

**New Braunfels Christian Academy
Summer Reading - 2017**

Rising 6th-8th Grades

Part I:

Choose one of the following selections that is new to you. As you read, **create a Dialectical Journal** with a minimum of **twenty entries**. You will submit your Dialectical Journal the first day of school. Be prepared for an open-book writing response to your summer reading book the first week of school.

Rising 6th Grade Selections	Rising 7th Grade Selections	Rising 8th Grade Selections
<i>Summer of the Monkeys</i> (Wilson Rawls) <i>Bridge to Terabithia</i> (Katherine Patterson) <i>The Ultimate Gift</i> (Jim Stovall)	<i>Bud, Not Buddy</i> (Christopher Paul Curtis) <i>Hope Was Here</i> (Joan Bauer) <i>Anne Frank: The Diary of a Young Girl</i> (Anne Frank)	<i>The Witch of Blackbird Pond</i> (Elizabeth George Speare) <i>The Hiding Place</i> (Corrie Ten Boom) <i>The Lord of the Flies</i> (William Golding)

Part II: Additionally, all English students entering grades 6-12 will read the New Testament book of Philipians. Before reading the book, read background contextual information from one or both of the following sites:

<https://www.insight.org/resources/bible/the-pauline-epistles/philippians> or

<https://www.biblegateway.com/resources/matthew-henry/Philippians>. Reading these will help place the book in its historical and biblical context. After reading the background of this book, keep a dialectical notebook to record your responses to your Bible reading. Record a minimum of 2 responses per chapter.

Writing in your Dialectical Journal

A dialectical journal is merely a double entry journal. The purpose of such a journal is to identify significant pieces of text and explain their significance. It should be used to think about, digest, summarize, question, clarify, critique, and remember what is read. It is a way to take notes on what is read using the actual text. In effect, you will be holding a discussion with yourself on key points, asking questions, and reacting to particular phrases that drew your attention.

- Divide your paper into two columns
- Head the left-hand column as "Quote"
- Head the right-hand column as "Reflection"

- As you read your novel, record quotes or passages that interest you in the left-hand column. Include page numbers.
- As soon as you record a quote, move to the right-hand column and write freely what your mind says about that quote. Listen to your own thoughts. Reflect on what you are reading and thinking.
- Take a note; write a note. Continue as you read.

Reflections in the right-hand column may include genuine questions regarding, or reactions to, plot, characterization, relationships, or setting. You may also include personal reflections on the text or connections that you have been able to make between what is happening in the work and your own experiences. Further, you may want to comment on the literary qualities of the work, including those of descriptive language, literary devices, plot development, characterization, or conflict. Finally, you may wish to interpret what the author is trying to say in a particular passage.

Examples of **APPROPRIATE** responses:

Quote	Reflection
“ ‘Thanks. It’s really nice.’ But the words sounded hollow, even to Brian.” (pg. 8)	Why does Brian feel that way about getting a hatchet from his Mom? If the words sound hollow to Brian, he must not mean it. Why is he mad at his Mom?
“No roads, no trails, no clearings. Just the lakes, and it came to him that he would have to use a lake for landing. If he went down into the trees he was certain to die.” (pg. 23)	I can’t imagine keeping my cool in a situation like this. I’d be on my cell phone, freaking out & he’s trying to land the plane! I guess it’s important to keep your cool in a crisis.

Examples of **INADEQUATE** responses:

Quote	Reflection
“It kept coming back to that. He had nothing.” (pg. 30)	I know how that feels. I have nothing too. <i>(This connection is rather shallow. It needs more elaboration.)</i>
“Things were bad, he thought, but maybe not that bad.”	I feel that way sometimes too. <i>(Again, this connection does not appear to have any thought behind it, just a hasty response to complete the task.)</i>

New Braunfels Christian Academy
Summer Reading - 2017
Rising 9th-10th Grades

Part I:

Choose one of the following selections that is new to you. As you read, **create a Dialectical Journal** for each book with a minimum of **twenty entries**. You will submit your Dialectical Journal the first day of school. Be prepared for an open-book writing response to your summer reading book the first week of school.

Reading Choices for rising 9th - 10th grade
<i>A Raisin in the Sun</i> (Lorraine Hansberry)
<i>A Farewell to Arms</i> (Ernest Hemingway)
<i>Robinson Crusoe</i> (Daniel Defoe)
<i>Last of the Breed</i> (Louis L'amour)

Part II: Additionally, all English students entering grades 6-12 will read the New Testament book of Philippians. Before reading the book, read background contextual information from one or both of the following sites:

<https://www.insight.org/resources/bible/the-pauline-epistles/philippians> or

<https://www.biblegateway.com/resources/matthew-henry/Philippians>. Reading these will help place the book in its historical and biblical context. After reading the background of this book, keep a dialectical notebook to record your responses to your Bible reading. Record a minimum of 2 responses per chapter.

Writing in your Dialectical Journal

A dialectical journal is merely a double entry journal. The purpose of such a journal is to identify significant pieces of text and explain their significance. It should be used to think about, digest, summarize, question, clarify, critique, and remember what is read. It is a way to take notes on what is read using the actual text. In effect, you will be holding a discussion with yourself on key points, asking questions, and reacting to particular phrases that drew your attention.

- Divide your paper into two columns
- Head the left-hand column as "Quote"
- Head the right-hand column as "Reflection"

- As you read your novel, record quotes or passages that interest you in the left-hand column. Include page numbers.
- As soon as you record a quote, move to the right-hand column and write freely what your mind says about that quote. Listen to your own thoughts. Reflect on what you are reading and thinking.
- Take a note; write a note. Continue as you read.

Reflections in the right-hand column may include genuine questions regarding, or reactions to, plot, characterization, relationships, or setting. You may also include personal reflections on the text or connections that you have been able to make between what is happening in the work and your own experiences. Further, you may want to comment on the literary qualities of the work, including those of descriptive language, literary devices, plot development, characterization, or conflict. Finally, you may wish to interpret what the author is trying to say in a particular passage.

Examples of **APPROPRIATE** responses:

Quote	Reflection
“ ‘Thanks. It’s really nice.’ But the words sounded hollow, even to Brian.” (pg. 8)	Why does Brian feel that way about getting a hatchet from his Mom? If the words sound hollow to Brian, he must not mean it. Why is he mad at his Mom?
“No roads, no trails, no clearings. Just the lakes, and it came to him that he would have to use a lake for landing. If he went down into the trees he was certain to die.” (pg. 23)	I can’t imagine keeping my cool in a situation like this. I’d be on my cell phone, freaking out & he’s trying to land the plane! I guess it’s important to keep your cool in a crisis.

Examples of **INADEQUATE** responses:

Quote	Reflection
“It kept coming back to that. He had nothing.” (pg. 30)	I know how that feels. I have nothing too. <i>(This connection is rather shallow. It needs more elaboration.)</i>
“Things were bad, he thought, but maybe not that bad.”	I feel that way sometimes too. <i>(Again, this connection does not appear to have any thought behind it, just a hasty response to complete the task.)</i>

New Braunfels Christian Academy
Summer Reading - 2017
Rising 11th and 12th Graders

Part I:

Read **TWO** of the following selections that are new to you. As you read, **create a Dialectical Journal** for each book with a minimum of **twenty entries**. You will submit your Dialectical Journal the first day of school. Be prepared for an open-book writing response to your summer reading book the first week of school.

