

CCSS.ELA-LITERACY.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

## 2021 Summer Reading Assignment for English II

1. Print and read **ALL FIVE selections** provided in the [sophomore summer reading packet](#).
2. As you read, **annotate** the texts, looking for examples of various literary and stylistic devices (see the example annotation).
3. While reading, **be mindful of the following task** you must complete. A dialectical journal is a reader-response analysis task. It allows you to pause in the reading, examine the text closely, and then record your inquiries and careful thoughts about these specific passages in the text through one of five analysis lenses.

The five analysis lenses you can analyze through are: questioning, social- historical analysis, connections between the text, reflections, and word choice. See the chart below to understand these specific analysis skills and what they entail.

10 total entries=	Questioning x 2 Social/Historical Analysis x 2 Connections between texts x 2 Reflections x 2 Word Choice x 2
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Once you understand each type, read the stories and select interesting quotes to analyze; then, write them down on the left side of the chart provided for you. See the example below. Next, you should analyze this passage using one of the five analysis lenses. You will do all five response types twice for a **grand total of 10 entries**.

**It is recommended that you use [this template](#).** Make a copy of this document by going to File > Make a Copy. Once you've made a copy, name your file using the following format: last name, first name - English II Dialectical Journal.

Your **entries must be typed** on a Google document as it will need to be submitted to your teacher and uploaded to turnitin.com during the first week of classes.

4. Be prepared to use these dialectical journals at the start of class for your summer reading essay!

## How to Interact with Your Chosen Passages-Five Analysis Types

<p><b>Left Side of the Notebook-Your Chosen Passage</b></p> <ul style="list-style-type: none"><li>● Put your quotes from the reading assignment on this side</li><li>● Be sure to number the entries.</li><li>● Use MLA citations for each quote (Author’s last name, page #).</li><li>● Choose passages/quotes that are significant, powerful, thought provoking, stylistically interesting, or puzzling.</li></ul>	<p><b>Right Side of the Notebook- Analysis Lenses</b></p> <p>On this side of the notebook, you will interact with the quote in one of the following five ways. <b>See the template on page 7-9</b> for what this should look like and the <b>example of two analysis types on page 3</b>. By the end, you will interact with <u>each</u> analysis lens twice for a total of 10 entries.</p> <p><b>For each quote, pick ONE of the different lenses and use these prompts to help guide your analysis:</b></p> <table border="1"><tr><td data-bbox="646 720 1523 894"><p><b>1. Question:</b> Ask about something in the passage that is unclear or ask a question of the idea. Be sure to try to offer an answer to your own question based on what you have read or know already.</p></td></tr><tr><td data-bbox="646 894 1523 1108"><p><b>2. Social/Historical Analysis:</b> Look up dates or references to historical moments and explain why they may be important in the text. Speculate as to why the author included this date or reference.</p></td></tr><tr><td data-bbox="646 1108 1523 1283"><p><b>3. Connection between Texts:</b> Make a connection to another text, movie, or work of art. What are the shared central ideas in these texts and how do you know?</p></td></tr><tr><td data-bbox="646 1283 1523 1497"><p><b>4. Reflect/Comment:</b> Think deeply about what the passage means in a broad sense—not just to the characters in the story or the author of the article. What conclusions can you draw about the world, about human nature, or just the way things work?</p></td></tr><tr><td data-bbox="646 1497 1523 1787"><p><b>5. Word Choice:</b> Consider words that you do not know, words that you think may be important, or phrases that could have a literary or rhetorical significance. Then, analyze whether the choice of this word or phrase has a positive or negative connotation, how it helps contribute to the tone, or how it contributes to the overall narrative.</p></td></tr></table>	<p><b>1. Question:</b> Ask about something in the passage that is unclear or ask a question of the idea. Be sure to try to offer an answer to your own question based on what you have read or know already.</p>	<p><b>2. Social/Historical Analysis:</b> Look up dates or references to historical moments and explain why they may be important in the text. Speculate as to why the author included this date or reference.</p>	<p><b>3. Connection between Texts:</b> Make a connection to another text, movie, or work of art. What are the shared central ideas in these texts and how do you know?</p>	<p><b>4. Reflect/Comment:</b> Think deeply about what the passage means in a broad sense—not just to the characters in the story or the author of the article. What conclusions can you draw about the world, about human nature, or just the way things work?</p>	<p><b>5. Word Choice:</b> Consider words that you do not know, words that you think may be important, or phrases that could have a literary or rhetorical significance. Then, analyze whether the choice of this word or phrase has a positive or negative connotation, how it helps contribute to the tone, or how it contributes to the overall narrative.</p>
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## Samples

The following two samples **EXCEEDED EXPECTATIONS** (see rubric for more details for how you should complete your dialectical journal).

