



Summer Reading 2026

High School 9th - 12th Grades

REQUIRED FOR ALL HS STUDENTS - WHETHER TAKING AN ELA DUAL ENROLLMENT/AP, OR NOT SIGNED UP FOR ELA THIS COMING YEAR.

Summer reading for high school includes **both Bible and English** class assignments. Please be prepared to turn in the appropriate assignments for each class.

Bible: Journal the assigned Bible Class Reading. Complete 10 journal entries for the assigned reading book **and** 10 soap journal entries for the assigned scripture. Must be hand written. Use provided entry sheets below.

English: Annotate based on your selection of a fiction or non-fiction book listed by grade. Annotations should be made in the book and the book will be turned in. There will be an in-class assessment required on the book read during the first week of school. See the annotation example and grading rubric.

Resources: Journal Entry, SOAP Journal forms, Annotation Example, and Grading Rubric attached.

NINTH GRADE

Bible Assignment:

- Read *Crazy Love* by Francis Chan, complete 10 journal entries.
- Read the book of Exodus, complete 10 SOAP journal pages.

English Assignment: Choose one title from the following and complete the annotations in book.

Around the World in 80 Days by Jules Verne
Gates of Zion (book 1) by Bodie Theone
Take this Cup by Brock and Bodie Theone
The Restless Flame by Louis de Wohl
End of the Spear by Steve Saint
Run to Glory: The Story of Eric Liddell by Ellen Caughey
Hero of Hacksaw Ridge by Booton Herndon

TENTH GRADE

Bible Assignment:

- Read *Love Riot* by Sarah Barrett and complete 10 journal entries.
- Read in the book of Isaiah chapters 40-55, complete 10 SOAP journal pages.

English Assignment: Choose one title from the following and complete the annotations in book.

Mere Christianity by C.S. Lewis
The Fellowship of the Rings by J.R.R. Tolkien
My Forbidden Face: Growing Up Under the Taliban: A young Women's Story by Latifah
The Robe by Lloyd C. Douglas
Quo Vadis: A Tale of the Time of Nero by Henryk Sienkiewicz
George Washington's Secret Six: The Spy Ring That Saved the American Revolution by Brian Kilmeade
Amazing Grace: The Life of John Newton and the Surprising Story Behind His Song by Bruce Hindmarsh & Craig Borlase

ELEVENTH GRADE

Bible Assignment:

- Read *Radical* by David Platt, complete 10 journal entries.
- Read the book of Acts, complete 10 SOAP journal pages.

English Assignment: Choose one title from the following and complete the annotations in book.

The Hiding Place by Corrie Ten Boom
Here Burns My Candle by Liz Curtis Higgs (see Note)
This Present Darkness by Frank E. Peretti
Ben Hur by Lew Wallace
Hue and Cry by Elizabeth Yates
The President and the Freedom Fighter by Brian Kilmeade
Seven Women and Their Secret of Greatness by Eric Metaxas,
Seven Men and Their Secret of Greatness by Eric Metaxas

TWELFTH GRADE

Bible Assignment:

- Read *Don't Follow your Heart: Boldly Breaking the Ten Commandments of Self Worship* by Thaddeus J. Williams, complete 10 journal entries.
- Read the books of 1st, 2nd, and 3rd John, complete 10 SOAP journal pages.

English Assignment: Choose one title from the following and complete the annotations in book.

Letter to the American Church by Eric Metaxas

Redeeming Love by Francine Rivers (See Note)

Piercing the Darkness by Frank E. Peretti

Crime & Punishment by Fyodor Dostoevsky

Pride & Prejudice by Jane Austen

If You Can Keep It: The Forgotten Promise of American Liberty by Eric Metaxas

The Autobiography of George Muller

The Ever-Loving Truth: Can Faith Thrive in a Post-Christian Culture? by Voddie T. Baucham, Jr.

NOTE: These books are historical Christian fiction but do contain Mature Content.

Here Burns My Candle is a fictional account of Ruth and Naomi while Redeeming Love is a fictional account of the book of Hosea.

Soap Journal

Student Name:

Date:

NCA High School Summer Scripture Reading

Complete 10 SOAP Journals for your scripture reading passage(s). One page per entry.

