

LINDEN PUBLIC SCHOOLS

Office of Secondary Language Arts

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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;

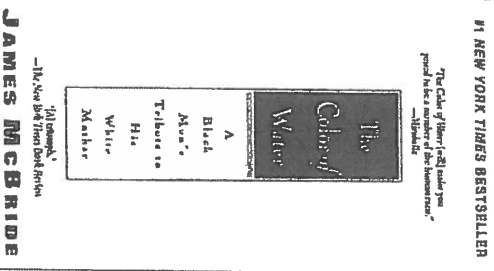
Patricia Tartivita, Ed.D
Supervisor, Secondary Language Arts

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>

Linden High School Big Read Summer Reading Packet
10th 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. **ALL RESPONSES MUST BE HANDWRITTEN. NO TYPED OR ELECTRONIC SUBMISSIONS WILL BE ACCEPTED.**

The 10th grade will focus on **CONFLICT**.

- **CONFLICT is the struggle or problem that a character experiences in a piece of literature. It can be INTERNAL, EXTERNAL or a combination of both.**

- **EXTERNAL CONFLICT exists when a character struggles with something outside of him/her self. There are 3 main categories of EXTERNAL CONFLICT.**
 - **man vs. man-physical struggle with another person-a fight or difference of opinion**
 - **man vs. nature-conflict with anything external besides people-includes any part of the natural world**
 - **man vs. society-conflict against the customs, beliefs or actions of the community-difference of opinion with an group or social customs**

- **INTERNAL CONFLICT**
 - **man vs. himself-exists when a character has a struggle which takes place within his/her mind. For example, a character might wrestle with conscience, with choosing between right and wrong, might have mixed emotions about something or might experience fear of a situation.**

CORE CONTENT STANDARDS COVERED IN THIS ASSIGNMENT

RI.9-10.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Directions for Reading Log – While reading, pay attention to CONFLICTS that arise. These may be INTERNAL or EXTERNAL. Identify examples of CONFLICTS in the chart. Write the example/quotation, tell if it is INTERNAL or EXTERNAL and EXPLAIN/REACT to the example you have cited. You must find at least 15 example quotes throughout the book. (Attach sheets if necessary.) Your work must be HAND-WRITTEN and you must HAND IT IN ON THE FIRST DAY OF CLASS IN SEPTEMBER.

Example/quotation with Page Number	Explanation of example/quotation	Type of Conflict
<p>“My family mourned me when I married your father. They said kaddish and sat shiva. That’s how Orthodox Jews mourn their dead.”</p> <p>(McBride 20)</p>	<p>This shows that the family did not get along and didn’t like the person that Ruth married so they turned their back on her and considered her “dead” to them.</p>	<p>External man vs man and man vs. society</p>
<p>“I virtually dropped out of high school after he died, failing every class. I spent the year going to movies on Forty-second Street in Times Square with my friends. “James is going through his revolution,” my siblings snickered.”</p> <p>(McBride 4)</p>	<p>This quotation explains how James dealt with his stepfather’s death and how he reacted to losing him. In the context of the chapter, it reflects the changes that James went through when he lost this important person in his life.</p>	<p>internal</p>
<p>(McBride ____)</p>		

(McBride ____)		
Example/quotation with Page Number	Explanation of example/quotation	Type of Conflict
(McBride ____)		
(McBride ____)		
(McBride ____)		
(McBride ____)		

(McBride ____)		
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(McBride ____)		
(McBride ____)		
(McBride ____)		
(McBride ____)		
(McBride ____)		

**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.