



“Not all readers are leaders, but all leaders are readers.”

- Harry S. Truman

Dear Parents, Guardians, and Students:

The DCTS Summer Reading Project is designed to encourage student interest in reading and to enrich comprehension skills. This project will provide the potential for students to read about a subject of their choice. DCTS is requiring the completion of this assignment by **Thursday, August 30, 2018**.

As stated in the quote above, “leaders are readers.” It is our most sincere hope that each and every student passing through DCTS will have the skills and tools necessary to become leaders in the workplace and the community. With that in mind, we feel it is imperative that our students take advantage of every chance to better themselves. While students sometimes balk at the thought of additional reading, we encourage every opportunity for reading and analyzing that presents itself throughout the entire year. Learning is not a “9 to 5” endeavor; it is a life-long necessity that enables *all* people, to be more successful and more aware of the world around them.

**Students are expected to have this assignment ready on its due date. Like any workplace expectation, there are no exceptions. The summer reading is to be completed and ready to hand in on the date specified. This project will comprise 100 points in the Assignments grade category of each student’s quarter one English grade. This category comprises 30% of a student’s overall marking period grade.**

We thank you for taking the time to review this assignment. If you have any questions please contact your student’s teacher or Ms. Marecki, English Department Curriculum Coordinator. Names and emails of all teachers in the department are included on page ten of this packet. You may also access the project, and additional resources, 24 hours a day on the DCTS website at: [www.dcts.org](http://www.dcts.org).

Parents/Guardians, the teachers and staff appreciate the support you are offering to your student, and if there is anything we can do to help you, please do not hesitate to contact us. Our email addresses are included on the last page of this packet.

Sincerely,

The DCTS English/Language Arts Department

Dauphin County Technical School  
6001 Locust Lane  
Harrisburg, PA 17109  
(717) 652-3170

*The man who doesn't read good books has no advantage over the man who can't read them.*

- Mark Twain



## Summer Reading Project

Over the course of the summer DCTS students are expected to:

1. read a book or periodicals of their choice.
2. complete and hand in assignment to English teacher on due date.

Instructors may also require additional activities and/or projects. Below, you will find the criteria for choosing your reading material and other essential assignment information.

### Choosing your reading material and completing your assignment:

#### BOOK

- 9<sup>th</sup> graders: Minimum of 150 pages
- 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders: Minimum of 200 pages
- You may read any school appropriate book.
- You are encouraged, but not required, to annotate as you read.
- You must complete 20 Double Entry Journal responses of 5 lines each.
- You must complete the required summary.

OR

#### PERIODICALS

You may choose one of the following options:

- **Newspapers:** Minimum of 15 articles
- **Magazines/Trade Journals:** Minimum of 10 articles
- You must complete one Periodical Review Sheet for each periodical article you read.

### Completing the assignment:

1. Choose a book or periodicals.
2. Read the text you have chosen. Annotating is optional, and encouraged.
3. If you chose a book: Complete 20 Double Entry Journal (DEJ) responses, with a minimum of 5 lines for each response. Then, complete the summary.
4. If you chose periodicals: Complete the Periodical Review Sheet for each article.

**Please note: *The required assignments are different for books and periodicals.***

**\*\*If you have any questions over the summer, please see the contact sheet at the end of this packet. You may e-mail any of the English teachers on that list.\*\***

## Annotating to Document Reading Comprehension (OPTIONAL)

Annotating is optional. It is a strategy useful for ensuring comprehension of the material you read. Additionally, it can assist with completing your Double Entry Journal and your summary. Therefore, it is highly recommended.

Sticky Notes and margin notes should contain the following information:

1. Symbol(s)
2. Brief written explanation of what the reader is thinking
3. Page number and paragraph number (not necessary for margin annotations)

You can use your sticky notes to complete your **Double Entry Journal (DEJ)**, so make sure you keep them in order. (This is also why page and paragraph numbers are important!)

Symbols to use on sticky notes:

- !! Something that is important to you.
- ? Something you don't understand, or about which you have questions.
- Ø Something with which you disagree.
- ☺ Something with which you agree, or something you like, or something that makes you smile.
- ♥ Something with which you personally connect.

Example of sticky note annotations for books:

!!  
I think this information about gas prices is really important because now that I have my driver's license, my parents have asked me to buy my own gas when I borrow the car.  
Pg. 3A  
Para. 1

Example of annotations in the margins of an article:

Directions:  
1. Demonstrate evidence of close reading.  
2. Highlight your confusion.  
3. Answer the two questions at the bottom of the page.  
4. Write a 1+ page reflection in your WN.

**Do Cell Phones Cause Cancer?**

Are cell phones dangerous?  
The scientific consensus has long been that they are not—though recently, some troubling research has led to new doubts. As soon as mobile phones began hitting the market in the 1980s, concerns were raised that the electromagnetic radio waves they emit might cause brain tumors and other types of cancer. But as cell phones became ubiquitous, at least a dozen major studies found no such link. The Food and Drug Administration said recently that three large epidemiological studies since 2000 showed "no harmful effects" from cell phone use, and the World Health Organization holds a similar view. The theory that cell phones pose health risks, says Dr. Eugene Flamm, chairman of neurosurgery at New York's Montefiore Medical Center, "defies credulity."

What's the basis of that contention?  
Cell phones emit non-ionizing radiation, waves of energy that are too weak to break the chemical bonds within cells or to cause the DNA damage known to cause cancer. There is simply no known biological mechanism to explain how non-ionizing radiation might lead to cancer. But some researchers say that the lack of a known mechanism does not rule out the possibility that one exists and has yet to be understood. They also say that older studies on cell phone safety contained a major flaw: what was the flaw?

What's the flaw?  
As the FDA itself acknowledges, most of the studies examined cell phone use over a period of about three years—not long enough to rule out the possibility of long-term effects. "It takes at least 10, 20, or 30 years to see exposure to cancer," says Israeli neuroscientist Dr. Siegal Sadetzki. She points out that it took decades before scientists could prove that people exposed to radiation at Hiroshima had a much higher incidence of brain tumors. Critics also say that the studies have largely ignored the impact of cell phones on teenagers and preteens whose developing brains may be more vulnerable, especially since many of them tend to use cell phones for hours every day (see box).

What does recent research show?  
Two major studies have found an association, though not a causal relationship, between cell phone use and certain cancers. Last year, the American Journal of Epidemiology published data from Israel finding a 50 percent higher risk of cancer of the parotid, a salivary gland near the ear, among habitual cell phone users. A Swedish analysis of 16 studies in the journal Occupational and Environmental Medicine showed a doubling of risk for acoustic neuroma, a tumor that occurs where the ear meets the brain, after 10 years of heavy cell phone use. "There are some very disconcerting findings that suggest a problem," says Dr. Louis Sleisin, editor of Microwave News, an industry publication that tracks the research, "although it's much too early to reach a conclusive view."

How long does someone have to use a phone to get cancer on their brain?

What's the flaw? Like the researchers? I mean, it's no mystery. It's something is unknown to us. Society doesn't mean, it's no there.

Scientists ignore the impact on teenagers? why? Can't they see that it's mainly the teenagers? are adults to their cell phones? I

## **READ THIS SECTION IF YOU ARE CHOOSING A BOOK**

### **BOOK**

- 9<sup>th</sup> graders: Minimum of 150 pages
- 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders: Minimum of 200 pages
- You may choose fiction or nonfiction.
- Your book must contain content that is school appropriate. If you wouldn't recommend the book to your principal, teacher, or employer, then the book is not appropriate.
- Annotating is optional. Use sticky notes and see page 3 for directions.
- Complete the Double Entry Journal (DEJ) and Summary.

## BOOK: Double Entry Journals (DEJ)

The Double Entry Journal is a type of two column, double entry note taking. It helps readers construct meaning from a text, to make personal connections to what they read, and to write down the insights they gain from reading (what they have learned). This type of journal allows students to question, elaborate, make connections, evaluate, reflect upon, make predictions, analyze, and interpret what they have read.

**If you read a book**, you are required to come to English class on the due date with **20 responses**, comprised of a minimum of **5 lines each** on your Double Entry Journal. Your objective is to:

1. Find key quotes, phrases, or passages that you think are interesting, important, or significant. You can tell a passage is significant if it prompts you to ask questions, seems like it's important or a main idea, or you can connect something being described to something you have felt, experienced, or learned about.
2. On the left side of the journal, **copy the exact quote, phrase, or passage** and page number.
3. On the right side of the journal, **respond, in your own words**, to the text you have written on the left side of the journal.
4. The copied quote and the response constitute ONE entry.
5. NUMBER your entries.

Example Double Entry Journal for a **BOOK**:

Title of Book:	
<p><b>From the Text...</b></p> <p>LEFT SIDE</p> <ul style="list-style-type: none"> <li>• a passage</li> <li>• interesting language</li> <li>• quotation</li> <li>• key event</li> <li>• critical fact</li> <li>• main idea</li> <li>• a problem or conflict</li> </ul> <p>Don't forget to include the page number!</p>	<p><b>From Your Mind...</b></p> <p>RIGHT SIDE</p> <ul style="list-style-type: none"> <li>• a reaction</li> <li>• a theory or hypothesis</li> <li>• a comparison</li> <li>• an explanation</li> <li>• a discussion of significance</li> <li>• a discussion of reactions to the text</li> </ul>
<p><i>Example:</i></p> <p>#1  <i>"...I instead uncovered other dimensions different and apart from everything. One of them, a bizarre and wonderful place, showed me visions of possible futures." Page 15</i></p>	<p><i>Example:</i></p> <p>#1  <i>When I read this I envisioned my own future and how it will be, and thought about how my choices now will affect my life then. I chose my shop so I would have more options after graduation, and I now select my academic classes to prepare myself for college. My choices now are important to my future.</i></p> <p>Remember: Responses MUST be a minimum of 5 lines for credit.</p>

Name: \_\_\_\_\_

Title of **Book**: \_\_\_\_\_

Author: \_\_\_\_\_

<b>Copied passage/phrase or quote from the text:</b>	<b>Response from your mind:</b>

*\*Use this model for BOOK choice to type on a computer or make your own DEJs in a notebook.\**

## **Book: Writing a Summary**

### **Formatting your summary:**

- Your summary is to be written on white, lined paper or typed in Times New Roman, 12 pt. font with double spacing.
- You must have a heading that includes your first and last name, grade you will be entering next school year, and the title of your book.
- Your summary must be a MINIMUM of THREE well written, fully formed paragraphs.
- Each paragraph must contain a topic sentence and relevant details.
- All sentences must begin with capital letters and end with appropriate punctuation.
- Titles of books are to be underlined if handwritten, and in italics if typed.

### **Writing your summary:**

- Write in the present tense (ex: the author states, not stated).
- Make sure to include the author and title of the work in the beginning of your summary.
- Be concise: a summary should not be equal in length to the original text.
- If you must use the words of the author, cite them. If you do quote, only quote very brief phrases or words.
- Don't put your own opinions, ideas, or interpretations into the summary. The purpose of writing a summary is to accurately represent what the author wanted to say, not to provide a critique.
- You may attach additional paper if necessary.
- Submit the summary with your Double Entry Journal.

## **READ THIS SECTION IF YOU ARE CHOOSING PERIODICALS**

### **PERIODICALS (Magazines and Newspapers)**

You may choose one of the following options:

- **Newspapers:** Minimum of 15 articles
- **Magazines/Trade Journals:** Minimum of 10 articles
- If you read a periodical, you are required to come to English class on the due date with one completed **PERIODICAL REVIEW SHEET** for each periodical you read.
- See page 3 for annotating instructions. Annotating is optional, and encouraged.

**PERIODICAL REVIEW SHEET (side 1)**

**Your Name:** \_\_\_\_\_ **Class Period:** \_\_\_\_\_

**Title of Periodical:** \_\_\_\_\_

**Name of Source:** \_\_\_\_\_ **Source Issue Date:** \_\_\_\_\_

**Author's Name:** \_\_\_\_\_ **Page Numbers:** \_\_\_\_\_

**BEFORE READING:**

- Read title of text and look at photos/graphics.
- Write down three things you know or three questions that come to mind about this topic:
  - 1.
  - 2.
  - 3.

**DURING READING**

1. Annotate your article in the margins.
2. Complete double entry journal notes as follows:

<b>Copied passage/phrase or quote from the text:</b>	<b>Response from your mind:</b>

*\*You must make copies of both sides of the Periodical Review Sheet.\**

## PERIODICAL REVIEW SHEET (side 2)

### **AFTER READING a Periodical**

Using complete sentences, write a minimum of TWO PARAGRAPHS for each periodical:

- a brief summary of the article.
- explain WHY it is important to you.

**\*Paragraphs contain a topic sentence, supporting facts, examples, and details. They also contain a concluding sentence.\***

### **Summary**

### **Why this is important to me...**

**\*Don't forget to staple your article behind this sheet.\***

# ??? QUESTIONS ???

You are encouraged and expected to contact Ms. Marecki or your English teacher via email when you have questions.

