

Name: _____

SUMMER 2009— REQUIRED READING READING RESPONSE FORM

DIRECTIONS: Each student is expected to read **ONE** book from the approved
Greater Lowell Technical High School SUMMER ELL READING LIST.

This is a required activity. Failure to complete this activity will negatively impact your 1st semester English grade next fall. You will automatically receive a deficiency stating that you have NOT completed your Required SUMMER READING.

Start your year off on a positive note. Select your book early in the summer and read a little each day.

Complete the Daily reading Log and Activities in the packet. **ALL WORK IS TO BE SUBMITTED TO YOUR ELL, READING OR ELA INSTRUCTOR** by the first week of academic class in August/September

PERFORMANCE OBJECTIVES:

In order to complete this package, you will:

1. Demonstrate purposeful comprehension skills.
2. Learn graphing techniques for mapping stories.
3. Demonstrate problem solving skills.
4. Write about comprehension, decisions, and realizations.

The performance objectives are aligned with the following MCAS standards.

Content Area	#	Standard
ELE Benchmark	W.1.	Prewriting: Student will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.
ELE Benchmark	W.2	Writing: Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.
ELE Benchmark	R.1	Vocabulary and Syntax in Print: Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.
ELE Benchmark	R.2	Comprehension: Students will read English fluently and identify facts and evidence in order to interpret and analyze text.
ELA	9	Deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.
ELA	12	Identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.
ELA	19	Write with a clear focus, coherent organization, and sufficient detail.
ELA	22	Use knowledge of standard English conventions in their writing, revising and editing.
ELA	23	Organize ideas in writing in a way that makes sense for their purpose.

ACTIVITY #2:

GRAPHIC ORGANIZER – STORY MAP

DIRECTIONS: Complete the graphic organizer below as you read the novel.
*Be sure to fill in all parts.

STORY MAP

Title: _____

Author: _____

Characters: _____

Setting:

Place _____
Time _____

Problem:

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Goal:

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Event 1 _____

Event 2 _____

Event 3 _____

Event 4 _____

Event 5 _____

Climax
(Turning
Point)

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Resolution
(Conclusion)

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ACTIVITY #3:

VOCABULARY

Title of Book: _____

Author: _____

List 10 words from the novel which are unfamiliar to you. Write the entire sentence in which the word appears. Include the page number. Use a dictionary to find the definition and write it on the line. Then write a sentence or your own.

1. Word: _____ Page: _____

Story Sentence: _____

Definition: _____

Your Sentence: _____

2. Word: _____ Page: _____

Story Sentence: _____

Definition: _____

Your Sentence: _____

3. Word: _____ Page: _____

Story Sentence: _____

Definition: _____

Your Sentence: _____

4. Word: _____ Page: _____

Story Sentence: _____

Definition: _____

Your Sentence: _____

5. Word: _____ Page: _____

Story Sentence: _____

Definition: _____

Your Sentence: _____

ACTIVITY #3: (Cont'd)

VOCABULARY (Cont'd)

6. Word: _____ Page: _____

Story Sentence: _____

Definition: _____

Your Sentence: _____

7. Word: _____ Page: _____

Story Sentence: _____

Definition: _____

Your Sentence: _____

8. Word: _____ Page: _____

Story Sentence: _____

Definition: _____

Your Sentence: _____

9. Word: _____ Page: _____

Story Sentence: _____

Definition: _____

Your Sentence: _____

10. Word: _____ Page: _____

Story Sentence: _____

Definition: _____

Your Sentence: _____

ACTIVITY #4:

SKETCH A SCENE

Sketch your favorite scene from the story. Give it a title. Do not use stick figures.

TITLE

A large, empty rectangular box with a thin black border, intended for drawing a sketch of a scene from a story. The box occupies most of the lower half of the page.

ACTIVITY #5:

PARAGRAPH DEVELOPMENT – REASONS

Explain in a clear paragraph why you liked or disliked your book. Develop your paragraph with three reasons. Your paragraphs must have a topic sentence, supporting details, transitions, unity, coherence and a concluding sentence.

EXAMPLES are for demonstration only and serve as a guide to your writing.

Paragraph Template - Reasons

Topic Sentence **Example:** *The novel, Night, by Elie Wiesel, is a great book for three reasons.*
or *I disliked the novel, Night, by Elie Wiesel for three reasons.*

Reason *Example: One reason is . . .* _____

Support *Example: This is because . . .* _____

Reason *Example: A second reason is that . . .* _____

Support *Example: This is shown when . . .* _____

Reason *Example: Third . . .* _____

Support *Example: This happened . . .* _____

Concluding Sentence *Example: In summary, . . .* _____
