eyes Were Watching God* by Zora Neale Hurston
- *One Flew Over the Cuckoo's Nest* by Ken Kesey

**AP English Language and Composition**

- *Brave New World* by Aldous Huxley
- *Lord of the Flies* by William Golding
- *1984* by George Orwell

**Honors Language Arts 12**

- *Things Fall Apart* by Chinua Achebe
- *A Thousand Splendid Suns* by Khaled Hosseini

**Honors Language Arts 11**

- *Brave New World* by Aldous Huxley
- *1984* by George Orwell

**Honors Language Arts 10**

- *The Scarlet Letter* by Nathaniel Hawthorne
- *In Cold Blood* by Truman Capote

**Honors Language Arts 9**

- *A Long Way Gone* by Ishmael Beah
- *Animal Farm* by George Orwell

# Summer Reading Assignment

## Dialectical Journal and Annotations



**DIALECTIC** means “the art or practice of arriving at the truth by using conversation involving question & answer.”

You are responsible for keeping track of your thoughts and responses to the summer reading text(s) to be used upon your return to school in the fall.

1. **Dialectical Journal** - You must complete a dialectical journal. If you have the means to type, this is the preferred method of completing the assignment. Otherwise, handwritten journals are acceptable. Use the example on the back to format your journal. Label the specified columns so that you can accurately track page numbers, quotes/paraphrases, and a short response (2-3 sentences) in which you explain why you have selected that passage to respond to. Use the hints below. You should have at least 15 entries per book.
2. **Annotations** - Underline and/or highlight text directly in the book or on Post Its. Then record your thoughts, observations, and questions next to the specific words, lines, or passages under consideration. Use the hints below and the example on the back for help.

**Write in your journal or annotate when you find passages that:**

- a. indicate a pattern - a repetition of images, ideas, details, diction, etc. (and note why they are significant),
- b. indicate a shift of some sort - in plot, character, or setting (and not why they are significant),
- c. confuse you (and try to figure them out),
- d. highlight the author’s strategic use of literary devices including but not limited to: foreshadowing, flashback, figurative language (metaphor, simile, personification, hyperbole, oxymoron), irony, symbolism, syntax, point of view, diction, characterization, dialogue, punctuation (and note why they are significant),
- e. seem important to you for some reason (and note why they are important to you),
- f. raise questions for you that aren’t answered in the text (and try to answer them),
- g. highlight the tone of the book (and note how they do so),
- h. highlight the mood of the book (and note how they do so),
- i. indicate themes in the book (and note how they do so),
- j. evoke a strong reaction from you (and note what your reaction is and why),
- k. stand out compared to other parts of the book (and note what makes them different).

**Other Important Items:**

1. You are responsible for turning in your annotated copy of each novel to class on the first day of school. Dialectical journals are due on the first day of school as well.
2. A minimum of 15 dialectical journal entries (two to three sentences each) per book is expected.
3. Annotations from throughout the entire novel are expected.

**Grade**

- Your completed dialectical journal and annotations will influence your summer reading assessment grade. You may be permitted to use your completed journal and/or annotations on the written assessment as long as the teacher approves them. Your comments do not need to be long; they do need to be meaningful. The grading rubric used for the assignment is included in this packet.

Dialectical Journal Example:

Night		Elie Wiesel
Page #	Passage (quote or paraphrase)	Notes
32	<p>"NEVER SHALL I FORGET that night, the first night in camp, that turned my life into one long night seven times sealed. Never shall I forget that smoke. Never shall I forget the small faces of the children whose bodies I saw transformed into smoke under a silent sky.</p> <p>Never shall I forget those flames that consumed my faith forever.</p> <p>Never shall I forget the nocturnal silence that deprived me for all eternity of the desire to live. Never shall I forget those moments that murdered my God and my soul and turned my dreams to ashes. Never shall I forget those things, even were I condemned to live as long as God Himself. Never."</p>	<p>The diction &amp; syntax of this passage really stand out. The repetition of "never shall I forget" reinforces the impact of his first night in camp. Using words like "murdered" instead of "killed" imply that something actively, knowingly, even intentionally killed his faith, which was obviously important to him. The use of the word "condemned" helps me to understand that his attitude toward life is that it is now a suffering/struggle to him.</p>

