



PRINCE
AVENUE CHRISTIAN SCHOOL

High School (Entering 9-12 CP and Honors)
Summer Reading List

Revised May, 2020

ENTERING 9TH GRADE READING LIST (CP and Honors)

Parents: Below you will find a list of engaging and well-written stories that represent a variety of genres. Your student should choose one novel from the list below. While we endeavor to choose books that are representative of appropriate content, age level, and maturity, we recommend each family research the suggested selections. You may find sites such as www.squeakycleanreviews.com, www.commonsemmedia.org, or www.thrivingfamily.com helpful as you discern the best publication for your student.

Students: Each student should read one required book and complete a reading journal, due Monday, August 10, 2020 (periods 1-6) or Tuesday, August 11, 2020 (periods 7-8). Directions regarding the reading journal can be found below.

<i>Tuesdays With Morrie</i>	Albom, Mitch
<i>Watership Down</i>	Adams, Richard
<i>Deadline</i>	Alcorn, Randy
<i>And Then There Were None</i>	Christie, Agatha
<i>Adventures of Sherlock Holmes</i>	Doyle, Arthur Conan
<i>Through the Gates of Splendor</i>	Elliot, Elizabeth
<i>Alas, Babylon</i>	Frank, Pat
<i>Love Does</i>	Goff, Bob
<i>Everybody Always</i>	Goff, Bob
<i>The Princess Bride</i>	Goldman, William
<i>Death Be Not Proud</i>	Gunther, John
<i>The Splitting Storm</i>	Gutteridge, Rene
<i>Same Kind of Different as Me</i>	Hall, Ron
<i>The Dragon and the Raven</i>	Henty, G. A.
<i>All Creatures Great and Small</i>	Herriot, James
<i>All Things Bright and Beautiful</i>	Herriott, James
<i>The Lost Horizon</i>	Hilton, James
<i>Alex Rider series (but not Stormbreaker on 8th grade list)</i>	Horowitz, Anthony
<i>Captains Courageous</i>	Kipling, Rudyard
<i>A Separate Peace</i>	Knowles, John
<i>Beauty</i>	McKinley, Robin
<i>The Terrible Hours: The Greatest Submarine Rescue in History</i>	Maas, Peter
<i>Christy</i>	Marshall, Catherine
<i>Swift Rivers</i>	Meigs, Cornelia
<i>7 Women</i>	Metaxas, Eric
<i>The Scarlet Pimpernel</i>	Orczy, Baroness
<i>Nightmare Academy</i>	Peretti, Frank
<i>The Chosen</i>	Potok, Chaim
<i>Anthem</i>	Rand, Ayn
<i>Ivanhoe</i>	Scott, Sir Walter
<i>Shane</i>	Shaeffer, Jack
<i>Day of Pleasure: Stories of a Boy in Warsaw</i>	Singer, Isaac Bashevis
<i>The Black Arrow</i>	Stevenson, Robert L.
<i>Connecticut Yankee in King Arthur's Court</i>	Twain, Mark
<i>The Invisible Man and The Time Machine (both)</i>	Wells, H.G
<i>Deeper Water</i>	Whitlow, Robert
<i>The Sacrifice</i>	Whitlow, Robert
<i>April 1865: The Month That Saved America</i>	Winik, Jay
<i>Hope Heals: A True Story of Overwhelming Loss...</i>	Wolf, Jay & Katherine

English I (CP and Honors) Dialectical Journal Assignment

The term “dialectic” means “using the process of question and answer to investigate the truth of a theory or opinion.” The “dialectic” was the method Socrates used to teach his students how to be actively engaged in the struggle to obtain meaning from an unfamiliar and challenging work. A dialectical journal is a written conversation with yourself about a piece of literature that encourages the habit of reflective questioning. You will use a double-entry format to examine details of a passage and synthesize your understanding of the text.

In this process, there is to be NO collaboration with other students. Any assistance from the internet, movies, or secondary sources such as Sparknotes, Cliff Notes, or Wikipedia will be viewed as cheating. If you have questions about format, email your 9th grade teacher (thathaway@princeave.org). These journals are due the first full day of school, Monday, August 10, 2020 (periods 1-6) or Tuesday, August 11, 2020 (periods 7-8).

