



Sarasota Christian School Summer Reading List English I, II, III, IV

For any questions, shedgcock@sarasotachristian.org

Reading should be more than a requirement for all students. Beyond your normal reading, there are two requirements for this course to be completed by the first day of school. Please use this Facebook group to ask questions or start discussions. It is a closed group. <https://www.facebook.com/groups/scs161>

Selection One

The first selection is a text that will be used in the beginning of the course.

English I: *A Time to Die* by Nadine Brandes

English II: *A Cast of Stones (The Staff and the Sword)* by Patrick W. Carr

English III & IV: *All The Light We Cannot See* by Anthony Doerr

Selection Two (Your Choice)

Reading For your summer reading assignment, please choose one book from the following lists:

Fiction

https://www.goodreads.com/list/show/15058.Clean_teen_fiction_Christian

History

<http://www.pulitzer.org/prize-winners-by-category/220>

Biography or Autobiography

<http://www.pulitzer.org/prize-winners-by-category/222>

General Nonfiction

<http://www.pulitzer.org/prize-winners-by-category/223>

Requirements:

1. Annotation: You must bring your texts to class the first day to validate how you have annotated your novels. If you choose a digital version, you must use some

program that will allow you to highlight and take notes, such as kindle or dochub. Information about annotating will be found in this packet.

2. The dialectical journal is for both novels. This is explained in this document.

The Journal

The term “Dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical journal as a conversation with the text. The process is meant to help you develop a better understanding of the text. Use your journal to incorporate your personal responses to the text and your ideas about the themes. You will find that it is a useful way to process what you’re reading, prepare yourself for group discussion, and gather textual evidence for your Literary Analysis assignments. You may type or handwrite your journal.

PROCEDURE:

- As you read, choose passages that stand out to you and record them in the left-hand column of the chart (ALWAYS include page numbers). You will choose at least 10 quotes- you may do more.
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)

CHOOSING PASSAGES FROM THE TEXT: Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record

- Effective &/or creative use of stylistic or literary devices
- Passages that remind you of your own life or something you’ve seen before
- Structural shifts or turns in the plot
- A passage that makes you realize something you hadn’t seen before
- Examples of patterns: recurring images, ideas, colors, symbols or motifs. ●
- Passages with confusing language or unfamiliar vocabulary
- Events you find surprising or confusing
- Passages that illustrate a particular character or setting

RESPONDING TO THE TEXT: You can respond to the text in a variety of ways. The most important thing to remember is that your observations should be specific and detailed. You can write as much as you want for each entry. Basic Responses

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author or character(s)
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel

Please find an example of what the journal looks like on the next page.

Here is an example from the book Kaffir Boy:

| Passage from the text with page number | Response |
|---|--|
| <p>“And in that shack I was born, a few months before sixty-nine unarmed black protesters were massacred- many shot in the back as they fled for safety- by South African policemen during a peaceful demonstration of the pass laws in Sharpeville on March 21, 1960 (3).”</p> | <p>I see that this fits in the theme of violence. The violence started just before he was born as if his life is marked by it. I wonder how the violence will continue to affect his life.</p> |

Dialectical Journal Rubric

| | |
|---|---|
| 4 | <ul style="list-style-type: none"> ● Detailed, meaningful passages and quotations ● Thoughtful interpretation and commentary about the text ● Includes comments about literary elements such as diction, syntax, figurative language, and how these elements contribute to the theme ● Coverage of text is complete and thorough ● Journal is neat, organized and professional looking; student has followed directions in the organization of journal |
| 3 | <ul style="list-style-type: none"> ● Some intelligent commentary; addresses some thematic connections ● Identifies and interprets many literary elements, but does not explain they contribute to the meaning ● Adequately addresses all sections of reading assignment ● Journal is neat and readable; student has followed directions in the organization of journal ● Less detailed, but good quotations |
| 2 | <ul style="list-style-type: none"> ● Several relevant details from the text ● Most of the commentary is vague, unsupported, or plot summary/paraphrase ● Some listing of literary elements; virtually no discussion on meaning ● Limited personal connection; asks few, or obvious questions ● Addresses most of the reading assignment; there are gaps in coverage ● Journal is relatively neat; may be difficult to read; did not follow all directions in journal organization |
| 1 | <ul style="list-style-type: none"> ● Few relevant details from the text ● Most notes are plot summary or paraphrase ● Few literary elements, virtually no discussion of meaning ● Limited personal connections; no good questions or too many questions ● Limited coverage of the text; sections with few entries or not covered |

- Did not follow directions in organizing journal; difficult to read or follow; evidence of having been hurriedly done in one sitting.

Example of Annotating Correctly & Incorrectly

Credit Earning

ALTHOUGH THERE WAS evening brightness showing through the windows of the bunkhouse, inside it was dusk. Through the open door came the thuds and occasional clangs of a horseshoe game, and now and then the sound of voices raised in approval or derision.

Slim and George came into the darkening bunkhouse together. Slim reached up over the card table and turned on the tin-shaded electric light. Instantly the table was brilliant with light, and the cone of the shade threw its brightness straight downward, leaving the corners of the bunkhouse still in dusk. Slim sat down on a box and George took his place opposite.

"It wasn't nothing," said Slim. "I would of had to drowned most of 'em anyways. No need to thank me about that."

George said, "It wasn't much to you, maybe, but it was a hell of a lot to him. Jesus Christ, I don't know how we're gonna get him to sleep in here. He'll want to sleep right out in the barn with 'em. We'll have trouble keepin' him from getting right in the box with them pups."

Handwritten annotations:

- Is the light symbolic?
- auditory imagery sets the scene
- dialect indicates lack of education
- Could this be more than a casual reference to religion?

Your comments must have a purpose.

Not Credit Worthy

ALTHOUGH THERE WAS evening brightness showing through the windows of the bunkhouse, inside it was dusk. Through the open door came the thuds and occasional clangs of a horseshoe game, and now and then the sound of voices raised in approval or derision.

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Handwritten annotations:

- Huh?
- fun!
- why?
- why?
- Slim is dumb.
- IDC