



# JEFFERSON TOWNSHIP

## HIGH SCHOOL

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JTHS students,

The purpose of the 2020 JTHS Summer Reading Assignment is to encourage students to keep reading and thinking over summer break. Like last year, you will get to choose a book from a list of titles generated by both teachers and students. There are three parts to the 2020 JTHS Summer Reading Assignment.

JTHS parents,

Like last year, for the 2020 JTHS Summer Reading Assignment, your child will be choosing a text. The titles and overviews are attached. Sharing this information, gives you the opportunity to preview the subject matter and content of these books. Some contain more sensitive content than others. We encourage you to read along with your child and discuss the book as you do so.

### 2020 JTHS SUMMER READING ASSIGNMENT FOR ENGLISH COURSES

**Part 1:** Choose one title from your grade level list and read the book before the first day of school. We know that you may already be familiar with these titles or you may have seen the movie. Maybe you even read the book already. Remember, the goal is to keep you reading and thinking, so read the book even if you saw the movie, or read the book again even if you have read it before.

**Part 2:** Complete one of the following reading responses prior to the first day of school. Responses are due Friday, September 4th. You have the option to hand in a written paper copy, or submit any of the tasks digitally by e-mailing and/or sharing the file with your teacher.

(More detailed directions are attached.)

Option 1: Write a journal entry as one of the characters. Link your entry to the theme/central message/lesson/moral.

Option 2: Choose four quotes that made you react, and record how these quotes are related to the theme/central message/lesson/moral.

Option 3: Complete the attached graphic organizer/dialectical journal.

Option 4: Create a digital book trailer and/or advertisement for the book.

Option 5: Write a book review.

Option 6: Annotate as you read (2 annotations per chapter).

*Total Formative Points-24*

**Part 3:** On one of the first days of school you will engage in a book club discussion with the students in your class who read the same title as you. Be prepared to talk about theme, how the characters changed, and how the book reflects current 21st century society and/or social trends.

*Total Formative Points-25*

### Incoming 9th Grade Book List

Title	Genre	Author	Synopsis
<u><a href="#">The Girl From Everywhere</a></u>	Historical Fantasy	Heidi Heilig	<p><i>The Girl from Everywhere</i>, the first of two books, blends fantasy, history, and a modern sensibility. Its sparkling wit, breathless adventure, multicultural cast, and enchanting romance will dazzle readers of Sabaa Tahir and Leigh Bardugo. As the daughter of a time traveler, Nix has spent sixteen years sweeping across the globe and through the centuries aboard her father's ship. Modern-day New York City, nineteenth-century Hawaii, other lands seen only in myth and legend—Nix has been to them all. But when her father gambles with her very existence, it all may be about to end. Rae Carson meets <i>Outlander</i> in this epic debut fantasy. If there is a map, Nix's father can sail his ship, <i>The Temptation</i>, to anyplace and anytime. But now that he's uncovered the one map he's always sought—1868 Honolulu, the year before Nix's mother died in childbirth—Nix's life, her entire existence, is at stake. No one knows what will happen if her father changes the past. It could erase Nix's future, her dreams, her adventures . . . her connection with the charming Persian thief, Kash, who's been part of their crew for two years.</p>
<u><a href="#">The Final Four</a></u>	Sports Literature	Paul Volponi	<p>March Madness is in full swing, and there are only four teams left in the NCAA basketball championship. The heavily favored Michigan Spartans and the underdog Troy Trojans meet in the first game in the semifinals, and it's there that the fates of Malcolm, Roko, Crispin, and M.J. intertwine. As the last moments tick down on the game clock, you'll learn how each player went from being a kid who loves to shoot hoops to a powerful force in one of the most important games of the year. Which team will leave the Superdome victorious? In the end it will come down to who has the most skill, the most drive, and the most heart.</p>
<u><a href="#">A Dog's Purpose</a></u>	Fiction	W. Bruce Cameron	<p><i>A Dog's Purpose</i>—the #1 <i>New York Times</i> bestseller—is heading to the big screen! Based on the beloved bestselling novel by W. Bruce Cameron, <i>A Dog's Purpose</i>, from director Lasse Hallström (<i>The Cider House Rules</i>, <i>Dear John</i>, <i>The 100-Foot Journey</i>), shares the soulful and surprising story of one devoted dog (voiced by Josh Gad) who finds the meaning of his own existence through the lives of the humans he teaches to laugh and love. The family film told from the dog's perspective also stars Britt Robertson, KJ Apa, John Ortiz, Peggy Lipton, Juliet Rylance, Luke Kirby, Pooch Hall and Dennis Quaid. <i>A Dog's Purpose</i> is produced by Gavin Polone (<i>Zombieland</i>, TV's <i>Gilmore Girls</i>). The film from Amblin Entertainment and Walden Media will be distributed by Universal Pictures. Screenplay by W. Bruce Cameron &amp; Cathryn Michon and Audrey Wells and Maya Forbes &amp; Wally Wolodarsky. Heartwarming, insightful, and often laugh-out-loud funny, <i>A Dog's Purpose</i> is not only the emotional and hilarious story of a dog's many lives, but also a dog's-eye commentary on human relationships and the unbreakable bonds between man and man's best friend.</p>

<u>A Dog's Journey</u>	Fiction	W. Bruce Cameron	Audiences are invited along on A Dog's Journey, the next chapter of the beloved bestselling series by author W. Bruce Cameron. The family film told from the dog's perspective serves as the much-anticipated follow-up to the soulful story of one devoted dog who finds the meaning of his own existence through the lives of the humans he teaches to laugh and love. After searching for his purpose through several eventful lives, Buddy is sure that he has found and fulfilled it. Yet as he watches curious baby Clarity get into dangerous mischief, he is certain that this little girl is very much in need of a dog of her own. When Buddy is reborn, he realizes that he has a new destiny. He's overjoyed when he is adopted by Clarity, now a vibrant but troubled teenager. When they are suddenly separated, Buddy despairs—who will take care of his girl?
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### Incoming 10th Grade Book List

Title	Genre	Author	Synopsis
<p><u>Go Set a Watchman</u></p>	<p>Historical Fiction</p>	<p>Harper Lee</p>	<p>From Harper Lee comes a landmark new novel set two decades after her beloved Pulitzer Prize–winning masterpiece, <i>To Kill a Mockingbird</i>. Maycomb, Alabama. Twenty-six-year-old Jean Louise Finch—“Scout”—returns home from New York City to visit her aging father, Atticus. Set against the backdrop of the civil rights tensions and political turmoil that were transforming the South, Jean Louise’s homecoming turns bittersweet when she learns disturbing truths about her close-knit family, the town, and the people dearest to her. Memories from her childhood flood back, and her values and assumptions are thrown into doubt. Featuring many of the iconic characters from <i>To Kill a Mockingbird</i>, <i>Go Set a Watchman</i> perfectly captures a young woman, and a world, in painful yet necessary transition out of the illusions of the past—a journey that can only be guided by one’s own conscience. Written in the mid-1950s, <i>Go Set a Watchman</i> imparts a fuller, richer understanding and appreciation of Harper Lee. Here is an unforgettable novel of wisdom, humanity, passion, humor, and effortless precision—a profoundly affecting work of art that is both wonderfully evocative of another era and relevant to our own times. It not only confirms the enduring brilliance of <i>To Kill a Mockingbird</i>, but also serves as its essential companion, adding depth, context, and new meaning to an American classic.</p>
<p><u>City of Bones</u></p>	<p>Dystopian Literature</p>	<p>Cassandra Clare</p>	<p>When fifteen-year-old Clary Fray heads out to the Pandemonium Club in New York City, she hardly expects to witness a murder—much less a murder committed by three teenagers covered with strange tattoos and brandishing bizarre weapons. And she’s more than a little startled when the body disappears into thin air. Soon Clary is introduced to the world of the Shadowhunters, a secret cadre of warriors dedicated to driving demons out of our world and back to their own. And Clary is introduced with a vengeance, when her mother disappears and Clary herself is almost killed by a grotesque monster. How could a mere human survive such an attack and kill a demon? The Shadowhunters would like to know...</p>
<p><u>Twisted</u></p>	<p>Realistic Fiction</p>	<p>Laurie Halse Anderson</p>	<p>High school senior Tyler Miller used to be the kind of guy who faded into the background. But since he got busted for doing graffiti on the school, and spent the summer doing outdoor work to pay for it, he stands out like you wouldn’t believe. His new physique attracts the attention of queen bee Bethany Milbury, who just so happens to be his father’s boss’s daughter, the sister of his biggest enemy, and Tyler’s secret crush. And that sets off a string of events and changes that have Tyler questioning his place in school, in his family, and in the world.</p>

