

Bayshore Christian School
Upper Division
English Summer Reading Assignment

Dear Upper Division Families,

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. My goal for each of my students is to develop critical thinking skills when reading and writing text, gain superior reading comprehension and writing capability, and to feel prepared to move to a collegiate level English class.

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

First and foremost, it is crucial and mandatory for all students to read the book assigned to their grade in its entirety. The reading assignments for each grade 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) – *Frankenstein* by Mary Shelley

AP Language and Composition – *The Catcher in the Rye* by J.D. Salinger

AP Literature – *The Picture of Dorian Gray* by Oscar Wilde

As students read their selected book, they will create a dialectical journal. This can be in any 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 contribute 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.

Third, all students will select one character from their assigned book and create a character map. The first component of a character map is drawing the reader's interpretation of the selected character based off of text evidence in the book. This drawing, typically, is centered on 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)? 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? Other questions proposed by the reader may be addressed as well. Using text evidence from the assigned book, provide answers for each of these questions. Textual evidence is verbiage used from text to support a claim that is being 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 around the drawing of the character.

If you have any questions regarding the assignment, please do not hesitate to email me. I am happy to help. While this is the minimum requirement, I highly encourage all students to actively read other literary novels throughout the summer, as we will do an immense amount of reading throughout the school year.

God Bless,

Mrs. Stoops