

Bayshore Christian School
Upper Division English
Summer Reading Assignment

Studies show that reading during the summer months allows students to maintain the skill sets taught 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. Our goal for our students is to develop critical thinking skills when reading and writing text, gain superior reading comprehension and writing capability, and feel prepared to move to a collegiate level English class.

The Upper Division English Summer Reading Assignment contains three sections: reading the book, a dialectical journal, and a character map.

1. First and foremost, it is mandatory for all students to read the book assigned to their grade/class in its entirety. The reading assignments for each grade/class are:

- ENG I (9) – *Ender’s Game* by Orson Scott Card
- ENG II (10) – *Lord of the Flies* by William Golding
- ENG III (11) – *Pygmalion* by George Bernard Shaw
- ENG IV (12) – *The Scarlett Letter* by Nathaniel Hawthorne
- AP Language and Composition – *Frankenstein* by Mary Shelley
- AP Literature – *The Picture of Dorian Gray* by Oscar Wilde

2. As students read their selected book, they will create a dialectical journal. This can be completed in any notebook or composition notebook.

What is a Dialectical Journal?

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.

Step One: Quote

Find a powerful and important selection of text that 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 quote. What is happening? What is significant about the selection? What purpose does the quote 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 and what does it mean?

Step Three: Connect

How does this selection continue to and illuminate the meaning of the work as a whole? What is the meaning of the work?

Summer Reading Dialectical Journal: Students will select 15 quotes from their assigned book to cite, analyze, and connect.

3. Third, all students will select one character from their assigned book and create a character map.

- The first component of a character map is a drawing the reader's interpretation of the selected character based off text evidence in the book. This drawing, typically, centered on the front of the page.
- Next, students will identify major characteristics and components about that character.
 - What does the character look like?
 - What is the character's background (family, ethnicity, hometown, culture, etc)?
 - 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 book?
 - Any other questions proposed by the reader may be addressed as well.
- Using text evidence from the assigned book, provide answers to these questions. Textual evidence is verbiage used from 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 under the quote from the text. Each of these claims with citations can be written neatly on the back of the character map.