Overview:
Welcome to Pre-AP English I at Huntsville High School! Because reading regularly helps students become more creative and critical thinkers, better equipped to solve real world problems, and because you’ll be expected to read extensively in Pre-AP English I, all incoming Pre-AP English I students are encouraged to complete a summer reading assignment using one of the books listed below. **Summer reading is not a requirement.** However, if students choose to do the assignment, they will receive an extra credit assignment grade for the first six weeks of school. This will be in addition to regular credit assignments, so it can only benefit a student’s grade.

Book Choices:

| Children of Blood and Bone by Toni Adeyemi | Long Way Down by Jason Reynolds |
| Unwind by Neal Shusterman | Shadow and Bone by Leigh Bardugo |
| Refugee by Alan Gatz | The Book Thief by Markus Zusak |

You will either need to purchase a copy of your chosen book or check it out at the local library.

Assignment Expectations:

- **READ and ENJOY the book.** Stories are meant to be enjoyed just as much as they’re meant to help us become better readers, thinkers, and communicators.
- **Dialectical Journal.** Instructions on the next page. **Due during the first week of school.** You will be learning how to analyze literature this year, so this will give you a preview of what literary analysis looks like.

Notice and Note Signposts
As you’re reading (this is important; you should Notice and Note as you read; not after), you’ll use the following signposts to complete your dialectical journal.

- **Contrasts & Contradictions:** When a character says or does something that is opposite (contradicts) what you expect them to do, ask yourself, “Why is the character acting this way?” This could help you make a prediction or an inference about the plot and conflict.
- **Again & Again:** When you notice a word, phrase, object, or situation mentioned over and over again, ask yourself, “Why does this keep showing up again and again?” This will tell you about the theme and conflict, or it might foreshadow what will happen later.
- **Memory Moment:** When the author interrupts the action with a flashback to the past and tells you a memory, ask yourself, “Why might this memory be important?” This will tell you about the theme, conflict, or it might foreshadow what will happen later.
- **Aha Moment:** When a character realizes, understands, or finally figures something out, ask yourself, “How might this change things?” If the character solved a problem you discovered the conflict; if the character understood a life lesson, you discovered a theme.
- **Words of the Wiser:** When a character takes the main character aside and gives advice, ask yourself, “What’s the life lesson, and how might it affect the character?” Whatever the lesson is, you’ve probably found a theme for the story.
- **Tough Questions:** When you’re reading and a character asks him/herself a difficult question, ask yourself, “What does this question make me wonder about?” This will help you see the conflict the character is wrestling with and help you to predict what will happen later in the story.

(Adapted from Notice and Note by Kylene Beers.)
Dialectical Journal Instructions:

1. Divide your novel into 4 equal sections. For example, the book were 400 pages, you might divide it into sections of pages 1-100, 101-200, 201-300, and 301-400.

2. On a Chromebook signed into your HISD school account, go to bit.ly/dialecticaljournal22. This will prompt you to create a copy of the document that has been created for you to type your journal entries.

3. Each journal entry will be divided into two columns. The column on the left is where you will put the passages you copy directly (word-for-word) from the book. Make sure to include the page number of each passage in MLA format (see note below example). For each of your 4 sections, find at least three passages that fit the signposts outlined above—you will have 12 journal entries in total (3 for each section). The column on the right will be your responses. Here you will respond to the appropriate question prompted by the signpost you noticed in the text. You are not just summarizing the plot. You are analyzing the passages from the text to explore meaning and to demonstrate critical thinking. Do not tell me what happened; tell me why. The extra credit grade will be based on the insight and depth of your reflections. Rubric included below.

4. Each of the six signposts must be used, and you will use each signpost more than once, but not every signpost will appear in every section. In other words, if you can’t find an Again & Again in the first section (not saying you won’t), that’s okay as long as you find one or more in another section.

5. You will print this journal off and turn it in during the first week of school to your Pre-AP English I teacher.

Dialectical Journal Entry Example:

<table>
<thead>
<tr>
<th>Textual Evidence</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signpost I Noticed: Memory Moment</td>
<td>Why might this memory be important?</td>
</tr>
<tr>
<td>“That June, summer fifteen, Dad announced he was leaving and departed two days later. He told my mother he wasn’t a Sinclair, and couldn’t try to be one, any longer. He couldn’t smile, couldn’t lie, couldn’t be part of that beautiful family in those beautiful houses” (Lockhart 5).</td>
<td>This memory indicates that the moment her family separated is still fresh in her mind. It likely still affects her, and her father’s abandonment of her might impact her ability to trust others in the future. Notice I’m not repeating the textual evidence; I’m reflecting on it using the anchor question for the Signpost.</td>
</tr>
</tbody>
</table>

MLA Citation: Notice the parentheses with the author’s last name, Lockhart, and a page number after the quote in the Textual Evidence column. This is called a parenthetical citation, and you need to do this for every entry. Notice the period only after the citation.

Dialectical Journal Rubric

<table>
<thead>
<tr>
<th>Below Expectations (65 points extra credit)</th>
<th>Approaching Expectations (75 points extra credit)</th>
<th>Meets Expectations (85 points extra credit)</th>
<th>Exceeds Expectations (100 points extra credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Incomplete (less than 12 entries)</td>
<td>• Complete (12 entries)</td>
<td>• Complete (12 entries)</td>
<td>• Complete (12 entries)</td>
</tr>
<tr>
<td>• Entries ineffectively identify signposts in the text and give less than satisfactory responses to the signpost anchor questions.</td>
<td>• Entries attempt to identify signposts in the text and give a basic surface-level response to the signpost anchor questions.</td>
<td>• Entries accurately identify signposts in the text and attempt a response to the signpost anchor questions that go below the surface of the text.</td>
<td>• Entries accurately identify signposts in the text and provide in depth responses to the signpost anchor questions that are thoughtful and insightful.</td>
</tr>
</tbody>
</table>

* Any questions, email me at tfarr@huntsville-isd.org. You may join my Remind by texting @tfarr to 81010 after June 1. *