Instructions:

1. Purchase a spiral bound notebook or composition book **OR** create a computerized response journal (see example)
2. Write the number of pages in your novel here _____. (Round up or down to the tenth's place.)
3. Divide your novel into ten (10) equal sections and write a response for every section. (E.g.: 253 pages ... $253/10=25$. This example shows you should write a response every 25 pages.)
4. Draw a vertical line down the middle of the page
5. Label the left column TEXT and the right column RESPONSE
6. In the TEXT column, copy passages word for word from the novel, including quotations marks and page numbers; you should have TEN.
7. How do you choose what passages to write down? Passages become important if
 - i. Details in the passage seem important to you
 - ii. You have an epiphany
 - iii. You learn something significant about a character
 - iv. You recognize a pattern (recurring images, ideas, colors, symbols, descriptions, details, etc.)
 - v. You agree or disagree with something a character says or does
 - vi. You find an interesting or potentially significant quotation
 - vii. You notice something important or relevant about the author's writing style
 - viii. You notice effective use of literary devices
 - ix. You think that the passage contributes to or reveals a theme in the novel
8. In the RESPONSE column, write about the passages. **DO NOT MERELY SUMMARIZE THE PLOT OR RESTATE THE PASSAGE IN YOUR OWN WORDS.**
9. Label each passage with one of the letters below (RE, CH, CO, P, LD, RF, T, M, I). With the exception of literary devices, you may not use the same label more than once.
 - a. (Reaction) RE= Describe what the passage makes you think or how it makes you feel and why.
 - b. (Characterization) CH= Analyze details or dialogue uses to show you aspects of the identities of the characters.
 - c. (Connection) CO= Make connections to other places in the novel or to your life, or to the world, or another story that you have read.
 - d. (Prediction) P= Anticipate what will occur based on what is in the passage.
 - e. (Literary Device) LD= Analyze the author's writing using literary terms (see list of possibilities below)
 - f. (Reflect) RF= Think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just about the way things are?
 - g. (Theme) T= Determine the passage contributes to the author's overall message or messages about some aspect or aspects of life.
 - h. (Mood) M= Determine the way the passage establishes the mood or tone of a scene and explain how that might be important.
 - i. (Inquiry) I= Ask questions about what is happening, what a detail might mean, or things you are curious about.
10. Each RESPONSE **must be at least 50 words** (include word count at the end of each response. First person writing (using the pronoun “I”) is acceptable in the RESPONSE column

9TH Grade Summer Reading Journal Rubric

Student _____

Category	Exemplary 25	Accomplished 22	Developing 18	Beginning 15	Your Score
QUOTES/TEXT CITATION OF QUOTE (including page number)	Meaningful passage selections. Quote marks and page numbers are provided for ALL 10 citations	Less detailed, but significant quotes OR missing no more than 1-3 of 10 quotation marks and page numbers	Few significant details from the text OR missing no more than 4-6 of 10 quotation marks and page numbers	Hardly any significant details from the text OR missing no more than 7-9 quotation marks and page numbers	
RESPONSE VARIETY (More than one literary device can be identified and used)	Includes a variety of unique comments about passages (10 from list) AND ALL responses are labeled (a-i)	Includes some variety of comments (8 from list) OR 8 responses are labeled (a-i)	Little variety of comments (6 from list) OR 6 responses are labeled (a-i)	Comments are limited to mostly the same response OR Responses are not labeled	
RESPONSES (#)	10 responses No paraphrasing or summary	10 responses 1 is a summary response	6 responses 2 are summaries	5 responses or less 3+ summaries	
WORD COUNT COVER PAGE	Word count (50+) included for each response AND Student name, book title, author, page count	Word count (50+) on at least 8 responses OR Missing one cover item	Word count (50+) on at least 6 responses OR Missing 2 cover items	Word count on at least 4 or less response OR No cover	
TEACHER COMMENTARY				Rubric Score →	

Rubric Score _____ (-1 pt for each grammar/spelling mistake)= **Final Grade:** _____

ENTERING 10TH GRADE WORLD LITERATURE READING LIST (CP and Honors)

Parents: Below you will find a list of engaging and well-written stories that represent a variety of genres. Your student should choose one novel from the list below. While we endeavor to choose books that are representative of appropriate content, age level, and maturity, we recommend each family research the suggested selections. You may find sites such as www.squeakycleanreviews.com, www.commonsemmedia.org, or www.thrivingfamily.com helpful as you discern the best publication for your student.