DATE:

PASSAGE:

SCRIPTURE

OBSERVATION

APPLY

PRAYER

Journal

NCA High School Summer Reading

Student Name:

Grade:

Book Title:

Entry #1: page(s)

QUOTE:

RESPONSE:

Entry #2: page(s)

QUOTE:

RESPONSE:

Entry #3: page(s)

QUOTE:

RESPONSE:

Entry #4: page(s)

RESPONSE:

QUOTE:

Entry #5: page(s)

RESPONSE:

QUOTE:

Entry #6: page(s)

RESPONSE:

QUOTE:

Entry #7: page(s)

RESPONSE:

QUOTE:

Entry #8: page(s)

RESPONSE:

QUOTE:

Entry #9: page(s)

RESPONSE:

QUOTE:

Entry #10: page(s)

RESPONSE:

QUOTE:

Rate this book: Leave a closing entry on how you liked the book, would you recommend to others & why?

Student Name:

Book title:

Annotation Example

1. Ten Years Later

“IF anyone had told me what wonderful changes were to take place here in ten years, I wouldn't have believed it,” said Mrs. Jo to Mrs. Meg, as they sat on the piazza at Plumfield one summer day, looking about them with faces full of pride and pleasure.

Why?

“This is the sort of magic that money and kind hearts can work. I am sure Mr. Laurence could have no nobler monument than the college he so generously endowed, and a home like this will keep Aunt March's memory green as long as it lasts,” answered Mrs. Meg, always glad to praise the absent.

Give income or property to

? young fresh

Worldly

“We used to believe in fairies, you remember, and plan what we'd ask for if we could have three wishes. Doesn't it seem as if mine had been really granted at last? Money, fame, and plenty of the work I love,” said Mrs. Jo, carelessly ruffling up her hair as she clasped her hands over her head just as she used to do when a girl.

I did this!

“I have had mine, and Amy is enjoying hers to her heart's content. If dear Marmee, John, and Beth were here, it would be quite perfect,” added Meg, with a tender quiver in her voice; for Marmee's place was empty now.

passed away

tremble or shake

Jo put her hand on her sister's, and both sat silent for a little while, surveying the pleasant scene before them with mingled sad and happy thoughts. — at the same time

It certainly did look as if magic had been at work, for quiet Plumfield was transformed into a busy little world.

Name: _____

Total: _____/100

Summer Reading Annotations Rubric

| Expectation | Exceeds Expectation (27-30 points) | Meets Expectation (21-28 points) | Approaching Expectation (11-20 points) | Below Expectation (0-10 points) | TOTAL |
|----------------------------------|---|---|---|---|----------|
| Frequency & Coverage | Annotations appear consistently throughout the whole book (more than 2/3). Very few are vocabulary words. | Annotations appear throughout at least 2/3 of the book. Only 1/3 of all annotations are vocabulary words. | Annotations are present but cover less than 2/3 of the book or are clustered in only a few sections. Vocabulary words make up more than 1/3 of all annotations. | Very few annotations (less than 1/3 of the book). Almost all annotations are vocabulary words. | _____/30 |
| Quality of Annotations | Almost all annotations demonstrate critical thinking, analysis, questioning, and connections to themes, characters, or ideas. | Annotations regularly respond to the text with meaningful comments and observations. | Annotations are mostly summary-based or lack depth. | Annotations are minimal, vague, or unrelated to the text. Little evidence of active reading or critical thinking. | _____/30 |
| Evidence of Understanding | Demonstrates strong comprehension and insight into the text. | Demonstrates clear understanding of important ideas and events. | Shows partial understanding but misses important concepts. | Demonstrates limited understanding of the text. | _____/30 |
| | Exceeds Expectation (9-10 points) | Meets Expectation (6-8 points) | Approaching Expectation (3-5 points) | Below Expectation (0-2 points) | |
| Neatness/ Organization | Almost all annotations are especially legible and neat. | Most annotations are legible and neat. | Some annotations are legible and neat. Some are difficult to read and understand. | Most annotations are difficult to read and understand. | _____/10 |

Ideas for Annotations

- Questions
- Predictions
- Character analysis
- Theme development
- Connections (text-to-self, text-to-text, text-to-world)
- Author's craft and literary devices
- Reactions and observations
- Important quotes with explanations
- Identification of figurative language

Note: Meaningful engagement with the text will receive a higher score than pages filled with simple vocabulary definitions or summaries.