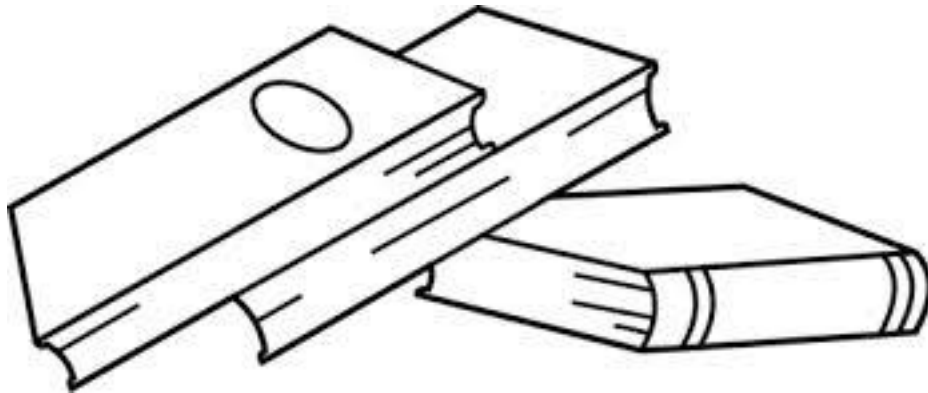


JOHN DEWEY HIGH SCHOOL

Summer 2018

Reading Assignment



Select one fiction (F) and one nonfiction (NF) book from the JDHS Summer Reading List .

As you read, you will create **six** separate reading responses for your book. Complete the **Summer Reading Response Log** on pages 4 and 5 of this packet. For each response, choose two reading strategies from Section One, two from Section Two, and Two from Section Three and begin your entry with one of the reading strategy's thinking stems. These reading strategies and thinking stems can be found on page 2. Each response should be 3-4 complete sentences. Your responses should cover the beginning, middle, and end of your book and should be completed at least once per week. Two sample reading responses are provided on page 3. In addition, please fill out the reading survey in this packet and return to your teacher on the first day of school.

The highest score possible will be earned by fulfilling the following requirements:

- Six responses are completed for each book (3-4 sentences each).
- Six reading strategies are applied for each book.
- Six reading thinking stems are used for each book.
- Six reading responses cover the beginning, middle and end of each book.

SECTION 1 SECTION 2 SECTION 3

Reading Strategies and Thinking Stems

Strategy	Thinking Stems
<p>Activate Prior Knowledge Use prior knowledge to make connections, predictions, and set a purpose for reading.</p>	<ul style="list-style-type: none"> • I already know that... • This reminds me of... • This relates to...
<p>Predicting</p>	<ul style="list-style-type: none"> • I'll bet that... • I think... • If _____, then ...
<p>Connections Making connections using prior knowledge.</p>	<ul style="list-style-type: none"> • That reminds me of ... • This is like ... • I remember ... • Text to text, text to self, text to world... • I can relate to this because...
<p>Visualize <i>Create mental images – use your senses.</i> Use the sensory connections to deepen understanding of text.</p>	<ul style="list-style-type: none"> • I'm picturing... • I can imagine... • I can just (see, smell, taste, touch, hear)... • If this were a movie ... • In my mind I see...
<p>Make Inferences <i>What I know + text evidence = inference.</i> Involves drawing conclusions, making judgments, and forming interpretations from the text.</p>	<ul style="list-style-type: none"> • My guess is... • Maybe... • Perhaps... • He/she must feel ... • This could mean... • I think this represents... • The idea I'm getting is...
<p>Determine Importance <i>What matters most?</i> Use conclusions about important ideas to focus reading to exclude peripheral or unimportant details.</p>	<ul style="list-style-type: none"> • This is really important ... • This is really interesting because ... • One thing that we should notice... • I want to remember...
<p>Question <i>Generate questions before, during, and after reading.</i> Use questions to clarify and guide reading.</p>	<ul style="list-style-type: none"> • I wonder ... • How come ... • Why ... • What if...
<p>Synthesize <i>Changing your thinking along the way.</i> Retell or summarize what has been read to synthesize in order to better understand and remember.</p>	<ul style="list-style-type: none"> • Oh, now I get it! • Now I understand _____ better. • The important things I've learned are ... • I used to think _____, but now I think... • A conclusion I'm drawing is... • This is relevant to my life because...
<p>Repair Comprehension / Revising Meaning <i>Fix-up strategies</i></p>	<ul style="list-style-type: none"> • I am confused about ... • This doesn't make sense to me ... • I need to reread to figure out ... • I got lost here because... • At first I thought _____, but now I... • My latest thought about this is... • I'm getting a different picture here because...