Students: Each student should read one required book and complete a reading journal, due Monday, August 10, 2020 (periods 1-6) or Tuesday, August 11, 2020 (periods 7-8). Directions regarding the reading journal can be found below.

<i>Little Women</i>	Alcott, Louisa Mae
<i>The Kitchen Boy</i>	Alexander, Robert
<i>Lorna Doone</i>	Blackmore, Richard
<i>Fahrenheit 451</i>	Bradbury, Ray
<i>To Sir, With Love</i>	Braithwaite, E. R.
<i>Bury My Heart at Wounded Knee</i>	Brown, Dee
<i>Silent Spring</i>	Carson, Rachel
<i>O Pioneers!</i>	Cather, Willa
<i>My Antonia</i>	Cather, Willa
<i>Murder on the Orient Express</i>	Christie, Agatha
<i>Death on the Nile</i>	Christie, Agatha
<i>Microbe Hunters</i>	De Kruif, Paul
<i>Having Our Say: The Delany Sisters' First 100 Years</i>	Delany, Sara and Elizabeth
<i>The Robe</i>	Douglas, Lloyd C.
<i>The Memoirs of Sherlock Holmes</i>	Doyle, Arthur C.
<i>Rebecca</i>	DuMaurier, Daphne
<i>My Cousin Rachel</i>	DuMaurier, Daphne
<i>The Autobiography of Miss Jane Pittman</i>	Gaines, Ernest
<i>The Maltese Falcon</i>	Hammett, Dashiell
<i>For Whom the Bell Tolls</i>	Hemingway, Ernest
<i>Every Living Thing</i>	Herriot, James
<i>Hiroshima</i>	Hershey, John
<i>Unbroken: An Olympian's Journey...</i>	Hillenbrand, Laura
<i>Profiles in Courage</i>	Kennedy, John Fitzgerald
<i>That Hideous Strength</i>	Lewis, C.S.
<i>John Adams</i>	McCullough, David
<i>Billy Bud, Sailor</i>	Melville, Herman
<i>Bonhoeffer</i>	Metaxas, Eric
<i>Seven Men and the Secret of Their Greatness</i>	Metaxas, Eric
<i>Seven Women and the Secret of Their Greatness</i>	Metaxas, Eric
<i>The Great Fire</i>	Murphy, Jim
<i>The King's Fifth</i>	O'Dell, Scott
<i>The Killer Angels</i>	Shaara, Michael
<i>Dr. Jekyll and Mr. Hyde</i>	Stevenson, Robert L.
<i>Candide</i>	Voltaire
<i>Up From Slavery</i>	Washington, Booker T.
<i>Jimmy</i>	Whitlow, Robert
<i>The List</i>	Whitlow, Robert
<i>The Trial</i>	Whitlow, Robert
<i>The Book Thief</i>	Zusak, Mark

10TH World Literature (CP and Honors) Dialectical Journal Assignment

The term “dialectic” means “using the process of question and answer to investigate the truth of a theory or opinion.” The “dialectic” was the method Socrates used to teach his students how to be actively engaged in the struggle to obtain meaning from an unfamiliar and challenging work. A dialectical journal is a written conversation with yourself about a piece of literature that encourages the habit of reflective questioning. You will use a double-entry format to examine details of a passage and synthesize your understanding of the text.

In this process, there is to be NO collaboration with other students. Any assistance from the internet, movies, or secondary sources such as Sparknotes, Cliff Notes, or Wikipedia will be viewed as cheating. If you have questions about format, email Mrs. Lappen (Klappen@princeave.org). These journals are due the first FULL day of school, Monday, August 10, 2020 (periods 1-6) or Tuesday, August 11, 2020 (periods 7-8).

Instructions:

