

Cumberland Regional High School Summer Reading

2016-2017

LANGUAGE ARTS 2 HONORS: MISS MUHLBAIER

GRADE: 10 (CLASS OF 2020)

This summer, all students taking Language Arts 2 Honors classes in the 2017-2018 school year must read one of the novels listed below. This means that students entering the Language Arts 2 Honors program during the 2017-2018 academic year will read two books this summer: the One Book One School novel and the novel he or she chooses from the list provided.

Novel Choices: PLEASE CIRCLE/HIGHLIGHT YOUR CHOICE.

Africa:

I Will Always Write Back: How One Letter Changed Two Lives by Martin Ganda and Caitlin Alifirenka

The Boy Who Harnessed the Wind: Creating Currents of Electricity and Hope by William Kamkwamba and Bryan Mealer

They Poured Fire on Us From the Sky: The True Story of Three Lost Boys from Sudan by Benjamin Ajak, Benson Deng, and Alephonsian Deng

Taking Flight: From War Orphan to Star Ballerina by Michaela DePrince and Elaine DePrince

Facing the Lion: Growing Up Maasai on the African Savanna by Joseph Lemasolai Lekuton and Herman Viola

Asia:

Balcony on the Moon: Coming of Age in Palestine by Ibtisim Barakat

Lipstick Jihad: A Memoir of Growing up Iranian in America and American in Iran by Azadeh Moaveni

I Am Nujood, Age 10 and Divorced by Nujood Ali, Delphine Minou, and Linda Coverdale

Escape from Camp 14: One Man's Remarkable Odyssey from North Korea to Freedom in the West by Blaine Harden

In Order to Live: A North Korean Girl's Journey to Freedom by Yeonmi Park

First They Killed My Father: A Daughter of Cambodia Remembers by Loung Ung

A Girl Named Faithful Plum: The True Story of a Dancer from China and How She Achieved Her Dream by Richard Bernstein

Red Scarf Girl: A Memoir of the Cultural Revolution by Ji-li Jiang

Europe:

The Bosnia List: A Memoir of War, Exile, and Return by Kenan Trebincevic and Susan Shapiro

Latin America:

The Distance Between Us: A Memoir by Reyna Grande

Enrique's Journey: The Story of a Boy's Dangerous Odyssey to Reunite with His Mother by Sonia Nazario

During the reading of your novel, complete the Double-Entry Journal assignment that follows. Additional copies of this assignment can be found on the CRHS homepage website (under the Student tab).

NOTE: The novel you choose must be approved by your parent or guardian. Failure to return this permission slip will result in a loss of 5 points on this assignment.

All summer reading assignments are due the first day of school in September.

- Students enrolled in Language Arts 2 Honors in the fall should bring this sheet, the double-entry journal assignment sheet, and their work to class with them on the first day.
- Students enrolled in Language Arts 2 Honors in the spring should print this page and bring it, signed by your parent or guardian and attached to the front of your completed assignment, to the Main Office on the first day of school in September.

****BONUS** If you purchase a copy of this book and you DONATE IT to Miss Muhlbaier at the beginning of your semester, you will earn (1) +5 bonus point coupon for any quiz/test AND (1) point on your final grade for the semester.**

My LA 2 Honors student, _____, has been given my permission to read the novel he/she has circled/highlighted from the list provided above.

Parent/Guardian SIGNED Name: _____

Date: _____

DOUBLE-ENTRY JOURNAL ASSIGNMENT

Assignment Directions and Grading:

For this assignment, you must choose a book from the list on the previous page. You will complete a double-entry journal while reading. **You must have a total of at least 20 entries in your journal.** This assignment will be worth 100 points. Each entry will be worth a total of 5 points. See the example below for the breakdown. **Please staple both the Summer Reading Choice Novel Information Sheet/Permission Slip and this assignment sheet to your work.**

Double-entry Journal Formatting, Requirements, and Example:

A double-entry journal is a great way to keep a record of your thoughts and reactions to what you’re reading in order to engage more deeply with a text or story. Thoughts can include reactions/comments, questions, connections, theme analysis, inferences/predictions, etc. Summaries are not allowed. Format your journal as such:

From the Text	My Thoughts
<p><i>On this side of the journal, you will record exactly what it is that is written in the text that caught your attention. You may use ellipses (...) if necessary. Indicate the page from which the text was taken. (1 point per entry)</i></p> <p>For example (from <u>The River King</u> by Alice Hoffman): “It was true that devotion could be lost as quickly as it was found, which was why some people insisted that love letters be written in ink. How easy it was for even the sweetest words to evaporate, only to be rewritten as impulse and infatuation might dictate. How unfortunate that love could not be taught or trained, like a seal or a dog.” page 234</p>	<p><i>On this side of the journal, write down what it is you thought when you read the selection of text you wrote down in the opposite column. (4 points per entry)</i></p> <p>For example: This is so true!!! How often do people fall in and out of love with one another? Why is it that we think we’re in love until something, or someone, else better comes along? How do we really know what love is, then?</p> <p>DO NOT summarize or paraphrase the quotation. Tell me your <u>thoughts!</u></p>

To create your double-entry journal, simply fold a sheet of loose-leaf paper in half length-wise. Label the left-hand column “From the Text” and the right-hand column “My Thoughts.” **Please do not submit your entries in a notebook.**

Some suggestions for “My Thoughts:”

- ✓ Describe and explain your reactions to a character, event, or idea you confronted in your reading.
- ✓ Ask questions about the section you read either for clarification or analysis. Has anything in that section caused you confusion? Disbelief? Anger? Ask one of the characters in the book a question, or ask the author a question!
- ✓ Pretend you are one of the characters in the book. Get inside that character’s mind. Tell how the character feels about him/her-self, about other characters, or about the situation in the section you’re reading.
- ✓ Identify a message (theme) the author is trying to send using the story. Why did the author write this book?
- ✓ Relate something in the book, either a character or an event, to something outside of the book. You could make personal connections, connections to other books, connections to something in history or the present time, or connections to movies/films.
- ✓ Make predictions about what will happen next or make an educated guess about why a character does what he/she does.