

Office of Secondary Language Arts

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June, 2017

Dear Parent/Guardian:

Summer is a great time to read, especially for high school students. With no school and no homework, there are usually plenty of extra hours to fill. Encourage your child to fill those hours with reading. Research shows that students experience learning and reading loss when they are not taking part in active education. Participating in a summer reading activity is an excellent way to prevent such reading loss.

School wide Big Reads are designed to foster community discussion about books by encouraging an entire community to read the same book at the same time. Big Reading provides a school with a definitive, comprehensive model for developing a cross-curricular, community-wide interest in and knowledge of a particular book. This year, Linden High School is excited to announce The Big Read for grades 9 through 12: *The Color of Water* by James McBride. A synopsis of the novel has been provided. All students will read the novel and complete a **handwritten, grade-specific** Annotated Reading Log, as well as a Summer Reading Assessment.

Students will be required to bring their **handwritten** Annotated Reading Log to school on **Friday, September 15, 2017**. In an effort to encourage individual and thoughtful responses, only **handwritten** logs will be accepted unless a student's IEP indicates otherwise. The summer reading assessment will be given in class during the first full week of school. The log and assessment will be counted towards the first marking period.

ELLs (English Language Learners)- Students exiting the ELL program will participate in The Big Read. Students who are currently enrolled in the ESL program will work with their ESL teachers in order to select materials that are aligned with their individualized needs and English proficiency levels.

Limited copies of the novel will be available at the Linden Public Library, located on E. Henry Street. In addition, the selected book will be available at Barnes and Noble on Central Avenue in Clark, on Kindle, and through various online sources. The grade-specific Annotated Reading Log will be on the Linden Public Schools website at www.lindenps.org. Each child will be given a copy of the log before they leave for the summer. If you have any questions, or if you have difficulty obtaining a book, you may contact me at my office at (908) 486-2800 ext. 8024.

Wishing you a wonderful summer!

Sincerely;

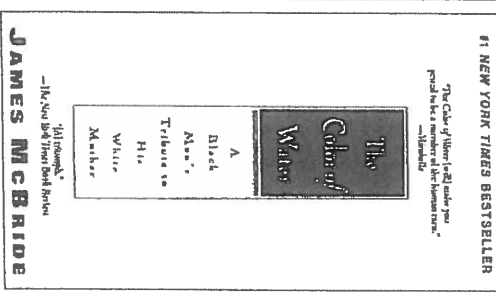
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Enclosures

A word about Lexile levels: A Lexile level is one of many tools used to measure reading ability. It is determined by text complexity, and can be used to help a student choose material that is at an appropriate difficulty level. Within a range from 100L below to 50L above his or her Lexile measure, a reader is expected to comprehend the text well enough to understand it, while still experiencing some reading challenge.

Grade Level	Approximate Lexile Level
5	620-950
6	690-1020
7	780-1090
8	820-1140
9 through 12	1110-1385

Grades 9-12 September 2017

Author	Title	Cover	Genre	Lexile	Year/Pages	Summary
McBride, James	<p><u>The Color of Water</u> ISBN-13: 978-1594481925</p>		Memoir	1240	2006/336	<p>This fascinating, superbly written memoir was a <i>New York Times</i> bestseller for two years. To date it has sold more than 2.1 million copies worldwide and been translated into more than 16 languages. It tells the story of James McBride and his white, Jewish mother Ruth. Ruth was born in Poland and raised in Suffolk, Va, the daughter of an itinerant rabbi and a loving, disabled mother who spoke no English. At 17, Ruth fled the South, landed in Harlem, married a black man in 1941, founded a church, was twice widowed and raised 12 children in New York City. Despite hardship, poverty, and suffering, Ruth sent all 12 of her children to college.</p>

THE LINCOLN HIGH SCHOOL BIG READ SUMMER READING PACKET
9th Grade Language Arts

The Color of Water by James McBride

Rationale: Summer reading is an integral part of a student's continuity of education. It functions as a foundation for the next school year, and offers students an opportunity to explore and expand their appreciation of literature during the summer.

All students are required to read *The Color of Water* by James McBride and complete the following activities and questions. THIS IS TO BE COMPLETED AND BROUGHT ON THE FIRST DAY OF SCHOOL. **ALL RESPONSES MUST BE HAND-WRITTEN. NO TYPED OR ELECTRONIC SUBMISSIONS WILL BE ACCEPTED.**

NJ State Learning Standard- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

The 9th grade will be focusing on CHARACTER and CHARACTERIZATION.

