

Cumberland Regional High School Summer Reading

2019-2020

LANGUAGE ARTS 2 HONORS: MISS MUHLBAIER

GRADE: 10 (CLASS OF 2022)

This summer, all students taking Language Arts 2 Honors classes in the 2019-2020 school year must read one of the novels listed below. This means that students entering the Language Arts 2 Honors program during the upcoming academic year will read two books this summer: either *Under Rose-Tainted Skies* by Louise Gornall or *Calvin: A Novel* by Martine Leavitt and the novel she/he chooses from the list provided.

Novel Choices**:

Please visit Miss Muhlbaier’s website for novel choices. Either [click here](#) (if viewing this paper online) or type the following address into your browser’s address bar: <https://sites.google.com/view/muhlbaier/summer-reading>

NOTE: Unless otherwise specified, all novels are the “adult” version. Please be sure not to select the “young reader’s” edition!

Novels have been carefully selected for this list based on a few factors:

1. Potential Interest
2. Relevancy (topic/issue)
3. Connection to Miss Muhlbaier’s ultimate goal for students enrolled in LA2HN: to help students examine texts from all over the world/different periods of time to identify not only how people across the globe are different from us but – more importantly – how we are all the same.

Although Language Arts 2 is a World Literature class, we will spend some time discussing our experiences as Americans, refugees, immigration, etc. during our fourth unit – which also relates to this summer reading assignment. As such, some of the stories do take place in America, but – again – they have been specifically chosen for the cultural point of view presented in the text.

Lastly, Miss Muhlbaier has not read every novel on this list. Students and parents/guardians are encouraged to read reviews, “look inside” the text, and consider their own goals before choosing a novel.

During the reading of your novel, complete the Double-Entry Journal assignment that follows.

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.**

Title & Author of Chosen Novel: _____

My LA 2 Honors student, _____, has been given my permission to read the novel listed 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. **Additionally, please use BLUE or BLACK INK to complete your work (no pencil).** 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 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.