<p><u>The Best We Could Do: An Illustrated Memoir</u></p>	<p>Graphic Novel</p>	<p>Thi Bui</p>	<p>An intimate and poignant graphic novel portraying one family's journey from war-torn Vietnam, from debut author Thi Bui. This beautifully illustrated and emotional story is an evocative memoir about the search for a better future and a longing for the past. Exploring the anguish of immigration and the lasting effects that displacement has on a child and her family, Bui documents the story of her family's daring escape after the fall of South Vietnam in the 1970s, and the difficulties they faced building new lives for themselves. At the heart of Bui's story is a universal struggle: While adjusting to life as a first-time mother, she ultimately discovers what it means to be a parent—the endless sacrifices, the unnoticed gestures, and the depths of unspoken love. Despite how impossible it seems to take on the simultaneous roles of both parent and child, Bui pushes through. With haunting, poetic writing and breathtaking art, she examines the strength of family, the importance of identity, and the meaning of home.</p>
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### Incoming 11th Grade Book List

Title	Genre	Author	Synopsis
<u>Sarah's Key</u>	Historical Fiction	Tatiana de Rosnay	Paris, July 1942: Sarah, a ten year-old girl, is brutally arrested with her family by the French police in the Vel' d'Hiv' roundup, but not before she locks her younger brother in a cupboard in the family's apartment, thinking that she will be back within a few hours. Paris, May 2002: On Vel' d'Hiv's 60th anniversary, journalist Julia Jarmond is asked to write an article about this black day in France's past. Through her contemporary investigation, she stumbles onto a trail of long-hidden family secrets that connect her to Sarah. Julia finds herself compelled to retrace the girl's ordeal, from that terrible term in the Vel d'Hiv', to the camps, and beyond. As she probes into Sarah's past, she begins to question her own place in France, and to reevaluate her marriage and her life. Tatiana de Rosnay offers us a brilliantly subtle, compelling portrait of France under occupation and reveals the taboos and silence that surround this painful episode.
<u>The Curious Incident of The Dog in the Night Time</u>	Murder Mystery	Mark Haddon	Christopher John Francis Boone knows all the countries of the world and their capitals and every prime number up to 7,057. He relates well to animals but has no understanding of human emotions. He cannot stand to be touched. And he detests the color yellow. This improbable story of Christopher's quest to investigate the suspicious death of a neighborhood dog makes for one of the most captivating, unusual, and widely heralded novels in recent years.
<u>The Circle</u>	Dystopian Literature	Dave Eggers	When Mae Holland is hired to work for the Circle, the world's most powerful internet company, she feels she's been given the opportunity of a lifetime. The Circle, run out of a sprawling California campus, links users' personal emails, social media, banking, and purchasing with their universal operating system, resulting in one online identity and a new age of civility and transparency. As Mae tours the open-plan office spaces, the towering glass dining facilities, the cozy dorms for those who spend nights at work, she is thrilled with the company's modernity and activity. There are parties that last through the night, there are famous musicians playing on the lawn, there are athletic activities and clubs and brunches, and even an aquarium of rare fish retrieved from the Marianas Trench by the CEO. Mae can't believe her luck, her great fortune to work for the most influential company in the world—even as life beyond the campus grows distant, even as a strange encounter with a colleague leaves her shaken, even as her role at the Circle becomes increasingly public. What begins as the captivating story of one woman's ambition and idealism soon becomes a heart-racing novel of suspense, raising questions about memory, history, privacy, democracy, and the limits of human knowledge

<u>The League of Extraordinary Gentlemen</u>	Superheroes	Alan Moore, Ben Dimagmali w (Illustrator), Kevin O'Neil (Illustrator), Bill Oakley	In this amazingly imaginative tale, literary figures from throughout time and various bodies of work are brought together to face any and all threats to Britain. Allan Quartermain, Mina Murray, Captain Nemo, Dr. Henry Jekyll and Edward Hyde and Hawley Griffin, the Invisible Man, form a remarkable legion of intellectual aptitude and physical prowess. Presented in this trade paperback is the League's first adventure together, from their initial recruitment to their heroic victory. Also included in this volume is the illustrator's masterful sketchbook, which gives unique behind-the-scenes insight to the artistic process.
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### Incoming 12th Grade Book List

Title	Genre	Author	Synopsis
<u>Eleanor and Park</u>	Coming of Age	Rainbow Rowell	<p><i>Bono met his wife in high school, Park says. So did Jerry Lee Lewis, Eleanor answers. I'm not kidding, he says. You should be, she says, we're 16. What about Romeo and Juliet? Shallow, confused, then dead. I love you, Park says. Wherefore art thou, Eleanor answers. I'm not kidding, he says. You should be.</i></p> <p>Set over the course of one school year in 1986, this is the story of two star-crossed misfits-smart enough to know that first love almost never lasts, but brave and desperate enough to try. When Eleanor meets Park, you'll remember your own first love-and just how hard it pulled you under.</p>
<u>Backlash</u>	Realistic Fiction	Sarah Darer Littman	<p>Lara just got told off on Facebook. She thought that Christian liked her, that he was finally going to ask her to his school's homecoming dance. It's been a long time since Lara's felt this bad, this depressed. She's worked really hard since starting high school to be happy and make new friends. Bree used to be BFFs with overweight, depressed Lara in middle school, but constantly listening to Lara's problems got to be too much. Bree's secretly glad that Christian's pointed out Lara's flaws to the world. Lara's not nearly as great as everyone thinks. After weeks of talking online, Lara thought she knew Christian, so what's with this sudden change? And where does he get off saying horrible things on her wall? Even worse - are they true? But no one realized just how far Christian's harsh comments would push Lara. Not even Bree. As online life collides with real life, the truth starts to come together and the backlash is even more devastating than anyone could have imagined.</p>
<u>Persepolis</u>	Graphic Novel	Marjane Satrapi	<p>Here, in one volume: Marjane Satrapi's best-selling, internationally acclaimed memoir-in-comic-strips. <i>Persepolis</i> is the story of Satrapi's unforgettable childhood and coming of age within a large and loving family in Tehran during the Islamic Revolution; of the contradictions between private life and public life in a country plagued by political upheaval; of her high school years in Vienna facing the trials of adolescence far from her family; of her homecoming—both sweet and terrible; and, finally, of her self-imposed exile from her beloved homeland. It is the chronicle of a girlhood and adolescence at once outrageous and familiar, a young life entwined with the history of her country yet filled with the universal trials and joys of growing up.</p>



<p><u>The Absolutely True Diary of a Part Time Indian</u></p>	<p>Realistic Fiction-Humor</p>	<p>Sherman Alexie</p>	<p>Bestselling author Sherman Alexie tells the story of Junior, a budding cartoonist growing up on the Spokane Indian Reservation. Determined to take his future into his own hands, Junior leaves his troubled school on the rez to attend an all-white farm town high school where the only other Indian is the school mascot. Heartbreaking, funny, and beautifully written, <i>The Absolutely True Diary of a Part-Time Indian</i>, which is based on the author's own experiences, coupled with poignant drawings by Ellen Forney that reflect the character's art, chronicles the contemporary adolescence of one Native American boy as he attempts to break away from the life he was destined to live.</p> <p>With a foreword by Markus Zusak, interviews with Sherman Alexie and Ellen Forney, and four-color interior art throughout, this edition is perfect for fans and collectors alike.</p>
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**Response to Reading Option 1:** Write a journal entry as one of the characters. Link your entry to the theme/central message/lesson/moral. You can submit this response as a handwritten paper copy, and/or type it and e-mail/share the digital document with your teacher.

