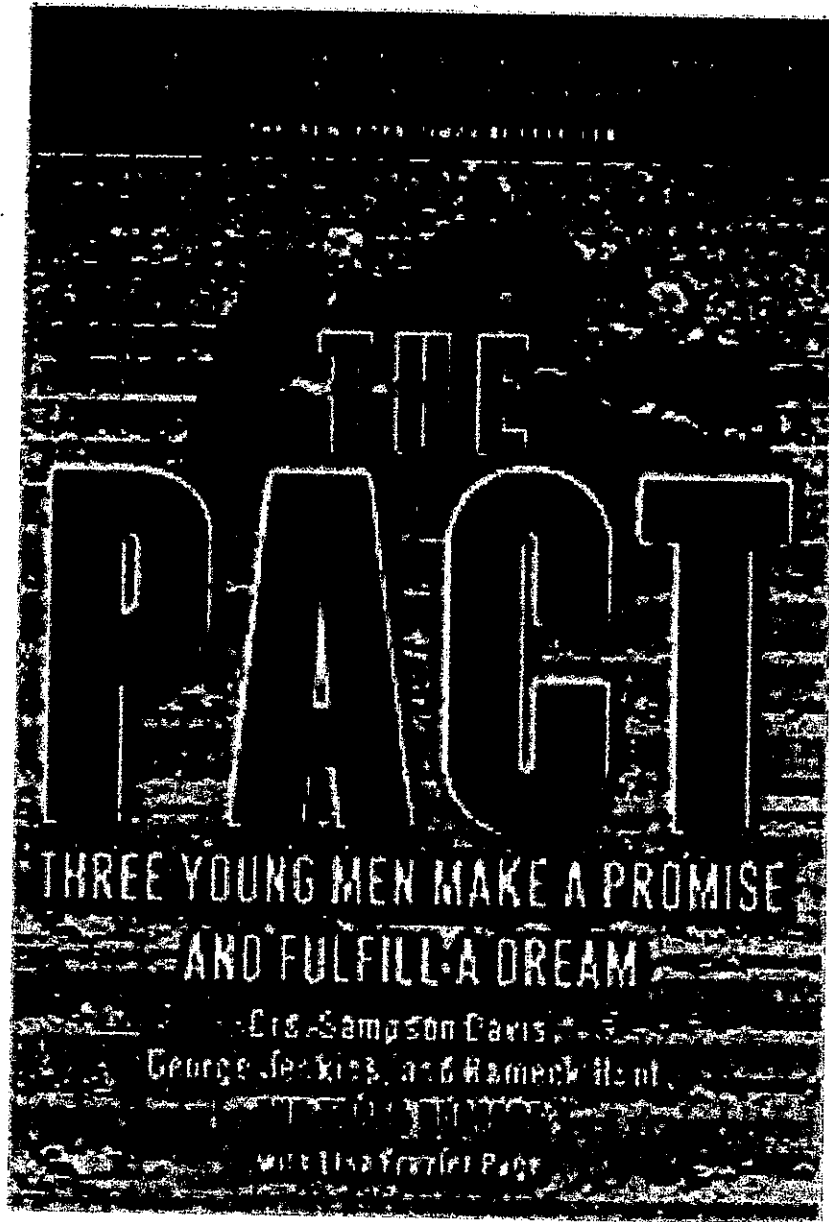


East Orange School District

Grades 6-8 Required Summer Reading



Student Packet
Summer 2017

EAST ORANGE SCHOOL DISTRICT
DIVISION OF CURRICULUM SERVICES
Cicely L. Tyson Community School of Performing & Fine Arts
Middle/High School
35 Winans Street – 2nd floor
East Orange, New Jersey 07017-1026
Phone (973) 266-3443 ext. 28257 Fax (973) 266-5964
<http://www.eastorange.k12.nj.us>

Board Members

Mr. Bergson Leneus, President
Ms. Terry S. Tucker, Vice President
Dr. Kristie M. Howard
Mr. Cameron B. Jones, Sr.
Ms. Marjorie Perry
Ms. Joy B. Tolliver, Esq.
Mr. Jenabu C. Williams, MPA

Superintendent of Schools

Dr. Kevin R. West
kevin.west@eastorange.k12.nj.us

Assistant Superintendent

Dr. Dana E. Walker
dana.walker@eastorange.k12.nj.us

June 8, 2017

Dear Parents and/or Guardians:

During the summer, the East Orange School District (EOSD), is requiring that **all students** entering grades **six through twelve**, participate in the EOSD's school-wide initiative to develop life-long readers and increase students' vocabulary, higher level thinking and comprehension skills. Research has proven that students experience an average summer learning loss in reading achievement of more than 2 months. This summer learning loss consistently contributes to the achievement gap in reading performance. The need for students to remain engaged in thinking through reading is why we have purchased one book per student and created this packet!