1. Purchase a spiral bound notebook or composition book **OR** create a computerized response journal (see example)
2. Write the number of pages in your novel here _____. (Round up or down to the tenth's place.)
3. Divide your novel into ten (10) equal sections and write a response for every section. (E.g.: 253 pages ... $253/10= 25$. This example shows you should write a response every 25 pages.)
4. Draw a vertical line down the middle of the page
5. Label the left column TEXT and the right column RESPONSE
6. In the TEXT column, copy passages word for word from the novel, including quotations marks and page numbers; you should have TEN.
7. How do you choose what passages to write down? Passages become important if
 - i. Details in the passage seem important to you
 - ii. You have an epiphany
 - iii. You learn something significant about a character
 - iv. You recognize a pattern (recurring images, ideas, colors, symbols, descriptions, details, etc.)
 - v. You agree or disagree with something a character says or does
 - vi. You find an interesting or potentially significant quotation
 - vii. You notice something important or relevant about the author's writing style
 - viii. You notice effective use of literary devices
 - ix. You think that the passage contributes to or reveals a theme in the novel
8. In the RESPONSE column, write about the passages. **DO NOT MERELY SUMMARIZE THE PLOT OR RESTATE THE PASSAGE IN YOUR OWN WORDS.**
9. Label each passage with one of the letters below (RE, CH, CO, P, LD, RF, T, M, I). With the exception of literary devices, you may not use the same label more than once.
 - a. (Reaction) RE= Describe what the passage makes you think or how it makes you feel and why.
 - b. (Characterization) CH= Analyze details or dialogue uses to show you aspects of the identities of the characters.
 - c. (Connection) CO= Make connections to other places in the novel or to your life, or to the world, or another story that you have read.
 - d. (Prediction) P= Anticipate what will occur based on what is in the passage.
 - e. (Literary Device) LD= Analyze the author's writing using literary terms (see list of possibilities below)
 - f. (Reflect) RF= Think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just about the way things are?
 - g. (Theme) T= Determine the passage contributes to the author's overall message or messages about some aspect or aspects of life.
 - h. (Mood) M= Determine the way the passage establishes the mood or tone of a scene and explain how that might be important.
 - i. (Inquiry) I= Ask questions about what is happening, what a detail might mean, or things you are curious about.
10. Each RESPONSE **must be at least 50 words** (include word count at the end of each response. First person writing (using the pronoun “I”) is acceptable in the RESPONSE column

IMPORTANT: It is important to always explain why you think something or like something or don't understand something.

10TH Grade Summer Reading Journal Rubric

Student _____

Category	Exemplary 25	Accomplished 22	Developing 18	Beginning 15	Your Score
QUOTES/TEXT CITATION OF QUOTE (including page number)	Meaningful passage selections. Quote marks and page numbers are provided for ALL 10 citations	Less detailed, but significant quotes OR missing no more than 1-3 of 10 quotation marks and page numbers	Few significant details from the text OR missing no more than 4-6 of 10 quotation marks and page numbers	Hardly any significant details from the text OR missing no more than 7-9 quotation marks and page numbers	
RESPONSE VARIETY (More than one literary device can be identified and used)	Includes a variety of unique comments about passages (10 from list) AND ALL responses are labeled (a-i)	Includes some variety of comments (8 from list) OR 8 responses are labeled (a-i)	Little variety of comments (6 from list) OR 6 responses are labeled (a-i)	Comments are limited to mostly the same response OR Responses are not labeled	
RESPONSES (#)	10 responses No paraphrasing or summary	10 responses 1 is a summary response	6 responses 2 are summaries	5 responses or less 3+ summaries	
WORD COUNT COVER PAGE	Word count (50+) included for each response AND Student name, book title, author, page count	Word count (50+) on at least 8 responses OR Missing one cover item	Word count (50+) on at least 6 responses OR Missing 2 cover items	Word count on at least 4 or less response OR No cover	
TEACHER COMMENTARY				Rubric Score →	

Rubric Score _____ (-1 pt for each grammar/spelling mistake)= Final Grade: _____

ENTERING 11TH CP AMERICAN LITERATURE READING LIST and Summer Reading Dialectic Journal Assignment

Each student should read “How to Mark a Book” by Mortimer Adler (http://chuma.cas.usf.edu/~pinsky/mark_a_book.htm)

Each student should read *The Narrative of the Life of Frederick Douglass, an American Slave*, by Frederick Douglass and complete a Dialectical Journal.

You will use a double-entry format to examine details of a passage and synthesize your understanding of the text. In this process, there is to be NO collaboration with other students. Any assistance from the internet, movies, or secondary sources such as Sparknotes, Cliff Notes, or Wikipedia will be viewed as cheating. If you have questions about format, email (thathaway@princeave.org).

- Expect a **quiz** on “How to Mark a Book”
- Expect a **test** on *The Narrative of the Life of Frederick Douglass*
 - Hard copy journal due Monday, August 10, 2020 (periods 1-6) or Tuesday, August 11, 2020 (periods 7-8).

Journal Instructions:

Purchase the book and annotate it as you read. There are eleven (11) chapters. You should have at least 11 annotations.

1. Create a typed response journal (see example)
2. Label the left column TEXT and the right column RESPONSE
3. In the TEXT column, copy passages word for word from the novel, including quotations marks and page numbers. How do you choose what passages to write down? Suggestions for Chapter Notes:
 - Note key experiences. This is the narrative of his experiences as a slave but also a chronical of his education. What does he learn and how?
 - Note anecdotes: At times Douglass will diverge from his story to relate information about the slaveholding South. Make note of those important observations.
 - You notice effective use of literary devices
 - Make note of central ideas: Throughout the narrative, Douglass continually returns to these central ideas/themes to build his themes/arguments:
 - Unequal justice
 - Education and literacy
 - Treatment of slaves
 - The connection between depravity and slavery
 - Christianity
4. In the RESPONSE column, write about the passages. **DO NOT MERELY SUMMARIZE THE PLOT OR RESTATE THE PASSAGE IN YOUR OWN WORDS**. Each RESPONSE **must be at least 50 words** (include word count at the end of each response).
5. Label each passage with one of the letters below (RE, CH, CO, LD, RF, T, M). With the exception of literary devices, you may NOT use the same label more than once.
 - a. (Reaction) RE= Describe what the passage makes you think or how it makes you feel and why.
 - b. (Characterization) CH= Analyze details or dialogue uses to show you aspects of the identities of the characters.
 - c. (Connection) CO= Make connections to other places in the novel.
 - d. (Literary Device) LD= Analyze the author’s writing using literary terms (see list of possibilities below).
 - e. (Reflect) RF= Think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just about the way things are?
 - f. (Theme) T= Determine the passage contributes to the author’s overall message or messages about some aspect or aspects of life.
 - g. (Mood) M= Determine the way the passage establishes the mood or tone of a scene and explain how that might be important.

Sample Journal Entry

TEXT	RESPONSE
<p>“Mr. Covey succeeded in breaking me. I was broken in body, soul, and spirit. My natural elasticity was crushed, my intellect languished, the disposition to read departed, the cheerful spark that lingered about my eye died; the dark night of slavery closed in upon me; and behold a man transformed into a brute” (Douglass 49).</p> <p>NOTE the quotation marks, punctuation, and MLA format</p>	<p>(LD-metaphor) Douglass reveals the dehumanizing effects of slavery using the metaphor of darkness to demonstrate how every spark of light in his life (his happiness, goals, ambition etc) was extinguished by Covey’s cruel treatment. He uses words like “broken,” “crushed,” and “languished” to illustrate the effect the experience had on his spirit. (51 words)</p> <p>NOTE word count; NOTE labeling of response type</p>

Literary Devices you can use for responses

Alliteration	Epic	Onomatopoeia	Subplot	Tone
Allusion	Epic hero	Oxymoron	Suspense	Theme
Antagonist	Fable	Paradox	Symbol	
Autobiography	Foreshadowing	Personification		
Biography	Genre: poetry, prose, drama	Plot: exposition, climax, resolution		
Blank verse	hyperbole	Point of view (1 st , 3 rd , limited, omniscient)		
Characterization	Imagery	Protagonist		
-static, flat, etc	Irony	Repetition		
-direct, indirect	-dramatic, verbal, situational	Rhyme		
Conflict	Metaphor	Satire		
Dialect	Meter	Setting		
Diction	Mood	Simile		

Review of Requirements:

TEXT side of journal:

- ___ You have eleven excerpts from the eleven sections of the novel (you can skip one)
- ___ You have quoted and used quotation marks (watch placement of marks)
- ___ Your citation has a page number and is according to MLA standards (see example)

RESPONSE side of journal:

- ___ You have eleven responses (a variety)
- ___ Your response has word count; each must be at least 50 words.

- **Expect a quiz on “How to Mark a Book”**
- **Expect a test on *The Narrative of the Life of Frederick Douglass***
 - **Hard copy journal due Monday, August 10, 2020 (periods 1-6) or Tuesday, August 11, 2020 (periods 7-8).**

ENTERING 12th CP BRITISH LITERATURE: Summer Reading Assignment

The **required** book is ***Beowulf: A New Verse Translation* by Seamus Heaney**. Bring the annotated text and journal response to class Monday, August 10, 2020 (periods 1-6) and Tuesday, August 11, 2020 (7-8).