Mrs. E. Nec	<a href="mailto:enec@dcts.org">enec@dcts.org</a>
Mr. J. Williams	<a href="mailto:jwilliams@dcts.org">jwilliams@dcts.org</a> , <a href="mailto:mrwilliamsdcts@gmail.com">mrwilliamsdcts@gmail.com</a>
Mr. D. Hollen	<a href="mailto:dhollen@dcts.org">dhollen@dcts.org</a>
Mrs. R. Cangialosi	<a href="mailto:rcangialosi@dcts.org">rcangialosi@dcts.org</a>
Mr. T. Samuel	<a href="mailto:tsamuel@dcts.org">tsamuel@dcts.org</a>
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Mr. T. Wonders	<a href="mailto:twonders@dcts.org">twonders@dcts.org</a>
Mrs. M. Robinson-Snyder	<a href="mailto:mrobinsonsnnyder@dcts.org">mrobinsonsnnyder@dcts.org</a>
Mrs. K. McConnell	<a href="mailto:kmccconnell@dcts.org">kmccconnell@dcts.org</a>

## Questions to ask YOURSELF:

1. Would I prefer to read a book or several periodicals?
2. In which books or periodicals am I interested? Where can I obtain them?
3. Do I know how to complete a Double Entry Journal? If not, who will I ask?
4. What are the requirements for my chosen reading material, and how will I meet them?
5. Am I ready to submit my double entry journals, project, and book on the due date?
6. If I'm having any trouble at all, or if I have questions, who will I contact??



## Book Option

<b>Summary:</b> 40 Points	<b>Format</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Written on white, lined paper or typed in Times New Roman, 12 pt. font with double spacing</li> <li><input type="checkbox"/> Heading includes first and last name, grade, title</li> <li><input type="checkbox"/> Three or more paragraphs</li> <li><input type="checkbox"/> All paragraphs contain topic sentence and relevant details</li> <li><input type="checkbox"/> All sentences begin with capital letters and end with appropriate punctuation</li> <li><input type="checkbox"/> Title of book is underlined if handwritten, italicized if typed</li> </ul>		<b>Total Points:</b>  _____/15	<b>Student Name:</b>  <b>Period:</b>  <b>Score: _____/100</b>
	<b>Content</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Written in the present tense (ex: the author states, not stated)</li> <li><input type="checkbox"/> Author and title of the work included in the beginning of the summary</li> <li><input type="checkbox"/> Concise</li> <li><input type="checkbox"/> Author's words are cited; minimal citations</li> <li><input type="checkbox"/> No opinions, interpretations, or critiques of the work text</li> </ul>		<b>Total Points:</b>  _____/25	<b>Comments:</b>
<b>Double Entry Journal:</b> 60 Points	<b>Completion</b> * Minimum of 20 quotes/passages documented (1 pt each)	Number of quotes/passages:	<b>Total Points:</b>  _____/20	
	*Minimum of 20 responses (1 pt each)	Number of responses:	_____/20	
	*Each response a minimum of 5 lines (1 pt each)	Number of 5 line responses:	<b>Total Points:</b>  _____/20	
Numbered Entries: 10 points	*Entries are numbered (10 pts all or nothing)		<b>Total Points:</b>  _____/10	



### Periodicals Option

<b>10 pts</b> Zero points if not all submitted	<b>Completion</b>  <b>Newspaper</b> *Minimum of 15 articles submitted	<b>10 pts</b> Zero points if not all submitted	<b>Completion</b>  <b>Magazines</b> *Minimum of 10 articles submitted	<b>Total Points:</b>  _____/	<b>Student Name:</b>  <b>Period:</b>  <b>Score: _____/100</b>
<b>90 pts</b> 6 pts each	<b>Periodical Review Sheets</b> *One for each article (15) *All areas completed, including paragraph responses	<b>90 pts</b> 9 pts each	<b>Periodical Review Sheets</b> *One for each article (10) *All areas completed, including paragraph responses	<b>Total Points:</b>  _____/	

Comments:



## Parent/Guardian Receipt of DCTS Summer Reading Project Assignment 2018

Parent/Guardian, please sign below, detach, and return to your student's English teacher by \_\_\_\_\_ to affirm that you have read and understand the requirements of the DCTS Summer Reading Project Assignment.

We thank you for your support as we endeavor to provide the highest quality education possible for your student!

Printed Parent/Guardian Name \_\_\_\_\_ Parent Signature \_\_\_\_\_

Student's Name \_\_\_\_\_ Student's English Teacher \_\_\_\_\_

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## Student Receipt of DCTS Summer Reading Project Assignment 2018

This documentation serves to attest that:

- You have received the DCTS Summer Reading Project assignment.
- You have read through the packet.
- A representative of DCTS has reviewed the expectations with you.
- You have had the opportunity to ask clarifying questions.
- You understand that if you have questions over the summer, you are expected to contact Ms. Marecki or another teacher on the list in this packet.

If you have access to the internet, please complete the Google Form linked here:

<https://goo.gl/forms/FotyUeZPY0KT5ypS2>

If you do NOT have access to the internet, please complete the paper form below and return to your English teacher by: \_\_\_\_\_.

Student Name  
(printed) \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

DCTS  
Representative \_\_\_\_\_ Date \_\_\_\_\_

**English Teachers: Please file with L. Marecki**

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