

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;

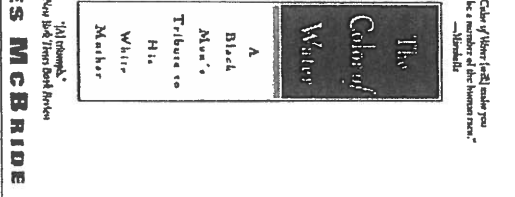
Patricia Tartivita, Ed.D
Supervisor, Secondary Language Arts

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
<p>McBride, James</p>	<p><u>The Color of Water</u> ISBN-13: 978-1594481925</p>		<p>Memoir</p>	<p>1240</p>	<p>2006/336</p>	<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
12th 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.12.1 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.12.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

The 12th grade will be focusing on **THEME**.

THEME - The insight about human life that is revealed in a literary work. Themes are rarely stated directly. Most often, a reader has to infer the theme of a work after considerable thought. Theme is different from subject. A story's subject might be stated as *growing up, love, heroism, or fear*. The theme is the statement the writer wants to make about the subject: "For most young people, growing up is a process that involves the pain of achieving self-knowledge." Theme must be stated in at least one phrase or sentence; most themes are complex enough to require several sentences, or even an essay.

Key Themes in *The Color of Water*

Education opens up many opportunities.
One can achieve one's dreams with hard work.
One's past can affect one's present and future.
Carrying secrets can have a negative effect on a person.
Race and religion can impact one's perception of self.
Race and religion can impact how one is perceived by others.
Discovering one's identity is a continuous process.
Sibling relationships develop character.
Family will impact one's identity.
Family values impact one's view of the world.

Directions for Annotated Reading Log: While reading *The Color of Water*, identify quotations that develop a theme in the novel. You can use any of the themes listed above or create your own themes. Once you identify a quotation that develops a theme, put the name of the theme 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 quotation develops the theme. 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.**

Theme	Quotation with Page Number	Explanation/Significance of Quotation
Family values impact one's view of the world.	"My parents were nonmaterialistic. They believed that money without knowledge was worthless, that education tempered with religion was the way to climb out of poverty in America, and over the years they were proven right." (McBride 29)	McBride shows how his parents' values impacted his understanding of money, religion, and education. His parents understood the importance of money, but believed that money without an education is fruitless. The two most important values in the McBride household were religion and education. McBride reveals that his parents' belief in the American dream eventually did turn into a reality for him and his siblings.
One's past can affect one's present and future.	"Yet there was a part of me that recognized Jews as slightly different from other white folks, partly through information gleamed through Mommy, who consciously and unconsciously sought many things Jewish" (McBride 86)	Although Ruth McBride converted to Christianity after she moved to New York, parts of her past continued to follow her throughout her life. McBride discusses how Ruth "consciously" and "unconsciously" revealed her Jewish past to her family. This develops the theme that one's past can unconsciously appear in one's beliefs, mannerisms, daily actions, etc.
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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.