Annotation Example:

This is soooo poetic (Plath, go figure), and the imagery is interesting - some of it is positive ("a sweet dream," "glittered," and "freshness") while some is nasty ("fake," "mirage-gray," and "dry, cindery dust"). It totally reminds me of NYC - glittering lights and dirty streets. The way she describes it makes it seem less than cool.

metaphor

simile

onomatopoeia

It was a queer, sultry summer, the summer they electrocuted the Rosenbergs, and I didn't know what I was doing in New York. I'm stupid about executions. The idea of being electrocuted makes me sick, and that's all there was to read about in the papers—goggle-eyed headlines staring up at me on every street corner and at the fusty, peanut-smelling mouth of every subway. It had nothing to do with me, but I couldn't help wondering what it would be like, being burned alive all along your nerves.

I thought it must be the worst thing in the world.

New York was bad enough. By nine in the morning the fake, country-wer freshness that somehow seeped in overnight evaporated like the tail end of a sweet dream. Mirage-gray at the bottom of their granite canyons, the hot streets wavered in the sun, the car tops sizzled and glittered, and the dry, cindery dust blew into my eyes and down my throat.

I kept hearing about the Rosenbergs over the radio and at the office till I couldn't get them out of my mind. It was like the first time I saw a cadaver. For weeks afterward, the cadaver's head—or what there was left of it—floated up behind my eggs

The Bell Jar Sylvia Plath

## How to Annotate Properly

Write in your dialectical journal or annotate when you find passages that:

1. Indicate a pattern – a repetition of images, ideas, details, diction, etc. (and note why they are significant)
2. Indicate a shift of some sort – in plot, character or setting (and note why the shift is significant)
3. Confuse you – and then try to figure it out!
4. Highlight the author's strategic use of literary devices including but not limited to: foreshadowing, flashback, figurative language (metaphor, simile, personification, hyperbole, oxymoron), irony, symbolism, syntax, point of view, diction, characterization, dialogue, punctuation (and note why the use is significant)
5. Seem important to you for some reason – and note this importance!
6. Raise questions for you that aren't answered in the text (and try to answer them)
7. Highlight the tone of the book – note how this is done – and remember that tone is the author's attitude towards a subject matter
8. Highlight the mood of the book – note how this is done – and remember that mood is the reader's emotions that are evoked from what is being read
9. Indicate themes in the book – note these themes AND how this is done
10. Evoke a strong reaction from you – note what your reaction is and why
11. Stand out compared to other parts of the book – note what makes them different.

\*\*\*Annotations must occur THROUGHOUT a text. If you haven't annotated an entire text, you can't properly analyze theme, the use of symbolism, and other important elements of a text. If this seems like it's a healthy amount of highlighting/underlining/post-it "noting," that's because it is!

\*\*\*You don't want to highlight or underline every line of a text – that's too much, and it's not proper for true analysis of a text. You're looking to annotate based on the above suggestions.

\*\*\*Use a list of literary devices as you annotate! This will help spark your memory, and it will prepare you for writing a literary analysis about a text.

## Literary Terms to Consider When Annotating and Journaling:

Allegory	Metaphor
Alliteration	Mood
Allusion	Motif
Analogy	Onomatopoeia
Antithesis	Oxymoron
Assonance	Paradox
Cacophony	Personification
Caesura	Plot
Characterization (Direct, Indirect, Stock)	Point of View (1 <sup>st</sup> , 3 <sup>rd</sup> , Limited, Omniscient)
Conflict	Polysyndeton
Connotation	Pun
Consonance	Rhyme
Denotation	Satire
Diction	Setting
Epithet	Simile
Euphemism	Stream of Consciousness
Flashback	Suspense
Foil	Symbol
Foreshadowing	Synecdoche
Hubris	Syntax
Hyperbole	Theme
Imagery	Tone
Irony (Situational, Verbal, Dramatic)	Understatement
Juxtaposition	Verisimilitude
Malapropism	

**\*You should utilize a variety of these devices in your annotations and dialectical journal.**

Cuyahoga Falls High School  
Summer Reading Rubric



\*One rubric will be completed by the teacher for EACH book read.