Reading Response Examples

Example #1:

(The featured reading strategy is "Predicting," and its thinking stems are italicized in the response.)

Summer Reading Response Log

Student name: Your Name

Book title: Homecoming

Author: Cynthia Voigt

Pages read: 1 - 36

Reading strategy applied: Predicting

My response:

I could not believe it when the Tillermans' mom left them in the car at the mall! What happened to her?

I'm not sure what is going to happen to them. They have no money, they are in a strange place, and it really sounds like they don't have anyone they can call for help. I wonder why Dicey doesn't tell a police officer what has happened. Why is she so afraid of the police? I'll bet that the kids are going to have to try to find their mom on their own, but I just don't know how they are going to do that since they are broke.

Example #2:

(The featured reading strategy is "Connections," and its thinking stems are italicized in the response.)

Summer Reading Response

Student name: Your Name

Book title: Homecoming

Author: Cynthia Voigt

Pages read: 17 - 39

Reading strategy applied: Connections

My response:

Dicey has decided that she and her brothers and sister need to find their Aunt Cilla. She knows the address, but she is estimating that they are going to have a two or three day walk to get there. In Chapter 2, Dicey is remembering things about her brothers and sisters growing up. It seems like she has spent a lot of time taking care of her siblings. I can relate to this because I was the oldest in my family. Sometimes I felt like I was a second mom to my sisters, but I cannot imagine being left totally alone to take care of them – especially with no money!

Summer Reading Response Log

Student name: _____

Book title: _____

Author: _____

Response #1: Pages read: _____ *Reading strategy applied:* _____

Response #2: Pages read: _____ *Reading strategy applied:* _____

Response #3: Pages read: _____ *Reading strategy applied:* _____

Summer Reading Response Log

Student name: _____

Book title: _____

Author: _____

Response #4: Pages read: _____ Reading strategy applied: _____

Response #5: Pages read: _____ Reading strategy applied: _____

Response #6: Pages read: _____ Reading strategy applied: _____

JDHS Summer Suggested Reading List

This list includes a wide variety of books to appeal to the interests and reading levels of many students. Parents are encouraged to review book selections with their children in order to help them make appropriate choices. Students may select books from this list, or they may read a comparable book that is approved by their parents.

READS 365 2018–2019

GRADES 9-10

NYC Reads 365

- **All American Boys**
by Jason Reynolds, Brendan Kiely
- **Audacity** by Melanie Crowder
- **Drowned City: Hurricane Katrina & New Orleans** by Don Brown
- **Eyes Wide Open: Going Behind the Environmental Headlines** by Paul Fleischman
- **Flawd** by Emily-Anne Rigal
- **Girls Like Us** by Gail Giles
- **How It Went Down** by Kekla Magoon
- **I Am Malala: How One Girl Stood Up for Education and Changed the World (Young Reader Edition)** by Malala Yousafzai with Patricia McCormick
- **Nimona** by Noelle Stevenson
- **Shadowshaper** by Daniel José Older
- **The Geography of You and Me** by Jennifer E. Smith
- **The Rest of Us Just Live Here** by Patrick Ness
- **Transgender Lives: Complex Stories, Complex Voices** by Kirstin Cronn-Mills
- **Untwine** by Edwidge Danticat
- **We Should Hang Out Sometime: Embarrassingly, a true story** by Josh Sundquist
- **We Were Liars** by E. Lockhart
- **Why'd They Wear That?: Fashion as the Mirror of History** by Sarah Albee

SERIES

- **The Living** by Matt de la Peña
- **The Selection** by Kiera Cass
- **The Story of Owen** by E.K. Johnston

