

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

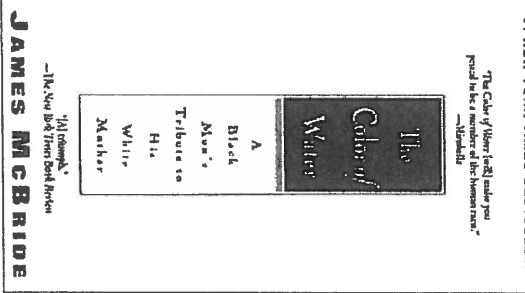
Enclosures

Summer Reading and Lexile Levels

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: 978-15944481925</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
11th 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 assignment. **All responses must be HANDWRITTEN. NO TYPED OR ELECTRONIC SUBMISSIONS WILL BE ACCEPTED.**

NJ State Learning Standard-NJSLSA.RL.11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

NJ State Learning Standard-NJSLSA.RL.11.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

NJ State Learning Standard-NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJ State Learning Standard-NJSLSA.L.11.5A Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

The 11th grade will be focusing on **FIGURATIVE LANGUAGE** and **SYMBOLISM**.

Directions: Define the following literary terms.

1. **Figurative Language-**

2. **Symbol-**

3. **Simile-**

4. Metaphor-

5. Personification-

6. Hyperbole-

7. Motif-

8. Imagery-

9. Allusion-

10. Onomatopoeia

Directions for Annotated Reading Log: While reading *The Color of Water*, identify quotations that utilize figurative language or reveal a symbol. Once you identify a quotation that uses figurative language, put the name of the literary device in the first column. Then, write the quotation and include the page number in the second column. The third column must include your explanation of the quotation. Do **not** simply summarize the quotation. Rather, **explain why** the quotation is significant to the novel and **how** the literary element develops its significance. Your explanation should be two to three sentences minimum for each quotation. You must find at least 15 quotations from the book. Your responses **MUST BE HANDWRITTEN.**

Literary Element	Quotation with Page Number	Explanation/Significance of Quotation
Imagery, Simile	<p>“Mommy’s contradictions crashed and slammed against one another like bumper cars at Coney Island.”</p> <p>(McBride 29)</p>	<p>McBride uses imagery and a simile to depict his mother’s contradictory nature. By comparing his mother’s contradictions to bumper cars at Coney Island, McBride allows the reader to understand the strong force of her contradictions. The use of the words “crashed” and “slammed” emphasize the damage caused by her opposing views. Her opposing views caused her children to grow up conflicted about their perception of the world they lived in and how they fit into that world.</p>
Metaphor	<p>“In running from her past, Mommy has created her own nation, a rainbow coalition that descends on her house every Christmas and Thanksgiving and sleep everywhere...”</p> <p>(McBride 277)</p>	<p>McBride uses a metaphor to compare his siblings to a “nation” and a “rainbow coalition”. This metaphor shows that the family is numerous and different. Although McBride uses the word “rainbow” to describe their different backgrounds, skin colors, and personalities, the use of the words “nation” and “coalition” show that they are all united under their mother.</p>
	<p>(McBride _____)</p>	

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**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.