

Summer Reading

High School English

Students enrolled in these courses are required to read the following books. Rising freshman - seniors should be prepared for graded assessments within the first days of class. These assessments will include multiple choice questions covering the basic plot, character, and major literary elements used and a writing prompt to assess analytical skills and ability to support ideas. These assessments provide valuable information to develop goals for each student.

9th Grade English CP/Honors

The Lord of the Flies by William Golding

Assignment:

Students should take notes on the book in a dialectical reading journal*. As you read and take notes, consider it in its historical context along with plot progression, characters, and major literary elements. Your journal should have at least 10 entries. See instructions below.

10th Grade English CP/Honors

The Fault in our Stars by John Green

Assignment:

Students should take notes on the book in a dialectical reading journal*. As you read and take notes, consider it in its historical context along with plot progression, characters, and major literary elements. Your journal should have at least 10 entries. See instructions below.

11th Grade English CP/Honors

The Great Gatsby by F. Scott Fitzgerald

Assignment:

Students should take notes on the book in a dialectical reading journal*. As you read and take notes, consider it in its historical context along with plot progression, characters, and major literary elements. Your journal should have at least 10 entries. See instructions below.

12th Grade English CP/Honors

Frankenstein by Mary Shelley

Assignment:

Students should take notes on the book in a dialectical reading journal*. As you read and take notes, consider it in its historical context along with plot progression, characters, and major literary elements. Your journal should have at least 10 entries. See instructions below.

*Spiral Notebook or Composition Book can be used for this assignment. You may also type and print your assignment.

* **Ideas for note-taking:** Main characters and their attributes, plot development/summary of key developments/major literary elements (mood, setting, flashbacks, imagery, etc.), theme(s), significant quotes, and unknown or challenging vocabulary words.

Dialectical Journal

A dialectical journal is a written conversation between you and the text you are reading. It's like annotating, only you go deeper in your analysis of the text. By doing this, you will continue to bring your own thoughts and experiences to the text you are reading to create your own understanding of it. As you read, look for passages from the text that interest you. You will then copy that passage onto a separate sheet of paper (of course, you may type up your dialectical journals). You should use quotation marks to identify the author's words; include the author's last name and page number following the quote from the text (MLA in-text citation format). On the right side of the paper, you will write your response. This should include the context of the quote (what is happening in the text at this point), why you selected this passage, what the significance of the passage is, how it connects to the rest of the text, your personal response to it, etc. (see below for more ideas and sentence starters). Below is a sample of a couple of dialectical journal entries for the novel *Fahrenheit 451*, by Ray Bradbury. *You should follow this format/layout exactly in your dialectical journals* – note parentheses, punctuation, etc. Example below:

Text from the novel	Your Response
<p>“It was a pleasure to burn” (Bradbury 3).</p>	<p>This is the first sentence of the novel, when the reader gets an insight into the mind of the protagonist, Guy Montag, at the beginning of the story. This lets us know that the story is set in a world radically different from our own: where the job of a “fireman” is to start fires (of books and other contraband) rather than extinguishing them, which helps to establish the setting in a future world. It also lets us know that Montag is strangely enthralled by the action of burning; it’s not just a job to him, he actually appreciates it on an emotional level.</p>
<p>“And then he was a shrieking blaze, a jumping, sprawling, gibbering mannikin, no longer human or known, all writhing flame on the lawn as Montag shot one continuous pulse of liquid fire on him...Beatty flopped over and over, and at last twisted in on himself like a charred wax doll and lay silent” (Bradbury 119).</p>	<p>I selected this passage simply because it’s such a horrific example of imagery. Here Beatty has cornered Montag, and Montag knows there’s no going back, so he chooses to kill Beatty, his former mentor, and make a run for it. It’s probably the most powerful image in the entire novel – grisly and terrible without being overly graphic. By not being so graphic, but by using carefully-chosen description and figurative language, Bradbury succeeds in creating the scene of a man being burned to death in our minds in a way that is hard to forget. This is also the climax of the novel, and kicks off an exciting chase where Montag tries to escape from the city, pursued by the robotic hound the entire time.</p>

What do I write about?

Write about what you like, what you dislike, what seems confusing, what seems unusual, what you think something means, what personal connections you make, what predictions you can pose. Possible sentence lead-ins might begin like:

- * I really don't understand this because. . .
- * I really like/dislike this idea because. . .
- * This idea/event seems to be important because. . .
- * I think the author is trying to say that . . .
- * This passage reminds me of a time in my life when . . .
- * If I were (name of character), at this point I would . . .
- * This part doesn't make sense because . . .
- * This character reminds me of (name of person) because . . .