

**Western School of Technology and Environmental Science
First Quarter Reading Assignment 2018-2019
ENGLISH 11 Standard and Honors**

First Quarter Reading Assignment Checklist

- Read either *The Great Gatsby* by F. Scott Fitzgerald or *Their Eyes were Watching God* by Zora Neale Hurston.
- As you read, complete at least 15 dialectical journal that demonstrate your personal connection to the text.
- On October 25th (A-day) or October 26th (B-day), you will have an in-class assessment that will assess reading comprehension.

Descriptions of Text

***The Great Gatsby* by F. Scott Fitzgerald**

The Great Gatsby, written by American author F. Scott Fitzgerald, is one of the great classics of twentieth-century literature. Set in the fictional town of West Egg on flourishing Long Island in the summer of 1922, this renowned story has been described as a cautionary tale regarding the American Dream.

Their Eyes Were Watching

In Zora Neale Hurston’s inspirational novel, *Their Eyes Were Watching God*, main character Janie Crawford narrates her "ripening from a vibrant, but voiceless, teenage girl into a woman with her finger on the trigger of her own destiny." Written in 1937, and set in southern Florida in the early 20th century, this novel has come to be regarded as a classically celebrated work in both African-American literature and women’s literature.

Accessing Texts

Student may purchase a personal copy of the book if they choose or borrow from their public library. All BCPS students now have Baltimore County Public Library Accounts allowing them to check out five print or audio books without late fees and unlimited digital resources. Students use their BCPS One card or student identification number to access the resources in person at all [county library branches](#), and use their student identification number for access through the [BCPL website](#). While borrowing privileges may be blocked due to unreturned items (30 days after an item is due), accounts will always offer access to online resources and databases.

Dialectical Journals

A **dialectical journal** is used to arrive at the “truth” of a written work through a written response to quotations from that work. As you complete your assigned reading, choose passages that stand out to you, record them, and evaluate each with your ideas, insights, questions, reflections, and/or comments. Record your responses in a T-chart as in the example provided below.

What do I record?

Quotation (page #) Sentence, line, phrase, or paraphrase that:	Reaction / Response Explanation of why you chose the quotation/passage
<ul style="list-style-type: none"> • May remind you of something; make you think or question 	<ul style="list-style-type: none"> • Making a Connection: to personal experiences, life, other literature, etc. • Question/Prediction: Ask questions while you read and make predictions. • Interpret/Evaluate: Determine the meaning of what you’ve read; Form opinions both while you’re reading and after you’ve finished. Develop

Quotation (page #) Sentence, line, phrase, or paraphrase that:	Reaction / Response Explanation of why you chose the quotation/passage
<ul style="list-style-type: none"> • May reveal insight about theme, character development, etc. • May be an example of pleasing or disturbing writing style 	<p>your own judgments about the characters and your own ideas about events.</p> <ul style="list-style-type: none"> • Extend the Meaning: What does the quote say about all people and humanity? • Challenging the Text: Form questions about the validity of implied/explicit connections or claims, reliability of narrator, development of plot, character, style, etc.

Choosing Passages

Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- Effective &/or creative use of stylistic or literary devices
- Passages that remind you of your own life or something you've seen before
- Structural 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 motifs.
- 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*. You can write as much as you want for each entry.

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

Higher Level Response

- Analyze the text for use of literary devices (tone, structure, style, imagery)
- 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

Sample Sentence Starters

You are not required to use the sentence starters below, but may utilize them if you find them helpful.

- 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...because...
- This part doesn't make sense because...
- This character reminds me of (name of person) because...

Example

Quotation (page #) Sentence, line, phrase, or paraphrase that:	Reaction / Response Explanation of why you chose the quotation/passage.
<p>“Everything about our session pleased me: the smallness of the room; the noise of the janitor’s broom hitting the edge of the long hallway outside the door; the green of the sun, lighting the wall; and the old woman’s face blurred white with a beard. Most of the time we took turns, I began with my elementary text. Sentences of astonishing simplicity seemed to me lifeless and drab: “The boy ran from the rain. . .She wanted to sing. . .The kite rose in the blue.’ Then the old nun would read from her favorite books, usually biographies of early American presidents. Playfully she ran through complex, calling the words alive with her voice, making it seem that the author somehow was speaking directly to me. I smiled just to listen to her. I sat there and sensed for the very first time some possibility of fellowship between a reader and a writer, a communication, never <i>intimate</i> like that I heard spoken words at home convey, but nonetheless <i>personal</i>” (64).</p>	<p>Rodriguez, here, relies primarily on syntax and imagery to accurately convey this important moment. He takes the time to list in series the positive things about the session. This listing of various details with active diction helps the reader to conjure a real life image of the author’s perception. He even takes the time to convey the exact sentence of simplicity he read. The active diction of the sentences evoking various images seems “drab” to him. While the “blurred white” faced woman evokes a “fellowship between the reader and writer”. The exchange between his words and the woman is a parallel to the transformation he feels with different literature. The sentence structure gets more complex as the author struggles internally to come to the realization of the “personal” fellowship he experiences. To mark the clarity in his thoughts toward the end of the passage makes a distinction between the “intimate” and “personal.” The italics here emphasize the clarity and confidence of the inner thoughts of the character at this point.</p>