

Foster Middle School G.T. ELAR
and Honors ELAR
Going into 7th Summer Reading 2024

Dear Parents and Students,

All students enrolled in G.T. ELAR and Honors ELAR are required to participate in Summer Reading assignments. The assignments are aligned with the grade level TEKS and will prepare your child for future ELAR courses.

Your child is required to read one novel of his or her choice from the list.

The Maze Runner by James Dashner---[Science Fiction](#)--(62 chapters- You will do an entry every other chapter to where you will have 31 entries in total).

Drums, Girls, and Dangerous Pie by Jordan Sonnenblick---[Realistic Fiction](#) (21 chapters one entry per chapter- If there are less than 30 chapters in a book, students will have two entries for some chapters)

The Westing Game by Ellen Raskin---[Mystery](#) (30 chapters one entry per chapter)

Annotating novels will strengthen your child's understanding and enjoyment of books. Books may be purchased at Books A Million, Amazon, and Google. Longview Public Library has limited copies. Please note, if you are on a waitlist at the Longview Public Library, you are not guaranteed to receive the book before the start of school.

** Please follow the Dialectical Journal Guidelines below. **

Assignment: Students will complete a Dialectical Journal over the book. The journal must contain at least one entry per chapter or one entry every other chapter. All entries must be typed. Complete journal entries for at least one passage per chapter. If there are less than 30 chapters in a book, students will have two entries per chapter.

Also, students will be given a test on their chosen book within the first week of school. The test will consist of multiple-choice and open-ended essay questions.

If you have any questions, please email Mrs. Jhass at jjhass@lisd.org

Sincerely,
Foster Middle School ELAR Department
(903) 446-2710

DIALECTICAL JOURNAL GUIDELINES

The term “Dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical journal as a series of conversations with your book as you read it. This process is meant to help you develop a better understanding of the novel as you read. Use your journal to record your personal responses to the texts, your ideas about the themes we cover, and our class discussions. You will find that it is a useful way to process what you’re reading and to better understand the book’s content.

Format: (Font Size 12- Times New Roman or Verdana Style)

The passage from the book:	Page number:	My Response & Code:
As you read, choose passages that stand out to you and record them in the left-hand column of the t-chart provided.	Mention the page number in the middle column	In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)

****** After each comment you write, label your responses using the following codes:

(Q) Question – ask about something in the passage that is unclear

(C) Connect – make a connection to your life, the world, or another text

(P) Predict – anticipate what will occur based on what’s in the passage

(CL) Clarify – answer earlier questions or confirm/disaffirm a prediction

(R) Reflect – think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just the way things work?

(E) Evaluate - make a judgment about the character(s), their actions, or what the author is trying to say

****** Here are some examples of higher-level responses. I expect that your responses will be at this level. Sample Dialectical Journal entry: TO KILL A MOCKINGBIRD by Harper Lee
Passages from the text Pg#s Comments & Questions

The passage from the book:	Page number:	My Response & Code
“It seems that the town is a little closed-minded anywhere in town, kept to viewing the Radleys since they don’t go to church themselves, a predilection or do other things common in Maycomb. This unforgivable in seems to be a prejudice against their lifestyle since Maycomb. . . .”	Pg # 9	(R) It seems the town might not really know the Radleys and has become pretty superstitious about them. People often get suspicious about what they don’t understand and what seems strange to them.

CHOOSING PASSAGES FROM THE TEXT:

Look for quotes or passages that seem significant, powerful, thought-provoking, or puzzling.

For example, you might record:

- Effective &/or creative use of literary devices (simile, metaphor, personification, etc)
- Passages that remind you of your own life or something you've seen before
- Shifts or turns in the plot
- A passage that makes you realize something you hadn't seen before
- Examples of patterns: recurring images, ideas, colors, symbols, or themes.
- Passages with confusing language or unfamiliar vocabulary
- Events you find surprising or confusing
- Passages that illustrate a particular character or setting

RESPONDING TO THE TEXT:

You can respond to the text in a variety of ways. The most important thing to remember is that your observations should be specific and detailed.

Basic Responses:

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author or character(s)
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Agree or disagree with a character or the author

Sample Sentence Starters:

- I really don't understand this because...
- I really dislike/like this idea because...
- I think the author is trying to say that...
- This passage reminds me of a time in my life when...
- If I were (name of character) at this point I would...
- This part doesn't make sense because...
- This character reminds me of (name of person) because...

Higher Level Responses:

- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc...)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole