Bayshore Christian School
Upper Division
English Summer Reading Assignment

Studies show that reading during the summer months helps students maintain the skills they learned throughout the previous school year and prepare for the upcoming academic year. At Bayshore Christian School, it is our mission to provide a premiere college preparatory program for your child. We want our students to develop critical thinking and analytical skills, gain strong reading comprehension and writing abilities, and feel prepared to move to a college-level English class.

The English Summer Reading Assignment contains **three sections**: reading a novel, a dialectical journal, and a character map.

First, all students must read the novel assigned to their class in its entirety. The reading assignments for each grade are:

> **ENG I/ENG I Honors (9)** – *Ender's Game* by Orson Scott Card
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> **ENG II/ENG II Honors (10)** – *Lord of the Flies* by William Golding
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> **ENG III/ENG III Honors (11)** – *Frankenstein* by Mary Shelley
>
> **ENG IV/ENG IV Honors (12)** – *The Great Gatsby* by F. Scott Fitzgerald
>
> **AP English Literature and Composition** – *Great Expectations* by Charles Dickens

Second, as students read their selected novel, they will create a dialectical journal. This can be in any composition notebook.

> **Summer Reading Dialectical Journal:** Students will select 12 quotes from their assigned novel to cite, analyze, and connect.
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> ***What is a Dialectical Journal?***
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> A dialectical journal is a notebook comprised of journal entries where a student records observations about the text and interacts and engages with the text for a higher-level analysis.
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> ***Step One: Quote***
>
> Find a powerful and important selection of text that develops a character, moves the plot forward, advances a conflict, possibly foreshadows, and/or has literary merit. Cite the passage in MLA format - "Quote" (Author's Last Name Page #).
>
> ***Step Two: Analyze***
>
> Write an explanation about the selection. What is happening? What is significant about the selection? What purpose does the selection serve? Why is it important? How is it moving the plot forward? How does it address or solve any conflict? What does it foreshadow? Does this quote relate to another part of the text? What symbolic or figurative meaning does the quote include?
>
> ***Step Three: Connect***
>
> How does this selection contribute to and illuminate the meaning of the work as a whole? What is the meaning of the work? What themes are being addressed within the novel?

Third, all students will select one character from their assigned novel and create a character map. The first part of a character map is drawing the reader's interpretation of the selected character based off text evidence in the novel. This drawing, typically, is centered on the page. Next, students will identify major characteristics and components of that character. What does the character look like? What is the character's background? What personality traits does the character possess? What conflicts are presented in the character's life? How does the character overcome or solve the

conflicts? How does the character evolve throughout the novel? Other questions proposed by the reader may be addressed as well. Using text evidence from the assigned novel, provide answers for each of these questions. Textual evidence is verbiage used from the text to support a claim that is made. The reader should answer the above questions with a claim, find text to support the claim, and cite the claim. These citations should have the author and the page number written in parenthesis next to the quote from the text. Each of these claims with citations can be written neatly around the drawing of the character or on the back of the paper.