The curriculum supervisors have chosen books that will contribute to your child's ability to be successful next year. **Your child is required to read one book and complete a packet of reading tasks.** Additionally, we have included a list of supplemental books, articles, and links to challenge our scholars and further extend their learning.

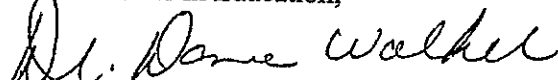
All students entering grades six, seven, and eight are required to read The Pact by Sampson Davis. All students entering grades nine, ten, eleven and twelve are required to read 1984 by George Orwell.

During the first week of school in the fall, all students will be expected to participate in class discussions and submit their assignments.

All book titles are available in various formats and at various locations. If you own a tablet, iPad, Nook, or eReader, books can be purchased and downloaded using the Barnes & Noble website: <http://www.barnesandnoble.com/>. Attached is a listing of the additional selections for grades six through twelve.

Have a safe and wonderful summer of continued learning. We look forward to seeing your child in the fall!

Your Partner in Education,



Dr. Dana E. Walker
Assistant Superintendent

DEW:h

"Developing Leaders One Student at a Time"

Importance of Summer Reading

The “summer slide” is the tendency for students to lose some of the academic gains they made during the school year. Many students fall behind during the summer unless they are given the attention and resources to continue the learning process during these pivotal summer months.

Having access to books and other educational resources during the summer reinforces reading fluency, comprehension, vocabulary and writing, all critical to improving and maintaining a student’s academic success. Students who do not read, write, think critically and discuss literature, will continue to fall behind every summer; consequently, making the achievement gap nearly too great to close.

Did you know that summer reading could improve?

- Reading and writing proficiencies
- Building of vocabulary skills
- Development of grammar
- Test scores
- Enjoyment of reading

All of these fundamentals are vital for students to be considered to be college bound and career-ready.

One Book, One School Initiative

The “One Book, One School” summer reading initiative is designed to promote reading literacy in our school community. The premise of this initiative is to have every student and staff members read the same book over the summer to create a shared reading experience across the entire district.

Deadline, Activities & Assessment

All titles and activities must be completed and submitted by **TUESDAY, SEPTEMBER 5, 2017**. On **TUESDAY, SEPTEMBER 5, 2017**, students will be required to hand in their dialectical reading journal. During the week, students will participate in class discussions and take a short assessment on the book. Since we have provided a copy of the book to each student, the only other material needed is a spiral notebook or looseleaf paper in a folder, or computer to answer and email assignments.

Dialectical Journaling

The term “Dialectic” is defined as, “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 within the text you are reading over the summer. The process is meant to help you develop a better understanding of the text while reading. Use your journal to incorporate

your personal responses to the text. This can include your ideas and thoughts about the theme(s), tone and purpose of the text. This strategy is a useful way to process what you're reading, prepare for class/group discussion, and gather textual evidence for your Literary Analysis assignments. The procedures for maintaining your dialectical journal are attached; therefore, it is pertinent to follow this process thoroughly.

Grading

All summer reading assignments will be incorporated into the student's first quarter grade and is worth a value of 20 classwork points.

Audio and eBooks

Books are available in different formats (eBook, audiobook) at Barnes and Nobles in Livingston, Clifton and Springfield. Each store has access to the required reading and task.

