

# 2014 LEUZINGER SUMMER READING

## COMMITMENT

You will keep a Double Entry Journal as you read. Instructions, samples, rubric are attached and on Leuzinger's website.

## DUE

First day of school: August 20, 2014  
Assessed on: August 26/27, 2014

**LEUZINGER HIGH  
SCHOOL  
ENGLISH  
DEPARTMENT  
PRESENTS:**

**2014 SUMMER  
READING**

## 9<sup>TH</sup> GRADE

*Never Fall Down*

By Patricia McCormick

## 10<sup>TH</sup> GRADE

*Nothing to Envy*

By Barbara Demick

## 11<sup>TH</sup> GRADE

*OUTLIERS*

By Malcolm Gladwell

## 12<sup>TH</sup> GRADE

*Unbroken*

By Laura Hillenbrand

## GRADE LEVEL BOOK EXPECTATIONS AND COMMITMENT

- June 2014: Begin reading first few chapters in English class and start Double Entry Journal according to instructions, samples, and rubric available from your English teacher and also on Leuzinger's homepage.
- Access your book by: borrowing from local library, purchasing from Barnes and Noble or search free digital resources [www.onreadz.net](http://www.onreadz.net), AXIS 360 or Overdrive account. Be resourceful.
- Finish reading your book and complete your Double Entry Journal to submit on August 20, 2014, the first day of school. You will take an assessment on your reading on August 27, 2014.

## DOUBLE ENTRY JOURNAL (DEJ)

• **Objective:** Given the guidelines to a double-entry journal, which will foster improvements with comprehension, vocabulary and content retention, we will create a variety of connections (text-to-text, text-to-self, text-to-world) by reading our Summer Reading.

• **Goal:** This will help me by:

1. Reacting to an author's main idea, topic development, argument, etc.
2. Keeping track of my thoughts and questions as an Active Reader
3. Looking at specific lines and passages for clarity of meaning
4. Analyzing the purpose of different aspects of characterization, theme, imagery, figurative language, symbolism, etc.

• **Instructions:**

1. You are to keep a Double-Entry Journal (DEJ) during your reading of your Summer Reading. You must have a **minimum of 10 entries** per book. The length of your responses is not as important as the depth of thought and expression in your responses. (Please see the attached rubric.)
2. Your DEJ may be typed or neatly handwritten on binder paper. Fold the page down the middle and draw a line down the fold to separate the left from the right hand columns.
  - a. The **left side** must cite according to MLA format significant quotes from your reading.
  - b. The **right side** must comment on two of these seven points about the cited quote. Your right side can respond to questions such as:
    - i. What strikes you about this?
    - ii. What was your first thought when you read this? And then? And then?
    - iii. What does this passage/idea make you think of or remember?
    - iv. Do you want to challenge or qualify this author's claim? In what ways do you agree with it? Disagree?
    - v. What else have you read/heard/experienced that connect with this author's ideas?
    - vi. Does something confuse you or lead to further questions?
    - vii. How do you feel about this?
  - c. ***This section is YOUR thoughts and reactions, along with analyzing its purpose, so it should be in the 1<sup>st</sup> person point of view. IN NO WAY SHAPE OR FORM ARE YOU SUMMARIZING IN THE RIGHT COLUMN.***

• **Sample:**

Your First and Last Name: \_\_\_\_\_  
 Current English Teacher (2013-2014): \_\_\_\_\_  
 Name of Current School: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Title and Author of Book: \_\_\_\_\_

Significant quote cited according to MLA format	My commentary, thoughts, reactions, and questions analyzing the purpose (by responding to 2 of the 7 questions).
1.) “Mom turned 15 shades of red and then we really went at it. Mom yelled at me about money and responsibilities” (8).	1.) I could imagine Miranda’s mom really furious at her daughter. When I think about this metaphor, it reminds me of a water kettle being heated. When a kettle is being placed on fire, the heat rises and boils out anger; unable to force in the heat until within itself. It’s true; parents (especially mothers) tend to lecture their children about the ideal of life of what’s important and not. For me, I think it’s a teenager thing because at a young age we are still learning about life and going to a phase of maturity.
2.) “I know,” he said. “But things might get a little crazy tomorrow night. Phone lines might get tied up, people calling each other. Sometimes people panic even if there’s no reason” (14).	2.) This reminds me of the past natural disasters that happen all over the world. The reason is that when earthquakes, tsunamis, hurricanes, and etc. happen, people start calling their loved ones quickly to ensure they are okay and safe. Also, I predict that something disastrous will happen because it’s odd Miranda’s older brother will call her about this when he is so busy with his college schedule.

• **Rubric:**

Successfully and consistently defends choice of cited passages according to instructions and the 7 guiding questions.	4 POINTS	3 POINTS	2 Points	1 Point
	<ul style="list-style-type: none"> <li>• Cites according to MLA format.</li> <li>• Cites passages of substance.</li> <li>• Thoughtful, in-depth inquiry and commentary.</li> <li>• Text-to-text, Text-to-community/world, Text-to-other-learning dominates.</li> <li>• Considers implications whenever possible and appropriate</li> <li>• Questions are probing.</li> </ul>	<ul style="list-style-type: none"> <li>• Cites according to MLA format.</li> <li>• Cites passages of substance for the most part.</li> <li>• Thoughtful, in-depth inquiry and commentary for the most part.</li> <li>• Text-to-text, Text-to-community/world, Text-to-other-learning for most entries.</li> <li>• Demonstrates attention and attempts to consider implications.</li> <li>• Questions are a mix of probing and clarifying.</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to cite according to MLA format.</li> <li>• Inconsistently cites passages of substance.</li> <li>• Inquiry and commentary are more often superficial/on the surface.</li> <li>• Responses to passages are mostly personal.</li> <li>• Little attention or few attempts to consider implications.</li> <li>• Questions are mostly clarifying.</li> </ul>	<ul style="list-style-type: none"> <li>• Incomplete and fails to meet the requirements of 2 points. Needs improvement and needs to be redone.</li> </ul>

# Digital Resources

Please follow the steps on this guide to set-up accounts needed to access all of your Digital Library Resources (eBooks and audio-books can be downloaded in EPUB or PDF formats, or Blio, to serve a range of PCs, ereaders and mobile devices).

## **CREATE AN AXIS 360 ACCOUNT**

1. Go to: <http://cvuhsd.axis360.baker-taylor.com> (type out fully. DO NOT copy and paste)
2. Login
  - a. Type CV then your student ID # (ex: CV12345)
  - b. Once you login, you register your account filling in the required fields
  - c. Search book titles

## **CREATE AN OVERDRIVE ACCOUNT**

1. Go to: <http://centinela.lib.overdrive.com>
2. Login
  - a. Type CV then your student ID # (ex: CV12345)
  - b. Search book titles

## **ON READZ**

1. Go to: [www.onreadz.com](http://www.onreadz.com)
2. Registration: Free!
3. Search for titles

## **...or to access Overdrive or Axis 360**

1. Go to: [www.leuzinger.org](http://www.leuzinger.org)
2. Click on STUDENTS tab
3. Then select either Overdrive or AXIS 360