

East Austin College Prep Summer Reading Assignment 2017-2018

Over the course of the summer, students are expected to participate in a summer reading project in order to prepare themselves for the upcoming year and continue exposing themselves to high level reading and comprehension. We are excited to announce this summer's titles for summer reading projects.

We have chosen to work with Non-Fiction texts over the summer with emphasis on social commentaries.

It is highly recommended that students purchase their own copies, and each of these books can be found on Amazon or in bookstores. While they read, in order to boost comprehension it is suggested that they annotate as they read.

Students will be expected to:

- Read the book assigned
- Complete a dialectical journal assignment of at least 2 entries per chapter
- Have an essay prepared for the first day of class which answers the question:

“Why is this topic relevant for your age group to learn about? What pertinent information can positively affect your age group?”

Students are expected to use evidence from their text in order to support their answers.

Students enrolled in the UT SPURS course will have a different assignment that is explained on another sheet.

Students will be discussing these books during their first couple weeks of school so it is pivotal that they complete the reading and assignments **before** the first day of school.

The books and summaries are on the back side of this page, and a dialectical journal example is included as well.

If there are any questions about the summer reading assignment, please feel free to contact the English department at:

Sflores1@eaprep.org

8th and 9th grade

smayson@eaprep.org

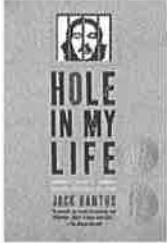
10th and 11th grade

aadame@eaprep.org

11th and 12th grade

Summer Reading Book Assignments

9th grade: *Hole in My Life* by Jack Gantos



In *Hole in My Life*, this prizewinning author of over thirty books for young people confronts the period of struggle and confinement that marked the end of his own youth. On the surface, the narrative tumbles from one crazed moment to the next as Gantos pieces together the story of his restless final year of high school, his short-lived career as a criminal, and his time in prison. But running just beneath the action is the story of how Gantos – once he was locked up in a small, yellow-walled cell – moved from wanting to be a writer to writing, and how dedicating himself more fully to the thing he most wanted to do helped him endure and ultimately overcome the worst experience of his life. This title has Common Core connections.

10th grade: *Persepolis* by Marjane Satrapi



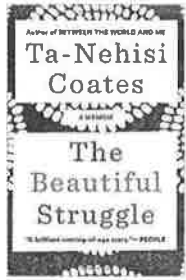
Wise, funny, and heartbreaking, *Persepolis* is Marjane Satrapi's memoir of growing up in Iran during the Islamic Revolution. In powerful black-and-white comic strip images, Satrapi tells the story of her life in Tehran from ages six to fourteen, years that saw the overthrow of the Shah's regime, the triumph of the Islamic Revolution, and the devastating effects of war with Iraq. The intelligent and outspoken only child of committed Marxists and the great-granddaughter of one of Iran's last emperors, Marjane bears witness to a childhood uniquely entwined with the history of her country.

11th grade*: *The Distance Between Us* by Reyna Grande OR *The Beautiful Struggle* by Ta-Nehisi Coates

Students may choose one of the following:



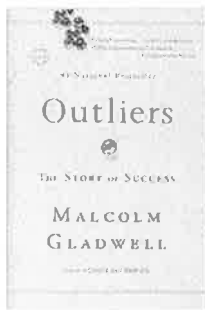
Reyna Grande vividly brings to life her tumultuous early years in this “compelling . . . unvarnished, resonant” (*BookPage*) story of a childhood spent torn between two parents and two countries. As her parents make the dangerous trek across the Mexican border to “El Otro Lado” (The Other Side) in pursuit of the American dream, Reyna and her siblings are forced into the already overburdened household of their stern grandmother. When their mother at last returns, Reyna prepares for her own journey to “El Otro Lado” to live with the man who has haunted her imagination for years, her long-absent father.



Among his brood of seven, his main challenges were Ta-Nehisi, spacey and sensitive and almost comically miscalibrated for his environment, and Big Bill, charismatic and all-too-ready for the challenges of the streets. *The Beautiful Struggle* follows their divergent paths through this turbulent period, and their father's steadfast efforts—assisted by mothers, teachers, and a body of myths, histories, and rituals conjured from the past to meet the needs of a troubled present—to keep them whole in a world that seemed bent on their destruction.

