Summer Reading Assignment – Due: Thursday, September 8, 2016

DIRECTIONS:
1. Read your assigned texts.
2. **Maintain a Double-Entry Journal (DEJ).** Your “DEJ” may be handwritten on looseleaf paper or typed. Make sure your name and grade is written on the upper left-hand side of your first page. Staple the pages together. Do not write on the back of the looseleaf paper.

Instructions for your DEJ:
Maintain a double-entry journal that captures your thoughts, questions, and other reactions regarding the text. A “DEJ” is a way to record information and to reflect on and react to that information. It is a way of “making sense” of what you read.

<table>
<thead>
<tr>
<th>The left-hand column of the paper is your place to document your initial reactions to your readings.</th>
<th>The right-hand column is where you record your subsequent reactions to your initial reactions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Notes ❖ Quotations ❖ Main Ideas ❖ Concepts/Evidence ❖ Key Plot Points ❖ Illustrations (pictures, graphs, drawings, cartoons, concept webs) ❖ Questions ❖ Text to Self; Text to Text; Text to World Connections ❖ Unknown Words ❖ Feelings, Thoughts, Ideas</td>
<td>❖ New or Additional Reactions ❖ How has your thinking changed in regards to something you read and then wrote about in the left-hand column? ❖ Additional Questions and Answers ❖ Additional Commentary and Evidence</td>
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</table>

**Each entry should include commentary that attempts to analyze, justify, answer, predict or otherwise elaborate on what has been initially recorded.**
*For example, if you write something about enjoying a particular passage, you must also include reasons why you liked it and perhaps a line or two about the passage’s significance. If you pose a question, attempt to answer it. Do not shy away from providing evidence to support your initial reactions.*

In essence, the left-hand column becomes a running record of your interactions and engagement with the text.

**The following sentence starters may help you with both columns:**
- I began to think of . . .
- I can’t really understand . . .
- I wonder why . . .
- I think . . .
- I know the feeling of . . .
- I can’t believe . . .
- This connects to . . .

- I noticed . . .
- If I were . . .
- I love the way . . .
- I realized . . .
- I was surprised . . .
- I’m not sure . . .
- In comparison to . . . (another work?)

Keep the following word in mind at all times – “BECAUSE” It will force you to explain/support your reactions. Do not write “summaries” of what you read. Again, do not write entries that have a “this happened, then that happened” pattern. Your teacher is interested in what you make of what you have read.

**Cite page numbers in your DEJ.** This will allow you to help facilitate class discussions when you return. In other words, if you have written commentary on a particular passage, please be sure to note the page number. You must attempt to write a follow-up reaction for every single initial reaction. MAKE SURE you have a minimum of ten reactions for each column that in total span the beginning, middle, and end of the work.

**Due Date: You must bring your “DEJ” to the first day of class.** It will serve as an important classroom resource. It will facilitate classroom discussions and allow your teacher to assess your understanding of the text. In addition, you will use your DEJ, class discussions, and class notes to write a diagnostic, argumentative essay within the 1st MP.

Good Luck and see you in September!