Beowulf : A New Verse Translation

Beowulf Book Annotation Assignment

Although you may purchase a book, full ownership of a book comes when you have made it a part of yourself, and the best way to make it meaningful for you is to interact with the book as you read it. We interact with a book when we use pencils or pens for annotation (adding notes or comments to a text, book, drawing) and that is a key component of close reading. You may feel that annotating the book slows down your reading. Yes, it does. That is the point. If annotating as you read annoys you, read a chapter, then go back and annotate. The assignment for *Beowulf* is to make annotations in the book as you read the text (use the margin space as well). Next you will complete a journal entry for each section of the reading.

1. Read “How to Mark a Book” by Mortimer Adler (http://chuma.cas.usf.edu/~pinsky/mark_a_book.htm)
2. Purchase the book and, according to the suggestions from Adler, annotate it as you read. There are 200 pages; you should have at least one annotation on all right hand pages (modern English translations) to earn an A. (See grading below).

What should you note?

1. Underline names of characters. In the margin, make a note about the personality/traits of the character.

2. Mark the setting- when and where does scene take place?

3. At the top of each page, write important plot events. Not every page will be marked.

4. Underline quotes or lines you think are significant, powerful, or meaningful

5. Underline any symbols.

6. Put a question mark in areas of the text you do not understand.

7. Underline repetitions

8. Themes

Themes throughout *Beowulf* include, but are not limited to, ideas of courage, envy, revenge, loyalty, identity and reputation, morality, traditions and customs, wealth, religion, strength and skill, good vs. evil, and hospitality and generosity.

*Mark at least 5 instances with “T” and name the theme you identify in the lines that you read.

Grading:

A- I would expect to see markings and written commentary throughout the entire book, at least one mark on each page, including recognition of significant plot points, themes, and ideas. There will probably be something significant noted in nearly every page.

B- The B grade may be lacking in written commentary, but the “highlighted” areas will reflect the significant elements as noted above (numbers 1-8). Markings will be notes on about half of the pages (50).

C- The book markings may be missing some significant elements, but will still be highlighted throughout some of the book, showing your basic understanding of the characters and plot.

Lower grades will reflect a lack of reading, possibly in skipped sections or random highlights of insignificant material.

3. Dialectical Journal assignment

Summer Reading Dialectical Journal Assignment

The term “Dialectic” means “using the process of question and answer to investigate the truth of a theory or opinion.” The “dialectic” was the method Socrates used to teach his students how to be actively engaged in the struggle to obtain meaning from an unfamiliar and challenging work. A dialectical journal is a written conversation with yourself about a piece of literature that encourages the habit of reflective questioning. You will use a double-entry format to examine details of a passage and synthesize your understanding of the text.

In this process, there is to be NO collaboration with other students. Any assistance from the Internet, movies, or secondary sources such as Sparknotes, Cliff Notes, or Wikipedia will be viewed as cheating. If you have questions about format, email me at esadler@princeave.org.

Instructions:

1. Purchase a spiral bound notebook or composition book **OR** create a computerized response journal (see example)
2. Divide your novel into ten (10) equal sections and write a response for every section. (E.g.: 253 pages ... $253/10= 25$. This example shows you should write a response every 25 pages.)
3. Draw a vertical line down the middle of the page
4. Label the left column TEXT and the right column RESPONSE
5. In the TEXT column, copy passages word for word from the novel, including quotations marks and page numbers; you should have **TEN**.
6. How do you choose what passages to write down? Passages become important if
 - i. Details in the passage seem important to you
 - ii. You have an epiphany
 - iii. You learn something significant about a character
 - iv. You recognize a pattern (recurring images, ideas, colors, symbols, descriptions, details, etc.)
 - v. You agree or disagree with something a character says or does
 - vi. You find an interesting or potentially significant quotation
 - vii. You notice something important or relevant about the author’s writing style
 - viii. You notice effective use of literary devices
 - ix. You think that the passage contributes to or reveals a theme in the novel
7. In the RESPONSE column, write about the passages. **DO NOT MERELY SUMMARIZE THE PLOT OR RESTATE THE PASSAGE IN YOUR OWN WORDS.**
8. Label each passage with one of the letters below (RE, CH, CO, P, LD, RF, T, M, I). You must use every label **AT LEAST ONCE**.
 - a. (Reaction) RE= Describe what the passage makes you think or how it makes you feel and why.
 - b. (Characterization) CH= Analyze details or dialogue uses to show you aspects of the identities of the characters.
 - c. (Connection) CO= Make connections to other places in the novel or to your life, or to the world, or another story that you have read.
 - d. (Prediction) P= Anticipate what will occur based on what is in the passage.
 - e. (Literary Device) LD= Analyze the author’s writing using literary terms (see list of possibilities below)

i. You may only use this three times, and they must be **three different literary devices**

ii. Please discuss not only what the device is, but why its use is important to the text

- f. (Reflect) RF= Think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just about the way things are?
 - g. (Theme) T= Determine the passage contributes to the author’s overall message or messages about some aspect or aspects of life.
 - h. (Mood) M= Determine the way the passage establishes the mood or tone of a scene and explain how that might be important.
 - i. (Inquiry) I= Ask questions about what is happening, what a detail might mean, or things you are curious about.
9. Each RESPONSE **must be at least 50 words** (include word count at the end of each response. First person writing (using the pronoun “I”) is acceptable in the RESPONSE column

IMPORTANT: It is important to always explain why you think something or like something or don’t understand something.

Sample Journal Entry

TEXT	RESPONSE
<p>“He was four times a fighter, this father prince: one by one they entered the world Heorgar, Hrothgar, the good Halga and a daughter, I have heard, who was Onela’s queen, A balm to the battle-scarred Swede.” (<i>Beowulf</i> 59-63)</p> <p>NOTE the quotation marks, punctuation, and MLA format</p>	<p>(LD- alliteration) In this excerpt, there are several examples of alliteration. The letter “f” is repeated 3 times in line one, and the letter “h” is repeated 3 times in line 3. In line 6, the letter “b” is used twice. Alliteration is found throughout <i>Beowulf</i>, as the sounds were a tool used to help oral storytellers remember facts of the story. (61 words)</p> <p>NOTE word count; NOTE labeling of response type</p>

Literary Devices you can use for responses

Alliteration	Epic	Onomatopoeia	Subplot	Tone
Allusion	Epic hero	Oxymoron	Suspense	Theme
Antagonist	Fable	Paradox	Symbol	
Autobiography	Foreshadowing	Personification		
Biography	Genre: poetry, prose, drama	Plot: exposition, climax, resolution		
Blank verse	hyperbole	Point of view (1 st , 3 rd , limited, omniscient)		
Characterization	Imagery	Protagonist		
-static, flat, etc	Irony	Repetition		
-direct, indirect	-dramatic, verbal, situational	Rhyme		
Conflict	Metaphor	Satire		
Dialect	Meter	Setting		
Diction	Mood	Simile		

12TH CP Grade Summer Reading Journal Rubric

Student _____

Category	Exemplary 25	Accomplished 22	Developing 18	Beginning 15	Your Score
QUOTES/TEXT CITATION OF QUOTE (including page number)	Meaningful passage selections. Quote marks and page numbers are provided for ALL 10 citations	Less detailed, but significant quotes OR missing no more than 1-3 of 10 quotation marks and page numbers	Few significant details from the text OR missing no more than 4-6 of 10 quotation marks and page numbers	Hardly any significant details from the text OR missing no more than 7-9 quotation marks and page numbers	
RESPONSE VARIETY (More than one literary device can be identified and used)	Includes a variety of unique comments about passages (10 from list) AND ALL responses are labeled (a-i)	Includes some variety of comments (8 from list) OR 8 responses are labeled (a-i)	Little variety of comments (6 from list) OR 6 responses are labeled (a-i)	Comments are limited to mostly the same response OR Responses are not labeled	
RESPONSES (#)	10 responses No paraphrasing or summary	10 responses 1 is a summary response	6 responses 2 are summaries	5 responses or less 3+ summaries	
WORD COUNT COVER PAGE	Word count (50+) included for each response AND Student name, book title, author, page count	Word count (50+) on at least 8 responses OR Missing one cover item	Word count (50+) on at least 6 responses OR Missing 2 cover items	Word count on at least 4 or less response OR No cover	
TEACHER COMMENTARY				Rubric Score →	

Rubric Score _____ (-1 pt for each grammar/spelling mistake)= Final Grade: _____