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

Write at least two journal entries from the perspective of a character in your book. At the beginning of each entry, state the name of the featured character and the chapter after which the entry would be written. (Each entry should be at least 2 paragraphs.)

Put yourself in the character's shoes, and consider the following questions to get you going:

- What are you most afraid of or worried about? What is making you anxious? Describe the person, object, or event that bothers you.
- Who has impressed, annoyed, or pleased you most so far? What other character has had the strongest effect on you? Describe the interaction you've had, and why you feel the way that you do.
- What do you want to accomplish in your life? What big goals have you set for yourself, and why? What obstacles stand in your way?
- If you could relive a moment, what moment would you like to relive, and why? What event do you think about? Why is it such a strong memory for you? Do you have any regrets about this moment?
- What lesson(s) have you learned? What have the events that you've been through taught you? How have you changed?
- Choose a value or ideal that is important to you--honesty, courage, faithfulness, and so forth. Define your value, and explore how it relates to your life. Why is this ideal important to you?

Character Journal Entry Example:

Title: The Hunger Games by Suzanne Collins Character: Prim, Chapter 3

*My head is spinning. The unthinkable has happened. My stomach keeps clenching and unclenching like an angry fist. When I heard my name over the speaker, I felt a paralyzing numbness. My name, one slip of paper among hundreds, got picked? I heard a few gasps around me. People were stunned that a twelve year old had been chosen. A child forced to fight to the death for the cameras. Those cowards in the Capitol will do anything to keep their control over us. Within seconds of the announcement, I heard my sister's voice. Katniss was pushing her way through the throng, volunteering her life to save mine. She didn't even hesitate. It was not her job to save me.*

*It's strange that she was willing to sacrifice herself for me, yet I'm angry with her. I cannot bear to watch my sister die, but then neither could she. I know she'd do anything to protect me. I'm hoping that will get her through the Games because I still need her here in District 12. I keep hoping I'll wake up from this nightmare, but she's really gone. They took her away so quickly. She's on her way to the Capitol now, and within days, she'll be in the arena fighting for her life. Katniss must win. Deep down, I feel that she really will. I don't know anybody as strong and brave as my sister. I don't care if the District 1 & 2 Tributes have been training their whole lives for this. Katniss will beat them. She has to. I don't know what I would do without her.*

**Response to Reading Option 2:** Choose four quotes that made you react and record how they are related to the theme/central message/lesson/moral. (Each quote should have at least a 1 paragraph response.) You can submit this response as a handwritten paper copy, and/or type it and e-mail/share the digital document with your teacher.

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

<p><b>Quote 1:</b></p>          <p><b>How does this quote relate to the theme/central message?</b></p>	<p><b>Quote 3:</b></p>          <p><b>How does this quote relate to the theme/central message?</b></p>
<p><b>Quote 2:</b></p>          <p><b>How does this quote relate to the theme/central message?</b></p>	<p><b>Quote 4:</b></p>          <p><b>How does this quote relate to the theme/central message?</b></p>

**Reading Response Option 3:** Complete the attached graphic organizer/dialectical journal.

(For the sections: *respond*, *analyze*, and *evaluate*, include at least 3 sentences EACH.) You can submit this response as a handwritten paper copy, and/or type it and e-mail/share the digital document with your teacher.

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

<b>Evidence From Text</b> (Quotations from the book.) (Make special note of Literary Devices!)	<b>Page #</b>	<b>Respond, Analyze &amp; Evaluate</b>
		Respond:  Analyze:  Evaluate:
		Respond:  Analyze:  Evaluate:

**Reading Response Option 4:** Create a digital book trailer and/or advertisement for the book.

This response must be submitted as a digital document. Either e-mail and/or share the file with your teacher.