<p>“He was a newcomer in the land, a <b>chechaquo</b>, and this was his first winter” (London 62).</p>	<p><b>Word Choice:</b> Chechaquo is the Chinook jargon word for a newcomer. Chinook jargon is widely used in the Yukon territory in Canada, and thus is part of the Yukon culture. A newcomer having little experience would have no part in the culture. Thus, using a native’s word to describe a non-native visitor provides a contrast that contributes to the immersiveness of the text, and, combined with the indication that this is his first winter, the word implies that the man may not know what he should be doing in this environment to survive.</p>
<p>“This dark hair-line was the trail— the main trail — that led south five hundred miles to the Chilkoot Pass, Dyea, and salt water; and that led north seventy miles to Dawson, and still on to the north a thousand miles to Nulato, and finally to St. Michael on Bering Sea, a thousand miles and half a thousand more” (London 64).</p>	<p><b>Social/Historical Analysis:</b> All of these sites are located in the Yukon, where London traveled when he was 21 years old. About 40,000 people went to the Yukon in 1896 in hopes of finding gold. However, only about 15,000 ended up with gold. Dawson and Nulato are both important mining locations where these aspiring gold diggers would have passed through as they sought to strike a claim. London included these references not only to add authenticity but also to show how large the Yukon territory is. He says it is a “thousand miles and half a thousand more” to show how vast the landscape is and, in turn, show how small and isolated the man is out on the small, “hair line” trail leading to these places.</p>

**Rationale:** These responses are sufficient and clearly express the students’ thoughts, ideas, and connections.

The following samples DO NOT meet expectations (see rubric for more details for how you should complete your dialectical journal).

### “Partially Meets Expectations”

<p>“Speed up the film, Montag, quick. Click pic look eye now flic here there swift pace up down in out why how who what where eh uh bang smack wallop bing bong boom” (52).</p>	<p>Ray Bradbury uses a series of onomatopoeias to summarize films on page 52 where it says, “Speed up the film, Montag, quick. Click pic look eye now flic here there swift pace up down in out why how who what where eh uh bang smack wallop bing bong boom.” This shows how Beatty explained films to Montag when they were first created.</p>
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**Rationale:** The student does a good job in identifying the onomatopoeia here and there is an understanding of what is happening in the text. However, the student doesn’t explain why Bradbury may have chosen these sounds or what effect they have upon Montag who is listening. Notice most of their response is full of the quote, rather than their thoughts. Needs more analysis. Also the student needs to add Bradbury to their in-text citation.

### “Does Not Meet Expectations”

<p>“Do you understand the term wanderlust...what place made you wanderlust the most?”</p>	<p>Wanderlust: a strong desire to see new things or have new experiences.</p>
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**Rationale:** This response is insufficient, lacking depth and analysis. The student should have explored the context in which this quote appears and express the importance of the use of the word (author’s diction) “wanderlust” and its significance here. Also, the MLA citation for the quote is missing.

## Summer Reading Dialectical Journal Rubric

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Partially Meets Expectations</b>	<b>Does Not Meet Expectations</b>
<p><b>Quality of Responses</b></p> <p><u>CCSS.ELA-LITERACY.RL.9-10.1</u></p> <p><i>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i></p> <p><u>CCSS.ELA-LITERACY.W.9-10.2</u></p> <p><i>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</i></p>	<p>All entries demonstrate deep insight into the novel and do an exceptional job of explaining the student's thoughts through the skillful selection of textual evidence and thoughtful analysis.</p>	<p>All entries demonstrate sufficient insight into the novel and adequately explain the student's thoughts through the selection of textual evidence and analysis.</p>	<p>Some entries demonstrate a lack of insight into the novel and do not adequately explain the student's thoughts.</p>	<p>No evidence of insights beyond simply identifying or restating the speaker and/or circumstances of the passages or quotes.</p>
<p><b>Quantity of Responses</b></p>	<p>Includes 10 or more relevant quotations or passages (on the left side of the double-entry journal) accompanied by student responses to the recorded passages (on the right side of the double-entry journal).</p>	<p>Includes 10 relevant quotations or passages (on the left side of the double-entry journal) accompanied by student responses to the recorded passages (on the right side of the double-entry journal).</p>	<p>Includes 8 relevant quotations or passages (on the left side of the double-entry journal) accompanied by student responses to the recorded passages (on the right side of the double-entry journal).</p>	<p>Includes 6 or fewer quotations or passages (on the left side of the double entry journal) accompanied by student responses to the recorded passages (on the right side of the double-entry journal).</p>

<p><b>Conventions &amp; Format</b></p> <p><u>CCSS.ELA-LITERACY.L.9-10.1</u></p> <p><i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p>	<p>Evident control of grammar, spelling, and sentence formation. All entries are grammatically correct. All passages/quotes are copied carefully, are in proper MLA format.</p>	<p>Sufficient control of grammar, spelling, and sentence formation. Few grammatical errors are present in entries and do not interfere with reading. Most passages/quotes are copied carefully (some may contain minor errors), are in proper MLA format.</p>	<p>Limited control of grammar, spelling, and sentence formation. Confused and inconsistent arrangement of sentences and fragments interferes with reading. Many passages/quotes are copied sloppily (several may contain errors), are missing quotation marks, and/or may be missing page numbers as part of MLA format.</p>	<p>Minimal control of grammar, spelling, and sentence formation. Entries are difficult to read. All passages/quotes are copied sloppily (most contain obvious errors), and are missing quotation marks and page numbers not in MLA format.</p>
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Use the following template for your Dialectical Journal Reader Responses:

<b>Left Side-Quote</b> <i>Be sure to add the MLA citation!</i>	<b>Right Side-Analysis</b>
	<b>Question:</b>
	<b>Question:</b>
	<b>Social/Historical Analysis:</b>

	<b>Social/Historical Analysis:</b>
	<b>Connection between Texts:</b>
	<b>Connection between Texts:</b>
	<b>Reflect/Comment:</b>

	<b>Reflect/Comment:</b>
	<b>Word Choice:</b>
	<b>Word Choice:</b>