Colleton County High School
2016-2017 Summer Reading Guidelines

Dear CCHS Parent/Guardian:

Reading is the one skill upon which all others depend, and research tells us that children who don’t read during the summer may lose a month or more of the reading progress they made in school.

Our mission at Colleton County High School is to have all students succeed; therefore, all students who enter CCHS for the 2016-2017 school year are required to read ONE book from the appropriate grade level list below. Most of these books are available for rent at the Colleton County public library as well as for purchase at barnesandnoble.com and amazon.com.

Students who enroll late will also be responsible for summer reading. They need to make sure that they get access to the summer reading information upon enrollment. If the student is new to this district and officially enrolls at least two weeks prior to the official start of school, the student will be responsible for the completion of the assignment in line with the rest of the students.

College Preparatory Student Expectations for the required summer reading are as follows:

- Students will be expected to participate during the first four weeks of school in structured classroom discussions about the selected book.
- As the student reads his or her choice from the books below, s/he is expected to create ten dialectical journal entries using the template provided on the next page. Students are not permitted to use outside sources, and this material should be SELF-GENERATED.
  - These journal responses will be due at the end of the fourth week of enrollment in English class.
- At the end of the fourth week of enrollment in English class, the students will be expected to complete an in-class assessment to demonstrate comprehension and analysis of the text.

Honors Level Expectations for the required summer reading are as follows:

- Students will be expected to participate during the first four weeks of school in structured classroom discussions about the selected book.
- As the student reads his or her choice from the books below, s/he is expected to create fifteen dialectical journal entries using the template provided on the next page. Students are not permitted to use outside sources, and this material should be SELF-GENERATED.
  - These journal responses will be due at the end of the fourth week of enrollment in English class.
- At the end of the fourth week of enrollment in English class, the students will be expected to complete an in-class assessment to demonstrate comprehension and analysis of the text.
Dialectical Journal Explanation

Think of your dialectical journal as a series of conversations with the text that you have chosen to read. The process is meant to help you develop a better understanding of the text. Use your journal to incorporate your personal responses to the texts and your ideas about the themes of the text. You will find that it is a useful way to process what you’re reading, to prepare yourself for group discussion, and to gather textual evidence for your official assessment at the beginning of the year. The rubric for evaluating the dialectical journals can be found online: https://sites.google.com/a/cougarnewtech.com/summerreading/

- **HONORS** level students are required to complete **fifteen** dialectical journals.
- **COLLEGE PREP** level students are required to complete **ten** dialectical journals.

**Procedure:**

- As you read, choose passages that stand out to you and record them in the left-hand column of the chart (*ALWAYS include page numbers*).
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)
- Each entry must be a **minimum** of three sentences.

**Sample Dialectical Journal entry: Hatchet by Gary Paulsen**

<table>
<thead>
<tr>
<th>Passages from the text</th>
<th>Pg#s</th>
<th>Comments &amp; Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Now, with the thought of the burger, the emptiness roared at him. He could not believe the hunger, had never felt this way. The lake water had filled his stomach, but left it hungry, and not it demanded food, screamed for food.”</td>
<td>Pg 48</td>
<td>It’s weird how Brian’s stomach is like a character now, driving his behavior. I’ve been hungry before, but never like that. Is he going to start eating things that are poison because he is so hungry?</td>
</tr>
</tbody>
</table>

**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
- 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

**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 or person in my life in my life because…
If I were (name of character) at this point I would…
This part doesn’t make sense because…
Summer Reading Book Choices

**Students enrolled in English I**

**CHOOSE ONE BOOK**

- **Jurassic Park** by Michael Crichton (F)  **Lexile: 710L**
  - An island off Costa Rica will soon be the world's most ambitious theme park—a dinosaur preserve. A visionary financier's biotechnology company has succeeded in cloning these extinct reptiles. Fifteen different species, presumably incapable of breeding, are now placidly roaming around, but Jurassic Park's resident mathematician, an expert in chaos theory, predicts that the animals' behavior is inherently unstable. When a rival genetics firm attempts to steal frozen dinosaur embryos, things go haywire. Two cute American kids, eight-year-old Tina and 11-year-old Tim, a safari guide from Kenya and a Denver paleontologist set things right—almost.  
  —Review from Publishers Weekly via barnesandnoble.com

- **The Giver** by Lois Lowry (F)  **Lexile: 710L**
  - The haunting story centers on twelve-year-old Jonas, who lives in a seemingly ideal, if colorless, world of conformity and contentment. Not until he is given his life assignment as the Receiver of Memory does he begin to understand the dark, complex secrets behind his fragile community.  
  —Overview from barnesandnoble.com

**Students Enrolled in English II**

**CHOOSE ONE BOOK**

- **The Book Thief** by Mark Zusak (F)  **Lexile: 730L**
  - It’s just a small story really, about among other things: a girl, some words, an accordionist, some fanatical Germans, a Jewish fist-fighter, and quite a lot of thievery. Set during World War II in Germany, this groundbreaking novel is the story of Liesel Meminger, a foster girl living outside of Munich. Liesel scratches out a meager existence for herself by stealing when she encounters something she can’t resist—books. This is an unforgettable story about the ability of books to feed the soul.  
  —Overview from barnesandnoble.com

- **Into Thin Air: A Personal Account of the Mount Everest Disaster** (NF) by Jon Krakauer  **Lexile: 1320L**
  - A powerful, cautionary tale of adventure gone horribly wrong, Into Thin Air became an instant bestseller upon publication. A childhood dream of some day ascending Mt. Everest, a lifelong love of climbing, and an expense account all propelled writer Jon Krakauer to the top of the Himalayas in May 1996. With a guide claiming "We've got the mountain wired," Krakauer found that for 65 grand, you could climb the world's tallest peak. This hubris, and a freak storm, claimed the lives of seven members of his expedition, and narrowly avoided killing Krakauer and many more.  
  —Review from barnesandnoble.com
Students Enrolled in English III **CHOOSE ONE BOOK**

- **A Walk in the Woods** by Bill Bryson (NF) Lexile: 1210L
  - Bryson shares his experiences hiking the Appalachian Trial with a childhood friend. The two encounter eccentric characters, a blizzard, getting lost, and the threat of bears along the way.

- **Hitchhikers Guide to the Galaxy** by Douglas Adams (F) Lexile: 1000L
  - Don't leave Earth without this hilarious international bestseller about a British earthling plucked from his planet and his subsequent adventures elsewhere in the universe. Follow the protagonist to the end of the world and the happy go-lucky days that follow. Read about the worst Thursday that ever happened and discover why the Universe is a lot safer if you bring a trowel.

- **Thirteen Reasons Why** by Jay Asher (F) Lexile: 550L
  - Clay Jensen returns home from school to find a strange package with his name on it lying on his porch. Inside he discovers several cassette tapes recorded by Hannah Baker - his classmate and crush - who committed suicide two weeks earlier. Hannah's voice tells him that there are thirteen reasons why she decided to end her life. Clay is one of them. If he listens, he'll find out why. Clay spends the night crisscrossing his town with Hannah as his guide. He becomes a firsthand witness to Hannah's pain, and learns the truth about himself—a truth he never wanted to face. —Overview from amazon.com

Students Enrolled in English IV **CHOOSE ONE BOOK**

- **1984** by George Orwell (F) Lexile: 1090L
  - In a grim city and a terrifying country, where Big Brother is always Watching You and the Thought Police can practically read your mind, Winston is a man in grave danger for the simple reason that his memory still functions. He knows the Party controls the people by feeding them lies and narrowing their imaginations. Drawn into a forbidden love affair, Winston finds the courage to join a secret revolutionary organization called The Brotherhood, dedicated to the destruction of the Party. Together with his beloved Julia, he hazards his life in a deadly match against the powers that be.—Overview from curriculet.com

- **In Cold Blood** by Truman Capote (NF) Lexile: 1040L
  - Truman Capote reconstructs the 1959 murder of a Kansas family and the investigation that led to the capture, trial, and execution of the killers. The story is about the lives and deaths of these six people, the victims and the murderers. Ground breaking journalism that reads like fiction. —Overview from barnesandnoble.com

**This information can also be found on the Colleton County High School website: cchs.colletonsd.org.**