“The Pact” by Drs. Sampson Davis, George Jenkins, and Rameck Hunt

College & Career Readiness Anchor Standards

- Reading - CCRA.R1, CCRA.R2, CCRA.R3, CCRA.R4, CCRA.R5, CCRA.R6, CCRA.R8, CCRA.R.10
- Writing - CCRA.W1, CCRA.W2, CCRA.W4

Book Summary

A national bestseller by Drs. Sampson Davis, George Jenkins, and Rameck Hunt with Lisa Frazier Page, is the true story of how three young men join forces to beat the odds and become doctors. They grew up on the streets of Newark, facing city life's temptations, pitfalls, even jail. But one day these three young men made a pact. They promised each other they would all become doctors, and stick it out together through the long, difficult journey to attain that dream. Sampson Davis, George Jenkins, and Rameck Hunt are not only friends to this day—they are all doctors. This is a story about the power of friendship. Of joining forces and beating the odds. A story about changing your life, and the lives of those you love most together.

Description of Assignment

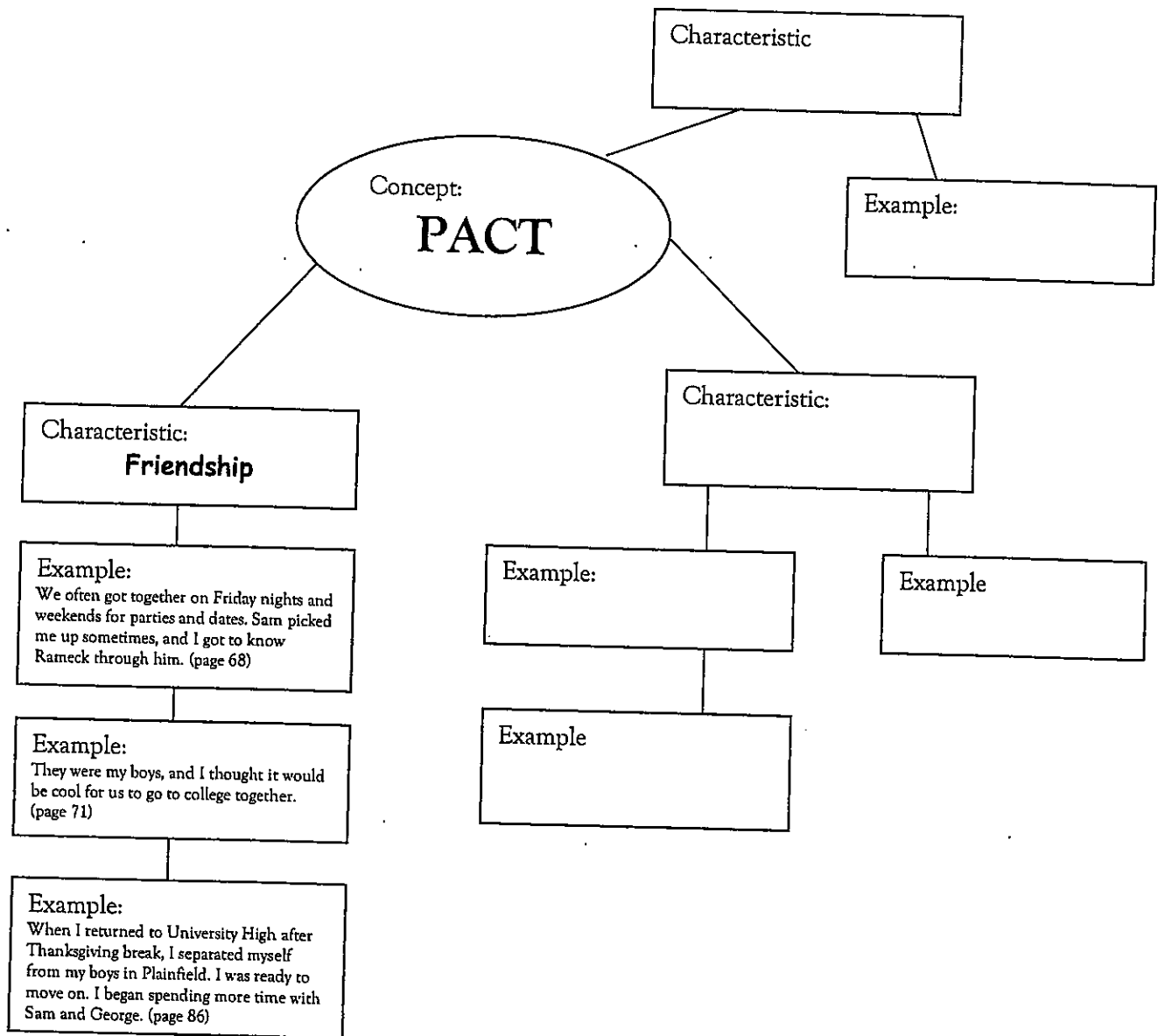
- You will read this book over the summer in preparation for your first day back at school.
- Students will respond the questions for each section of the book. These responses should be thoughtful and well written. Use evidence from the text to support each response to receive full credit/points.
- Upon returning back to school, students will participate in small group activities to discuss the book, the themes it addresses, and how we can use the lessons from this book to make a difference in our school and community.
- These written responses will count as part of your Q1 English grade.

