

Dear Seventh Grade Accelerated Students,

The book I have chosen for your summer reading is a true literary classic. The book I have chosen for you is *The Call of the Wild* by Jack London. I think you will thoroughly enjoy it. However, to actually love a book, you have to do more than just read the words. Your brain goes through many processes as you read to help you comprehend what you are reading; most of the time you are not even aware of it. As you read this book, I want you to become aware of it. Here's how:

- We will begin by studying the list of Reading Thinking Strategies that I have enclosed, many of which you are already familiar.
- As you begin reading your book, pay close attention to when your brain is using one of the strategies.

When you have finished the book, you will answer the sheet of comprehensive questions, and then you will write a reader's response to prove to me that you read the book and were able to use quite a few of the strategies in the list. Here's how:

- Your response must be at least one half complete page of wide-ruled notebook paper.
- Your topic sentence should include the title and the author with correct punctuation.
- Write from margin to margin, use average-size handwriting, and space appropriately. (If I cannot read it, I won't.)
- Your response should demonstrate understanding of at least five of the strategies and each should be justified with text-based evidence. Always place quotation marks around evidence you take directly from the text.
- Write to the best of your ability. Make your sentences flow with transitional words and phrases, use different types of sentence structures, and check your spelling and punctuation.

Most of all enjoy your book and the time you have off this summer.

Your teacher,

Mrs. Giachelli

The Call of the Wild by Jack London Summer Reading Discussion Questions

Directions: Answer the following questions in complete sentences. DO NOT BE VAGUE OR AMBIGUOUS.

1. What did Buck learn from his experience in the Northland?
2. What effect did each of his masters have on him?
3. Who did he learn the most from?
4. What do symbols like fire, the moon, seasons, and forests have to do with the story?
5. What motivates Buck?
6. Why does Buck demonstrate both civilized and wild traits in his love for John Thornton?
7. How does Buck become a complex species?
8. What trait insures that Buck will survive in the North? How is this aspect shown in the story?
9. Does the book have a happy or sad ending? Explain your answer.
10. What are three lessons you can learn from reading *The Call of the Wild*?

Reading Thinking Strategies:
What is going on in My Mind When I Read?

I make **CONNECTIONS**. When good readers read, they make connections; they relate what they are reading to what they already know and/or to their personal experiences. (Self to self, self to book, self to world)

How?

Discuss background knowledge

Discuss personal connections to the text

Discuss connections to other books he/she has read or seen on T.V. or in a movie.

Discuss connections to events and people in the world.

I **VISUALIZE**. When good readers read, they visualize; they create pictures in their minds associated with the words they are reading.

How?

Make movies in your mind

Tell what you see in your mind

Describe characters, settings, situations

Justify visuals through author's words

I **QUESTION**. When good readers read, they question the text being read or discussed in order to monitor comprehension and interact with what they are reading.

How?

Question what the book is going to be about by looking at cover and title.

Question what is going to happen next as they read.

Question why a character is doing something.

Question how characters and events connect to other characters and events

Make predictions about what will happen or why something happened.

I make **INFERENCES**. When good readers read, they infer; they go beyond the text to find deeper meaning through textual clues and personal connections. They "read between the lines."

How?

Think aloud about your own experiences with the topic and point out the clues the author has left.

Read a section of text about a character and infer what the character might do based on what he said or did.

Read between the lines. Make guesses, connections, answer questions.

I SUMMARIZE. When good readers read, they identify essential information, omit minor or unimportant details, organize the essential information, and present it in a clear and concise verbal or written format.

How?

Know the difference between retelling and summarizing.

Categorize

Classify

Choose several key events in the text and explain them in your own words.

Decide what the purpose of the reading is and summarize the points that relate to the purpose.

I SELF-MONITOR. When good readers read, they self-monitor for understanding, they notice when they begin to become confused and when they are no longer able to make sense of what they are reading. When that happens, they use specific techniques to help them better understand what they are reading.

How?

Reread the sentence.

Skip the sentence and keep on reading; go back and try again later.

Read the sentences that come before and after.

Read to the end of paragraph and then go back.

Underline clue words that may help them clarify ideas

Close their eyes and visualize what they think is happening in the paragraph.

Look at root words, prefixes, suffixes, and chunks of words they might understand

I DETERMINE WHAT IS IMPORTANT. When good readers read, they determine importance by identifying key concepts and themes.

How?

Decide why they are reading.

Skim and scan.

Note nonfiction visual key features (titles, bold headings, labels, captions, graphs, illustrations, photographs, etc.)

Use nonfiction wording features.

Use text structures features (compare/contrast; cause/effect; problem/solution; sequencing, etc.)

I ANALYZE. When good readers read, they analyze by looking at pieces of the text and determining how it fits into the whole.

How?

Take a passage, a quote, or a single word and determine its effect on the rest of the story.

Ask why the author chose to use a particular word or why the author chose to have a character act in a certain way, etc.

I SYNTHESIZE. When a good reader reads, they synthesize; they combine their prior knowledge with pieces from a text to create a new understanding.

How?

Tell what a piece of text means to them

Discuss their changing thoughts as they read

Put them in the character's place

Go beyond the text to answer self-created questions