*non SPURS students

12TH grade: *Outliers* by Malcolm Gladwell



In this stunning new book, Malcolm Gladwell takes us on an intellectual journey through the world of "outliers"—the best and the brightest, the most famous and the most successful. He asks the question: what makes high-achievers different? His answer is that we pay too much attention to what successful people are like, and too little attention to where they are from: that is, their culture, their family, their generation, and the idiosyncratic experiences of their upbringing. Along the way he explains the secrets of software billionaires, what it takes to be a great soccer player, why Asians are good at math, and what made the Beatles the greatest rock band.

DIALECTICAL JOURNALS

The term "Dialectic" means "the art or practice of arriving at the truth by using conversation involving question and answer." Think of your dialectical journal as a series of conversations with the texts we read during this course. The process is meant to help you develop a better understanding of the texts we read. Use your journal to incorporate your personal responses to the texts, your ideas about the themes we cover and our class discussions. You will find that it is a useful way to process what you're reading, prepare yourself for group discussion, and gather textual evidence for your Literary Analysis assignments.

PROCEDURE:

- o As you read, choose passages that stand out to you and record them in the left-hand column the chart (*ALWAYS include page numbers*).
- o In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)
- o You **must** label your responses using the following codes:
 - o (Q) Question – ask about something in the passage that is unclear
 - o (C) Connect – make a connection to your life, the world, or another text
 - o (P) Predict – anticipate what will occur based on what's in the passage
 - o (CL) Clarify – answer earlier questions or confirm/disaffirm a prediction
 - o (R) Reflect – think deeply about what the passage means in a broad sense – not just to the characters in the story/author of the article. What conclusions can you draw about the world, about human nature, or just the way things work?
 - o (E) Evaluate - make a judgment about what the author is trying to say

Sample Dialectical Journal entry: Beyond the Yellow Highlighter

Passages from the text-- Must quote at least 10 per reading assigned. Make sure to number them.	Pg#/¶	EACH Passage you Quote must relate to one of the following codes above. Make sure to use a variety. Using the same codes for most or all of your entries will result in a lower score.
1. "The yellow marks in my college textbooks...did not help me very much."	82/1	(C) I can relate since I often used to highlight what I thought was important and then end up with most of the page highlighted.
2. "Annotations do make me read a lot slower and I wish I didn't have to do them. It is so much harder to fake read if you have to annotate like we have to do now. So now I actually read, because it's too hard to fake annotate"	87/2	(C) It is harder to fake annotate--it almost takes more time. (R) People are prone to find the easy way to do something. Since there's really no easy way to annotate--fake or real--it makes sense to really read and think about the texts. (Q) Is it really harder to fake read if you have to annotate? Or does it just take longer?

CHOOSING PASSAGES FROM THE TEXT:

Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- Effective &/or creative use of stylistic or literary devices
- Passages that remind you of your own life or something you've seen before
- Structural shifts or turns in the plot
- A passage that makes you realize something you hadn't seen before
- Examples of patterns: recurring images, ideas, colors, symbols or motifs.
- Passages with confusing language or unfamiliar vocabulary
- Events you find surprising or confusing
- Passages that illustrate a particular character or setting

RESPONDING TO THE TEXT:

You can *respond* to the text in a variety of ways. The most important thing to remember is that your observations should be **specific and detailed**. You can write as much as you want for each entry. You can choose to type and save your journals as PDFs or you can write by hand and then scan and save as PDF.

Basic Responses

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author or character(s)
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Agree or disagree with a character or the author

Sample Sentence Starters:

I really don't understand this because...
I really dislike/like this idea because...
I think the author is trying to say that...
This passage reminds me of a time in my life when...
If I were (name of character) at this point I would...
This part doesn't make sense because...
This character reminds me of (name of person) because...

Higher Level Responses

- Analyze the text for use of literary devices (tone, structure, style, imagery)
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc...)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole