

PTHS 209 “Year-Round” Reading Program

School Year: 2012-2013

Winter, Spring, Summer

RATIONALE AND EXPLANATION

It is important for us to ensure that our students maximize their academic potential. Students’ reading skills can be significantly improved by reading during breaks from school. Therefore, Proviso Township High Schools are implementing a year-round reading program to help our students increase reading skill sets through regular reading, thinking, and writing activities. Reading is the single-most important activity that students can take part in to increase their academic potential and readiness.

Students are to choose a title to read over each break of the school year. Students can refer to the included reading list for possible suggestions. They may also access the listed internet resources for more choices. For this program, students are to choose titles of interest. After a selection is made, the student should write down the title of the selection in his or her Reader Response Journal (This can be found on page 4 of this document). Next, the student should spend at least one hour per day reading the selection. The student will then write an entry in the response journal that answers one of the questions included at the top of the log. The student can print additional copies of the response journal sheet, or he or she can include the required information in a spiral notebook. Parents, please have a conversation with your student about what he or she has read each day. Parents should sign each student entry in the Reader’s Response Journal. We are encouraging parents to read the selection along with the student. The assessment rubric is included at the end of this document. All students must have each of the ten questions addressed and all written responses must have a main idea sentence, at least three detail sentences, and a conclusion sentence.

ASSESSMENT

All students are required to keep a daily reading response journal. This journal must be submitted to the student’s English teacher on the day the student returns from a break. The journal will not be accepted after this day. The student may have a brief conference with the teacher about his or her selection. The student should be prepared to speak with the teacher and/or other students about what he or she read. Failure to complete the journal responses will impact the student’s grade in English.

SUGGESTIONS FOR READING

9 th	10 th	11 th	12 th
<i>How the Garcia Girls Lost Their Accents</i> by Alvarez, Julia	<i>We Beat the Street</i> by Davis, Sampson.	<i>The Killing of Edmund Perry</i> by Anson, Robert.	<i>Robinson Crusoe</i> by Daniel Defoe.
<i>Ms. Thang</i> by Hayes, Sonia.	<i>In These Girls, Hope is A Muscle</i> by Blais, Madeline.	<i>The Fiftieth Anniversary of Brown vs. Board of Education</i> by Cosby, Bill	<i>Ivanhoe</i> by Scott, Sir Walter.
<i>The First Part Last</i> by Johnson, Angela.	<i>Code Orange</i> by Cooney, C.	<i>Yo, Little Brother</i> by Davis, Anthony and Jeffrey Jackson.	<i>Great Expectations</i> by Charles Dickens
<i>Growing Up</i> by Baker, Russell.	<i>Jazmin's Notebook</i> by Grimes, Nikki.	<i>The Aguero Sisters</i> by Garcia, C.	<i>The Importance of Being Ernest</i> by Oscar Wilde
<i>Hoot</i> by Hiaasen, Carl.	<i>Home of the Braves</i> by Klass, David.	<i>Appeal to the Coloured Citizens of the World</i> by Walker, David.	<i>The Tragedy of Macbeth</i> by William Shakespeare
<i>My Lost and Found Life</i> by Bowsher, M.	<i>A Right to be Hostile</i> by McGruder, Aaron.	<i>The Call of the Wild</i> by Jack London	<i>Ceremony</i> by Silko, Leslie Marmon.
<i>Mexican White Boy</i> by De La Penta, Matt.	<i>Stranger in a Strange Land</i> by Heinlein, Robert A.	<i>Public Enemy</i> by McGruder, Aaron.	<i>A Christmas Carol</i> by Charles Dickens
<i>Bang!</i> by Flake, Sharon G.	<i>Midnight's Children</i> by S. Rushdie	<i>A Personal Odyssey</i> by Sowell, Thomas.	<i>The Hunchback of Notre Dame</i> by Victor Hugo

9 th	10 th	11 th	12 th
<i>The Skin I'm In</i> by Flake, Sharon.	<i>The Seagull</i> by A. Chekhov	<i>Dr. Jekyll and Mr. Hyde</i> by Stevenson, Robert Louis.	<i>The Count of Monte Cristo</i> by Alexandre Dumas
<i>The Hero with a Thousand Faces</i> by J. Campbell	<i>A Dead Man's Memoir</i> by M. Balgakov	<i>My Grandfather's Son: A Memoir</i> by Thomas, Clarence.	<i>All Quiet on the Western Front</i> by Erich Maria Remarque
<i>In Search of Our Mothers' Gardens</i> by A. Walker	<i>After Dark</i> by H. Murakami	<i>Uncle Tom's Cabin</i> by H. Beecher Stowe	<i>Crime and Punishment</i> by Dostoyevsky, Fyodor
<i>The Killer Angels</i> by M. Shaara	<i>Tales from A Troubled Land</i> by Alan Paton	<i>Song of Solomon</i> by Toni Morrison	<i>If We Must Die</i> by McKay, Claude.
			<i>Dreams from My Father: A Story of Race and Inheritance</i> by Barack Obama

Additional selections can be found at the following internet websites:

<http://www.ala.org/yalsa/booklistsawards/booklists/outstandingbooks/2009/obcb09>

http://www.reading.org/Libraries/Awards/YoungAdultsChoices2012_web.pdf

<http://www.ala.org/yalsa/bfya/2012/>

Reader Response Journal Prompts

1. After reading, I wonder.....
2. Are the characters realistic? Who do they remind you of?
3. What surprised me in the reading today is....
4. I can relate to what I read today because it....
5. Describe the character or person you would most like to meet. List four questions you would ask that character or person.
6. Describe the major conflict in the selection. What side are you on?
7. Describe how the setting (time, place, social and historical background) influences the character or person in the selection. How would you react to being in the same situation?
8. Examine a character's actions or behavior. Why does the character behave this way? What is wrong with the behavior and what might you suggest to the character as a better option or response?
9. Compare yourself to one of the characters or people in the selection. Identify similarities and differences between you and the character or person. How would the character feel about you in light of the differences you mentioned?
10. Based on an understanding of the author, what do you believe is most likely the author's purpose for writing this selection?

Reader Response Journal

Selection: _____

Student: _____ ID#: _____

Parent/Guardian Name: _____ Contact Number: _____

Circle one: Winter Spring Summer

Date	Time	Pages	Prompt #	Reader Response
				Parent Signature: _____
				Parent Signature: _____

Date	Time	Pages	Prompt #	Reader Response
				Parent Signature:_____
				Parent Signature:_____
				Parent Signature:_____

Date	Time	Pages	Prompt #	Reader Response
				Parent Signature: _____
				Parent Signature: _____
				Parent Signature: _____

Date	Time	Pages	Prompt #	Reader Response
				<div>Parent Signature: _____</div>
				<div>Parent Signature: _____</div>

Date	Time	Pages	Prompt #	Reader Response
				<div>Parent Signature: _____</div>
				<div>Parent Signature: _____</div>

Reader's Response Journal – Assessment Rubric

Student's Name _____ Teacher's Name: _____

Grade Level: _____ Submission Date: _____

At least one prompt is answered for each entry in the Reader's Response column. All ten response journal prompts are answered at least once in the Reader's Response Journal (5 points each).	_____/50
All responses are made up of at least five sentences. Each response must include a main idea sentence, at least three detail sentences, and a conclusion sentence (5 points each).	_____/50
Total Score for the Reader's Response Journal	_____/100