Character: A person portrayed in a novel, short story, or play. *Characters can be animals or objects, also, but those are almost always personified.*

Characterization: The way the author describes a character. *Direct characterization involves the author telling you what a character is like; indirect characterization is done through dialogue or actions, and is considered the best form of characterization.*

***The Color of Water:* Characters**

Directions: Identify and describe the following characters as you meet them in the book.

Mommy/ Ruth McBride-

James McBride-

Hunter Jordan-

Tateh-

Mameh-

Zaydeh-

Bubeh-

Andrew McBride-

Jacqueline-

Helen-

Francis-

Peter-

Aunt Betsy-

Chicken Man-

Aunt Mary-

The Color of Water: Annotated Reading Log

Directions for Chart - Complete the following character chart with exact quotes from the text and supporting explanations. You must include the page number of any quote you are citing in Column A, and in Column B you must thoroughly explain what each quote reveals about each character. An example of each has been done for you below. Remember, our responses must be **HAND WRITTEN**.

Character	A Quotation with Page Number	B Explanation of Quotation
Example Hunter Jordan	"He married my mother, a white Jewish woman, when she had eight mixed-race black children... They added four more to make it an even twelve... 'I got enough for a baseball team,' he joked." (page 6)	This passage reveals that James' stepfather was an open-minded man, who would give anyone a chance. When most men might have been intimidated by a woman whose culture was so different, and who had such a large family already, he was not. In fact, he had a great sense of humor about it. The reader can see that his heart and his mind are open.
Example James McBride	"...I silently agreed, because I didn't want my friends seeing my white mother out there riding a bicycle. She was already white, that was bad enough, but to go out and ride an old bike that went out of style a hundred years ago?... I couldn't handle it." (page 8)	This passage shows us that James is self-conscious of his mother. He is embarrassed by her race, and the strange things that she does. James is also very concerned with what his friends and peers think of him. He is insecure about his own identity and values the opinions of others very highly.

Character	Quotation with Page Number	Explanation of Quotation

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Please bring this **completed, hand-written** packet with you **on the first day of school!** 😊

**Summer Reading Assignment
Rubric for Annotated Reading Log**

CRITERIA	CRITICAL RESPONSE	CONNECTED RESPONSE	THOUGHTFUL RESPONSE	LITERAL RESPONSE	LIMITED RESPONSE
NUMBER OF RESPONSES	5 Identified 14-15 appropriate quotations and discussed each one.	4 Identified 11-13 appropriate quotations and discussed each one.	3 Identified 9-10 appropriate quotations and discussed each one.	2 Identified 7-8 appropriate quotations and discussed each one.	1 Identified 4-6 appropriate quotations and discussed each one.
QUALITY OF QUOTATIONS	All quotations were skillfully selected and are completely relevant to the assigned focus.	Most quotations were skillfully selected and are completely relevant to the assigned focus.	Some quotations were skillfully selected and are completely relevant to the assigned focus.	Few quotations were skillfully selected and are not completely relevant to the assigned focus. Quotations appear to be randomly selected.	Only one or two of the quotations were skillfully selected and are not completely relevant to the assigned focus. Quotations appear to be randomly selected.
QUALITY OF RESPONSES	Responses are informative, original, and demonstrate a high level of understanding. Responses consider different possible interpretations. Responses show a deep analysis of the text and explain the more general significance of the text beyond the facts. Responses show individual meaning through personal connections and references to other texts.	Responses are well written and demonstrate comprehension and effectively communicate information, feelings and opinions about the book. Responses explain the more general significance of the text beyond the facts. Responses show individual meaning through personal connections and references to other texts.	Responses are somewhat detailed responses. Responses sometimes explain the more general significance of the text beyond the facts. Responses show an attempt to create meaning. Responses show an effort to clarify confusion.	Responses are simple and factual. There is a tendency to summarize rather than explain and evaluate the quotations. Responses show an acceptance of the text literally without thinking of different possibilities in meaning. Responses show lack of comprehension and lack of effort to clarify confusion.	Responses are superficial, brief, or carelessly completed. There is a tendency to write unclear summaries with little attempt to use examples or quotes to support your ideas. Responses do not explore the significance of the text.