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

Examples: <http://www.booktrailersforreaders.com/>

What should you include in your book trailer?

- The Book Title
- Author's Name
- The genre (fiction or nonfiction) (AND fantasy, mystery, science fiction, historical fiction, adventure, realistic fiction, etc.)
- A description of at least one main character
- The problem the main character has to overcome (the main conflict) DO NOT explain if the character is successful at solving this problem!
- Summarize a few details about the action of the novel (3-4 sentences; NO SPOILERS!)
- What was your favorite part of the book, or a connection you personally made to the story or characters?
- At least THREE descriptive adjectives to describe the book (not a vague "interesting")

What you could include in your book trailer:

- What books are similar to this one ("If you liked x, y, z, then you'll like this book!")?
- What would be a good song, or good music to play with your book trailer?
- What could be a tagline for your book?

## Reading Response Option 5: Write a book review.

You can submit this response as a handwritten paper copy, and/or type it and e-mail/share the digital document with your teacher.

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

Book reviews typically evaluate recently-written works. They offer a brief description of the text's key points and often provide a short appraisal of the strengths and weaknesses of the work.

Book reviews are most often a college assignment, but they also appear in many professional works: magazines, newspapers, and academic journals. They typically range from 500-750 words, but may be longer or shorter. A book review gives readers a sneak peek at what a book is like, whether or not the reviewer enjoyed it, and details on purchasing the book.

### Before You Read

Before you begin to read, consider the elements you will need to include in your review. The following items may help:

- **Author:** Who is the author? What else has s/he written? Has this author won any awards? What is the author's typical style?
- **Genre:** What type of book is this: fiction, nonfiction, romance, poetry, youth fiction, etc.? Who is the intended audience for this work? What is the purpose of the work?
- **Title:** Where does the title fit in? How is it applied in the work? Does it adequately encapsulate the message of the text? Is it interesting? Uninteresting?
- **Preface/Introduction/Table of Contents:** Does the author provide any revealing information about the text in the preface/introduction? Does a "guest author" provide the introduction? What judgments or preconceptions do the author and/or "guest author" provide? How is the book arranged: sections, chapters?
- **Book Jacket/Cover/Printing:** Book jackets are like mini-reviews. Does the book jacket provide any interesting details or spark your interest in some way? Are there pictures, maps, or graphs? Do the binding, page cut, or typescript contribute or take away from the work?

### As You Read

As you read, determine how you will structure the summary portion or background structure of your review. Be ready to take notes on the book's key points, characters, and/or themes.

- **Characters:** Are there characters in the work? Who are the principal characters? How do they affect the story? Do you empathize with them?
- **Themes/Motifs/Style:** What themes or motifs stand out? How do they contribute to the work? Are they effective or not? How would you describe this author's particular style? Is it accessible to all readers or just some?
- **Argument:** How is the work's argument set up? What support does the author give for her/findings? Does the work fulfill its purpose/support its argument?
- **Key Ideas:** What is the main idea of the work? What makes it good, different, or groundbreaking?
- **Quotes:** What quotes stand out? How can you demonstrate the author's talent or the feel of the book through a quote?

## When You Are Ready to Write

Begin with a short summary or background of the work, but do not give too much away. Many reviews limit themselves only to the first couple of chapters or lead the reader up to the rising action of the work. Reviewers of nonfiction texts will provide the basic idea of the book's argument without too much detail.

The final portion of your review will detail your opinion of the work. When you are ready to begin your review, consider the following:

- **Establish a Background, Remember your Audience:** Remember that your audience has not read the work; with this in mind, be sure to introduce characters and principals carefully and deliberately. What kind of summary can you provide of the main points or main characters that will help your readers gauge their interest? Does the author's text adequately reach the intended audience? Will some readers be lost or find the text too easy?
- **Minor principals/characters:** Deal only with the most pressing issues in the book. You will not be able to cover every character or idea. What principals/characters did you agree or disagree with? What other things might the author have researched or considered?
- **Organize:** The purpose of the review is to critically evaluate the text, not just inform the readers about it. Leave plenty of room for your evaluation by ensuring that your summary is brief. Determine what kind of balance to strike between your summary information and your evaluation. If you are writing your review for a class, ask your instructor. Often the ratio is half and half.
- **Your Evaluation:** Choose one or a few points to discuss about the book. What worked well for you? How does this work compare with others by the same author or other books in the same genre? What major themes, motifs, or terms does the book introduce, and how effective are they? Did the book appeal to you on an emotional or logical way?
- **Publisher/Price:** Most book reviews include the publisher and price of the book at the end of the article. Some reviews also include the year published and ISBN.

## Revising

When making the final touches to your review, carefully verify the following:

- Double-check the spelling of the author name(s), character names, special terms, and publisher.
- Try to read from the vantage point of your audience. Is there too much/enough summary? Does your argument about the text make sense?
- Should you include direct quotes from the reading? Do they help support your arguments? Double-check your quotes for accuracy.

**Reading Response Option 6:** Annotate as you read. Document 2 annotations per chapter.

You can create a handwritten chart, and/or type one and e-mail/share the digital chart with your teacher.

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

### **Literary Analysis Annotation Guide**

**Diction:** the denotative and connotative meanings of words (What words does the author choose? Consider his/her word choice compared to another. Why did the author choose that particular word? What are the connotations of that word choice?)

- different words for the same thing often suggest different attitudes (happy vs. content vs. ecstatic)
- denotative vs. connotative (dead vs. passed away)
- concrete vs. abstract (able to perceive with 5 senses, tangible, vs. an idea or concept that exists in one's mind, intangible)
- monosyllabic vs. polysyllabic
- positive vs. negative (slender vs. skinny, determined vs. stubborn)
- colloquial / informal / formal
- cacophonous vs. euphonious (e.g., harsh sounding, raucous, croak **or** pleasant sounding, languid, murmur)

**Images:** Vivid appeals to understanding through the five senses – sight, sound, touch, taste, smell. (What images does the author use? What does he/she focus on in a sensory way? How do the kinds of images the author puts in or leaves out reflect his/her style? Are they vibrant? Prominent? Plain? NOTE: Images differ from detail in the degree to which they appeal to the senses. A farmer and a real estate developer would use different imagery to describe the same piece of land. Imagery would differ in a romantic vs. realistic description of the countryside.)

**Details:** Facts that are included or those that are omitted (What details does the author choose to include? What do they imply? What does the author choose to exclude? What are the connotations of the choice of details? NOTE: Details are facts or fact-lets. They differ from images in that they don't have a strong sensory appeal. Hard Copy vs. CNN vs. NPR)

**Language:** The overall use of language such as formal, clinical, informal, slang (What is the overall impression of the language the author uses? Does it reflect education? A particular profession? Intelligence? Is it plain? Ornate? Simple? Clear? Figurative? Poetic? Make sure you don't skip this step. Ambassador will speak differently than a cop or a kid.)

**Sentence Structure:** How the author's use of sentence structure affects the reader (What are the sentences like? Are they simple with one or two clauses? Do they have multiple phrases? Are they choppy? Flowing? Sinuous like a snake? Is there antithesis, chiasmus, parallel construction? What emotional impression do they leave? If we are talking about poetry, what is the meter? Is there a rhyme scheme? Long flowing sentences give us a different feeling than short choppy ones. If the narrator has awkward sentence structure, we might think he is uneducated or fearful. Sophisticated mature sentences might suggest artistic creativity.)



<b>JTHS Reading Response Rubric</b>	<b>Score Point 4</b> <b>The response</b>	<b>Score Point 3</b> <b>The student response</b>	<b>Score Point 2</b> <b>The student response</b>	<b>Score Point 1</b> <b>The student response</b>	<b>Score Point 0</b> <b>The student response</b>
<b>Reading Comprehension</b> <i>Total possible points-4</i>	demonstrates full comprehension of ideas stated explicitly and/or inferentially by providing an accurate analysis;	demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis;	demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis;	demonstrates limited comprehension of ideas by providing a minimally accurate analysis;	demonstrates no comprehension of ideas by providing an inaccurate or no analysis.
<b>Expression (Development of Ideas)</b> <i>Total Possible Points-8</i>	addresses the task and provides effective and comprehensive development of the claim or topic that is consistently appropriate to task, purpose, and audience;  uses clear reasoning supported by relevant, text-based evidence in the development of the claim or topic;	addresses the task and provides mostly effective development of the claim or topic that is mostly appropriate to task, purpose, and audience;  uses mostly clear reasoning supported by relevant text-based evidence in the development of the claim or topic;	addresses the task and provides some development of the claim or topic that is somewhat appropriate to task, purpose, and audience;  uses some reasoning and text-based evidence in the development of the claim or topic;	addresses the task and provides minimal development of the claim or topic that is somewhat appropriate to task, purpose, and audience;  uses limited reasoning and text-based evidence	is undeveloped and/or inappropriate to the task, purpose, and audience;  includes little to no text-based evidence;
<b>Expression (Organization)</b> <i>Total Possible Points-4</i>	is effectively organized with a clear and coherent response;	is organized with a mostly clear and coherent response	demonstrates some organization with a somewhat coherent response;	demonstrates limited organization and coherence;	lacks organization and coherence;
<b>Expression (Control of Language)</b> <i>Total Possible Points-4</i>	establishes and maintains an effective style	establishes and maintains a mostly effective style	has a style that is somewhat effective	has a style that is minimally effective.	has an inappropriate style
<b>Knowledge of Language</b> <i>Total Possible Points-4</i>	The student response to the task demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics/grammar/ usage, but meaning is clear.	The student response to the task demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics/grammar/ usage, but meaning is clear.	The student response to the task demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics/ grammar/ usage that occasionally impede understanding, but the meaning is clear.	The student response to the task demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics/grammar/ usage that often impede understanding.	The student response to the task does not demonstrate command of the conventions of standard English at an appropriate level of complexity. Frequent and varied errors in mechanics/ grammar/usage impede understanding.

Total Possible Points-24

<b>JTHS Summer Assignment Discussion Rubric</b>	<b>Score Point 5</b>  <b>The student response</b>	<b>Score Point 3</b>  <b>The student response</b>	<b>Score Point 1</b>  <b>The student response</b>
<b>Thinking and Talking like Experts</b>  Total Possible Points-5	<b>Interprets</b> themes & applies to life; <b>Connects</b> to characters & other texts- critiques and analyzes the character's actions; <b>Critiques</b> texts and author's techniques; <u>Uses literature terms &amp; academic expression</u>	Provide some interpretations and applications to life; Use some literature terms & academic expressions; Shows some deep thinking	Remains at retell level;  Gives few or no interpretation; Fails to extend conversation;  Avoids literature terms & academic expressions
<b>Building On and/or Challenging Ideas</b>  Total Possible Points-5	Generates logical theme(s); Stays on topic; Builds on one another's comments.	Mostly stays on topic with a few tangents; Demonstrates some building of an idea.	Rarely connects or builds on ideas; Uses disconnected, random ideas; Goes off on many tangents.
<b>Supporting Ideas with Explanations &amp; Examples</b>  Total Possible Points-5	Supports ideas and opinions with examples from text, life, and previous discussions; Clearly explains and elaborates on ideas.	Provides some support of ideas with examples and clarifications; Uses some prompts to encourage support.	Provides little or no support of ideas and themes; Fails to use appropriate prompting.
<b>Paraphrasing</b>  Total Possible Points-5	Paraphrases partner ideas to clarify, deepen, and stay focused; Synthesizes key points	Offers some paraphrasing and synthesizing of key ideas	Offers little or no paraphrasing and synthesizing.
<b>Communicating Behaviors</b>  Total Possible Points-5	Actively listens, take turns, values and respects partner comments.	Uses some appropriate listening and turn-taking behaviors.	Fails to focus on partner; interrupts; Dominates conversation or does not contribute at all.

Total Possible Points-25