What you will need to bring with you the first day of school:

- Your personal copy of the book
- This summer reading guide packet
- Any additional notes or questions you recorded while reading *The Pact* over the summer.
- Your completed dialectical journal and chapter questions

Pre-Reading Activity 1- Concept Definition Map

Create a word map using the word "PACT" as your concept. Complete your map by writing your own definition of the word.



Pre-Reading Activity 2 - What Do You Think?

Read the Epilogue located at the end of the novel. Jot down sentences, phrases and words you think are most important. Why? Explain your choices. Please choose at least 6 selections.

During Reading Activity 1 - Dialectical Journaling

The term "Dialectic" is defined as, *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 the text while reading. The process is meant to help you develop a better understanding of the text you read. Use your journal to incorporate your personal responses to the text and your ideas about the theme of the text. You will find that it is a useful way to process what you're reading, prepare yourself for group discussions, and gather textual evidence from the reading.

Procedure

- 1) As you read, choose passages that stand out to you and record them in the left-hand column of the chart (*ALWAYS include page numbers*).
- 2) In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)
- 3) You must 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/author of the article. What conclusions can you draw about the world, about human nature, or just the way things work?
 - (E) Evaluate - make a judgment about what the author is trying to say

Sample Dialectical Journal entry: Going Beyond the Yellow Highlighter

Passage/Sentence/Idea from the text. Must quote at least 3-5 per reading chapter. Make sure to number them.	Page # and Paragraph	<i>EACH</i> passage you quote or respond to must relate to one of the following codes above. Make sure to use a variety. Using the same codes for most or all of your entries will result in a lower score.
1. "Man, I think I want to do this." I added. "Why don't we go ahead and do this together?"	72/1	(C) I can relate since I attended both undergraduate and graduate schools with my best friend and first cousin. We made a conscious decision to go to school together to support one another through the process.
2. "When I returned to University High after Thanksgiving break, I separated myself from my boys in Plainfield.	87/2	(Q) Has Rameck's decision to change his life's direction also change any of his Plainfield friends decisions?

Choosing Passages from the Text

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

- Effective and/or creative use of 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 had not 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)
- 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

- 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

“The Pact” Chapter Questions: Answer each of the following questions in a notebook or looseleaf folder. Responses can also be typed and emailed to your teacher.

Introduction

1. Define “positive peer pressure” based on the information the doctors provide in the introduction.
2. Who influences young people the most? Is it their family, peers, community?
3. How are friendships good? How are they bad?

Chapters 1 – 5

1. Using chapters 1-5, write a summary of the chapter you found most influential. Be sure to include details from the beginning, middle and end of the chapter. Your summary must contain a minimum of two (2) paragraphs.
2. What is the meaning of the word “boisterous” as it is used on page 9 in the text?
3. How does a trip to the dentist change George’s life? Cite evidence from the text to support your answer.
4. Analyze the personalities of George’s biological and stepfather. How are they alike? How are they different?
5. Explain how divorce and surroundings affected Sam’s attitude and perception? Use evidence to support your answer.

Read the line from the text and answer the question that follows.

...the Roselene I remember most suffered from some kind of mental problem that made her paranoid and compulsive.

6. What is the meaning of the “compulsive” as it is used on page?
7. Describe Rameck’s mother and grandmother’s relationship? Which words, sentence or phrase best supports your answer.
8. After reading Chapter 3, who is the most influential person in Rameck’s life. Use evidence from the chapter to support your answer.
9. How is the meaning of the word “predominately” used on page 61?
10. What changed Rameck and his friends’ dreams? Use evidence from the text to support your answer.

Chapters 6-10

1. Using chapters 6-10, write a summary of the most influential chapter to you. Be sure to include details from the beginning, middle and end of the chapter. Your summary must contain a minimum of two (2) paragraphs.
2. How did the pact Sam made with George and Rameck seem to him now? Use words and details from the text to support your answer.
3. Reread pages 104 and 105. Describe in your own words the unfortunate incident that occurred with Ahi.

Read the line from page 108, then answer the question that follows.

But with hindsight, I realize that avoiding the older, more intimidating boys, and even becoming a big brother to my friends, was an excellent strategy.

4. What is the meaning of the word "hindsight" as it is used on page 108?
5. Explain the circumstances surrounding the early arrival to Seton Hall in June as opposed to August, when the fall semester began?
6. What did Carla learn and discover at the Black Issues Conference before she interviewed the boys for the program? What effects did it have on her. Use evidence from the text to support your answer.
7. Why was Carla so upset with the boy's initial decorating plan for the bulletin board?
8. Describe Rameck's freshman year at Seton Hall. What obstacles did he have to hurdle during the year?

Chapters 11-19

1. How did family relationships influence these boys' lives? What stands out about each of their childhood experiences at home?
2. Identify a common theme in chapters 13 and 14. Cite details from each chapter to support your response.
3. How do the details in each chapter help shape the theme of chapters 13 and 14?

Read the line from page 185 then answer the question that follows.

The school passed out literature explaining the logistical details of the exam, but I was so busy preparing for graduation that I forgot to read it...

4. What is the meaning of the word "logistical" as it is used on page 185?
5. Summarize the incident surrounding Rameck's arrest in chapter 15
6. What is the central idea presented in chapter 16?
7. What is the meaning of the word "insurmountable" as it is used on page 9 in the text?

8. Reread pages 181, 238 and 239. What do Fellease (Dr. Sam's sister) and Ryan White have in common? Use evidence from the text to support your answer.

After Reading Activities - Choose 1 of the 3 choices:

1. The narrators cite role models as huge influences on their lives. Describe how Mr. Jackson, Miss Johnson, Reggie, and Carla affected George, Sam, and Rameck. Do you think individuals are encouraged to take on leadership roles in troubled communities? Why or why not? Use evidence from the chapters to support your claim.
2. An acronym is a word formed from the first letters or syllables of other words, such as NBA (National Basketball Association), UNICEF (United Nations Children's Fund). Using the title and details from the book, make an appropriate acronym for The Pact.
3. Research the "History of Hip Hop/Rap." Create a timeline showing the evolution of the dance and music form. Research themes that are played out in the lyrics of Hip Hop music. What role do you feel Hip Hop/Rap played in the culture of the characters' lives in The Pact?

Supplemental Article Links and Books:

- Letters to a Young Brother: Manifest Your Destiny by Hill Harper
- The Blind Side: Evolution of a Game by Michael Lewis
- Overcoming the Odds by Dr. Antonio J. Webb
- NJ.com - Michael B. Jordan comments on race, growing up in Newark spark heated fan reaction
http://www.nj.com/essex/index.ssf/2015/09/michael_b_jordan_talks_growing_up_in_newark_stirs.html
- Huffington Post - 100 Percent Of Seniors At Chicago School Admitted To College For 7th Year In A Row
http://www.huffingtonpost.com/entry/100-percent-of-seniors-at-chicago-school-admitted-to-college-for-7th-year-in-a-row_us_5722273ee4b0b49df6aa5aaa

East Orange Board of Education

Mr. Bergson Leneus, President
Ms. Terry S. Tucker, Vice President
Dr. Kristie M. Howard
Mr. Cameron B. Jones, Sr.
Ms. Marjorie Perry
Ms. Joy B. Toliver, Esq.
Mr. Jenabu C. Williams, MPA

Central Office Administration

Dr. Kevin R. West, Superintendent
Mr. Victor Demming, School Business Administrator
Dr. Deborah Harvest, Assistant Superintendent for
Operations
Dr. Dana Walker, Assistant Superintendent for Curriculum
Services
Ms. Marissa McKenzie, Director of Labor Relations and
Employment Services

Secondary Central Office ELA Supervisor

Ms. Yukima Vannoy
Supervisor of Language Arts/Literature 6 - 12