

# Southern Lehigh High School English Department Summer Reading Assignments

## AP LANGUAGE AND COMPOSITION

The following works by American and world authors are recommended by the College Board.

Starred\* titles are available in electronic book form on SORA/Overdrive. See the High School Library Media Center section of the website to access Overdrive ([High School Library Media Center](#)).

AP Language and Composition students will first read the following short pieces on critical reading and annotation. It is encouraged that students print out a copy of each so that they may take notes on the texts. Copies of the materials may be found on the URL links attached to each item.

A. [“How to Mark A Book” by Mortimer Adler.](#)

B. [“Levels of Annotation: Students Who Annotate Their Books Make Them Their Own” by Roy Speed.](#)

C. [“How To Read Literature Like a Professor” by Thomas C. Foster.](#)

**AP Language and Composition students must then read a TOTAL of TWO books from the following categories:**

### Oppression and Social Criticism (Choose One Title: REQUIRED)

- [The Kite Runner](#) by Khaled Hosseini\*
- [Invisible Man](#) by Ralph Ellison

### Memoir and the Power of Personal Experience (Choose One Title: REQUIRED)

- [Night](#) by Elie Weisel\*
- [Between the World and Me](#) by Ta-Nehisi Coates\*
- [Walden, or Life in the Woods](#) by Henry David Thoreau\*

### Directions:

1. Students will read the short selections A, B and C listed above first.
2. Students will conduct a close reading of two of the three titles listed above. To conduct a “close reading” students should apply what they have learned from readings A, B and C above by annotating their Summer Reading book choices. Copies of the novel may be signed out from the teacher but may not be written in; thus, students are strongly encouraged to purchase their own copies so that they may annotate and take notes directly in the text. Should a student borrow a book from the teacher, he/she can annotate by taking notes with Post-It notes or on

The English department has carefully considered reading level, content, and age-appropriateness of each title to ensure a variety of selections appealing to the diversity in ability, maturity, and family dynamics of our students, as well as themes and motifs that are related to each course. Please take time to research book descriptions and reviews prior to making your choices. Parents/guardians are encouraged to guide their own students through this process and/or review books prior to selection. In addition, note that you select the correct book version; in the case of classics, be sure to choose the original version, not an abridged or young readers' version. All titles are hyperlinked to [Amazon.com](#) for your convenience. While books may be purchased through Amazon or Barnes & Noble, many titles will be available in the school and public libraries and on Overdrive.

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notebook paper. Please understand that annotation is a component of the assignment.

3. Students will keep a reading log/journal of the novel. A total of **ten entries** should be dated and completed while reading the chosen works to ensure thorough comprehension of the novel. Entries should be completed in the double entry format provided below. Please ensure that **all writing** is legible. **Journals should be handwritten.**
4. Journal entries will follow a chosen path of exploration listed below, and entries will include examinations of textual fragments of the novel, student responses and reactions to text, and insights into the reading of the novel framed by thematic and structural connections.

### AP Language and Composition Summer Reading Assignment (cont.)

#### Metacognitive Journal Prompts/Stems to help get you started:

- I felt confused when...and so I...
- I remembered that earlier in the text...
- A word/some words I did not know:
- I first thought...but then realized...
- I finally understood...because...
- A connection I made:
- An image I had in my head:
- A prediction I made was...because...
- I was surprised when...because
- Questions for the author, for the characters, etc.

**Sample Double-Entry Journal Entries: Use this format for journals for the two required novels.**

Key Passage	Metacognitive Log Response
<p>“The house on Mango Street is ours, and we don’t have to pay rent to anybody, or share the yard with the people downstairs, or be careful not to make too much noise, and there isn’t a landlord banging on the ceiling with a broom” (3).</p>	<p><b>The point is</b> she is listing situations that people who rent homes and apartments experience. <b>I made a connection</b> to this <b>because</b> we used to live in an apartment that my mom rented when I was younger. <b>I started to think about</b> how proud we were of our house once we bought it <b>and realized</b> that the character feels the same way in her new home.</p>

5. Students should not refer to Cliff Notes, Spark Notes or the like to complete this assignment. Students are expected to write personal, reflective responses in their journals.

#### 6. **IMPORTANT!**

**You will be assessed on the required readings during the first week of school.**

Assessments will be comprised of the following:

- Passage-based Critical Reading Assessment/Class Presentation
- Formal Essay

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## **Southern Lehigh High School English Department Summer Reading Assignments**

PLEASE see e-mail Mr. Hershey (hersheyj@slds.org) prior to the end of the school year if you have any questions.

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