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Book: \_\_\_\_\_

There are three components to the summer reading assignment point total: annotations and dialectical journal, tests covering each work, and a written analysis on one work. All of these assignments will factor into the Q1 grade. A total of 100 points (Honors classes) or 150 points (AP classes) can be earned from completing the annotations and dialectical journals of the summer reading works, as each book is worth 50 points.

**Rubric for Annotations (25 points per book):**

\_\_\_\_\_/5: The text is extensively highlighted or underlined with many margin notes in addition to shorthand notations. The annotations demonstrate that the student has carefully read and considered the text's meaning. The margin notes serve as an abbreviated outline of what the text says and what the reader thinks about it.

\_\_\_\_\_/4: The text is extensively highlighted or underlined with fewer margin notes compared to the most carefully considered readings. Shorthand notations are present. The annotations that are present demonstrate that the student has carefully read and considered.

\_\_\_\_\_/3: The text is less extensively highlighted or underlined with some margin notes and shorthand markings. The annotations demonstrate a less thorough reading of the work than the top two ratings.

\_\_\_\_\_/2: The text is highlighted or underlined and the student uses shorthand markings. There are virtually no margin notes; consequently, it is impossible to determine how thorough the reading of the text has been.

\_\_\_\_\_/1: Only shorthand margin notations are used **or** part of the text is unmarked **or** there are so few notations overall that the text may not have been read completely.

\_\_\_\_\_/0: The text is unmarked.

**\*When translated to a grade, each quality score above will have a multiplier of five for a total of 25 points for the annotations.**

**Rubric for Dialectical Journal (25 points per book):**

<b>Selection of Detail</b>	<b>Literary Elements</b>	<b>Interpretation &amp; Commentary</b>	<b>Overall Effect: Effort/Coverage of text and assignment</b>	<b>Overall Effect: Appearance/Organization</b>
<b>5</b> Selected passages are detailed, complex, and meaningful	<b>5</b> Includes in-depth discussion of literary elements; addresses how elements such as tone, diction, organization, and context contribute to purpose and meaning	<b>5</b> Commentary provides thoughtful insight an connection to themes	<b>5</b> Thoroughly and completely addresses all parts of the assignment; directions are followed	<b>5</b> Organized and professional in appearance
<b>4</b> Selected passages are meaningful	<b>4</b> Includes discussion of literary elements; does not completely address how they contribute to meaning	<b>4</b> Commentary intelligently addresses thematic connections	<b>4</b> Adequately addresses all parts of the assignment; directions are followed	<b>4</b> Organized; neat and easily legible
<b>3</b> Selected passages include few meaningful details	<b>3</b> Includes some identification of literary elements; has virtually no discussion of contribution to meaning	<b>3</b> Commentary is vague and/or unsupported with little connection to theme	<b>3</b> Not thorough (addresses most of the assignment); not all directions were followed	<b>3</b> Organized; not easily legible
<b>2-1</b> Selected passages have little or no apparent significance or meaning	<b>2-1</b> Includes few literary elements; has virtually no discussion of contribution to meaning	<b>2-1</b> Commentary is simply plot summary	<b>2-1</b> Insufficient number of entries; directions not followed	<b>2-1</b> Organized, but sloppy or mostly illegible
<b>0</b> No passages selected	<b>0</b> No literary elements listed	<b>0</b> No commentary	<b>0</b> No entries	<b>0</b> Completely illegible

Total: \_\_\_\_\_/50 points