Reading Choices for Rising 11th and 12th Grade
<i>Wuthering Heights</i> , (Emily Bronte) <i>Sense and Sensibility</i> , (Jane Austen) <i>The Three Musketeers</i> , (Alexandre Dumas) <i>Alice in Wonderland and Through the Looking Glass</i> , (Lewis Carroll) <i>Mythology</i> , (Edith Hamilton) <i>Tarzan of the Apes</i> , (Edgar Rice Burroughs) <i>Far from the Madding Crowd</i> , (Thomas Hardy) <i>Last of the Mohicans</i> , (James Fenimore Cooper)

Part II: Additionally, all English students entering grades 6-12 will read the New Testament book of Philippians. Before reading the book, read background contextual information from one or both of the following sites:

<https://www.insight.org/resources/bible/the-pauline-epistles/philippians> or

<https://www.biblegateway.com/resources/matthew-henry/Philippians>. Reading these will help place the book in its historical and biblical context. After reading the background of this book, keep a dialectical notebook to record your responses to your Bible reading. Record a minimum of 2 responses per chapter.

Writing in your Dialectical Journal

A dialectical journal is merely a double entry journal. The purpose of such a journal is to identify significant pieces of text and explain their significance. It should be used to think about, digest, summarize, question, clarify, critique, and remember what is read. It is a way to take notes on what is read using the actual text. In effect, you will be holding a discussion with yourself on key points, asking questions, and reacting to particular phrases that drew your attention.

- Divide your paper into two columns
- Head the left-hand column as "Quote"
- Head the right-hand column as "Reflection"
- As you read your novel, record quotes or passages that interest you in the left-hand column. Include page numbers.

- As soon as you record a quote, move to the right-hand column and write freely what your mind says about that quote. Listen to your own thoughts. Reflect on what you are reading and thinking.
- Take a note; write a note. Continue as you read.

Reflections in the right-hand column may include genuine questions regarding, or reactions to, plot, characterization, relationships, or setting. You may also include personal reflections on the text or connections that you have been able to make between what is happening in the work and your own experiences. Further, you may want to comment on the literary qualities of the work, including those of descriptive language, literary devices, plot development, characterization, or conflict. Finally, you may wish to interpret what the author is trying to say in a particular passage.

Example of **ADEQUATE/Thoughtful/Reflective** response:

Quote	Reflection/Response
<p>“Pap always said, take a chicken when you get a chance, because if you don’t want him yourself you can easy find somebody that does, and a good deed ain’t ever forgot” (Twain 49).</p>	<p>No wonder Huck is so conflicted and almost amoral in his life decisions. His dad has set such a poor, self-centered, example. He not only steals but cloaks it in the idea that you may have an altruistic motive behind it--giving it to someone who wants it--totally disregarding the fact that he is taking it from the person who owns it. He makes thieving into “a good deed”.</p>
<p>“My heart wuz mos’ broke bekase you wuz los’...En all you wuz thinkin’ bout wuz how you could make a fool uv ole Jim wid a lie. Dat truck dah is trash; en trash is what people is dat puts dirt on de head er dey fren’s en makes ‘em ashamed” (Twain 65).</p>	<p>I love how Twain is developing the depth of Jim’s character. Even though he is a slave and deprived of an education, Twain shows him as a thoughtful, articulate man who in spite of his slave status, still knows more of what is right and wrong and what it truly means to be a loyal friend to someone and protect the dignity of a man.</p>

Example of **INADEQUATE/Superficial** response:

Quote	Reflection/Response
<p>“Pap always said, take a chicken when you get a chance, because if you don’t want him yourself you can easy find somebody that does, and a good deed ain’t ever forgot” (Twain 49).</p>	<p>I like fried chicken too!</p> <p><i>(This is a superficial response that doesn’t connect with the book or the context of the story or characters.)</i></p>
<p>“My heart wuz mos’ broke bekase you wuz los’...En all you wuz thinkin’ bout wuz how you could make a fool uv ole Jim wid a lie. Dat truck dah is trash; en trash is what people is dat puts dirt on de head er dey fren’s en makes ‘em ashamed” (Twain 65).</p>	<p>I can’t understand this. This is too hard to read.</p> <p><i>(This is unacceptable because it shows a lack of both effort and appreciation for the differing styles of writers.)</i></p>