

## Summer Reading for the 2020-2021 School Year - AP English III

Dear Incoming AP English III Students,

I am delighted to have the opportunity to work with you next year in AP English Language & Composition (AP English III). It is a thought-provoking course that will help you further develop your reading and writing skills. The focus of AP English Language & Composition is primarily on nonfiction texts. While we will read plenty of fiction and poetry throughout the year to fulfill THS's American literature requirements, we will spend a lot of time analyzing nonfiction. For that reason, I am asking you to choose **one full length non-fiction text from the selection below** as your summer reading in order to begin honing your rhetorical analysis skills.

As you read your book, I encourage you to take high-level notes, not just summary, by either writing in the book (if it's yours), using post-it notes throughout, or keeping a notebook. Annotating/taking notes keeps the reader engaged with the text.

Finally, you will complete a series of **ten double entry journals** in which you note key passages (using an in-text citation in proper MLA format) and respond to these passages with thoughtful analysis. **Your double entry journals will be due on Monday August 31st (our third day of school)**. They should be typed and will be submitted to Turnitin.com (which I will direct you how to do when we are in school), and they will be submitted to me electronically via Google Classroom (which I will also direct you how to do at the start of school). These will be graded as a summative assignment.

I encourage you to choose a book that you are interested in, but one you have not previously read. Enjoy your book! I hope you also pick up other books to read over the summer- it's the best way to improve your own writing skills and learn about the world around you.

### Book Choices:

- *The Immortal Life of Henrietta Lacks* by Rebecca Skloot
- *Bossy Pants* by Tina Fey
- *Educated* by Tara Westover
- *Becoming* by Michelle Obama
- *Reading Lolita in Tehran* by Azar Nafisi
- *Hillbilly Elegy* by JD Vance
- *I Am Malala* by Malala Yousafzai
- *Seabiscuit or Unbroken* by Laura Hillenbrand
- *The Color of Water* by James McBride
- *First They Killed My Father* by Loung Ung
- *Radium Girls* by Kate Moore
- *Lab Girl* by Hope Jahren
- *Killers of the Flower Moon* by David Grann
- *Tightrope* by Nicholas Kristof and Sheryl WuDunn
- *The Other Wes Moore* by Wes Moore
- *The Girls of Atomic City* by Denise Kieman
- *The Devil in White City or Splendid & the Vile* by Erik Larsen
- *Outliers: The Story of Success* by Malcolm Gladwell
- *Kabul Beauty School: An American Woman Goes Behind the Veil* by Deborah Rodriguez
- *Sigh, Gone: A Misfit's Memoir of Great Books, Punk Rock, and the Fight to Fit In* by Phuc Tran
- *Hidden Figures: The Untold True Story of Four African-American Women who Helped Launch Our Nation Into Space* by Margot Lee Shetterly
- *Stamped: Racism, Antiracism, and You: A Remix of the National Book Award-winning Stamped from the Beginning* by Jason Reynolds and Ibram X. Kendi

While I have given you a large selection of books to choose from and they are generally not controversial, some may include content or language that may be difficult for some students. Please choose a text with which you are comfortable.

### The Assignment

**Double-Entry Journals:** Please include your cited passage (choose passages that are notable for one reason or another) and write a thoughtful paragraph of analysis. You may format this in any way you would like. You must include ten entries. Consider these suggested sentence starters and questions. This is by no means an exhaustive list; you may certainly start your responses in other ways. Your entries should demonstrate thoughtful insight and work to analyze what the writer is saying and why they are saying it - be sure to go beyond summary. Consider making connections among parts of the text- consider how the writer builds on ideas or makes connections. If you need a refresher on MLA in-text citations, please see the OWL at Purdue for help: [MLA In-Text Citations: The Basics](#) . You must also include an MLA style works cited page.

#### Characterization

How does he/she change?

What insights does the character gain?

#### What big ideas are being developed?

What conflict arises?

What theme does the author establish? How does the passage support this theme?

#### What techniques does the writer use and why?

What is the effect of the literary device being used (e.g. foreshadowing, personification, metaphor, humor, etc.)

Where does the author use punctuation and sentence structure effectively?

What stands out to you in terms of the way the writer uses language? Why?

How does this particular section affect the story or the way the writer understands the story?

#### Author's Purpose/Craft

It's interesting how the author....

Something I noticed about the author's style...

I do/don't like the author's writing style in this section because....

The author used this device/figurative language because...

The point of view is important because...

The effect of this figurative language is...

The word choice in this section emphasizes \_\_\_\_\_ because....

The use of imagery emphasizes....

#### Thought starters

The descriptions of \_\_\_\_\_ show \_\_\_\_\_

The point of view shifts here because...

This scene happens now because...

This contributes to the plot by...

I noticed/think...

I wonder...

I'm surprised that...

I realized...

If\_\_\_\_, then...

I'm not sure why...

This excerpt makes me think that...

I used to think\_\_\_\_, but now I think\_\_\_\_....

I still think\_\_\_\_, but I'd like to add\_\_\_\_...

This reminds me of....

An experience I have had like that...

This reminds me of the book\_\_\_\_ because.....

In my mind I picture\_\_\_\_ when I read\_\_\_\_

I agree with\_\_\_\_ because...

**Some other questions to consider as you respond...**

- Why does the passage impress, intrigue, horrify, or puzzle you?
- Do you find the author's use of language appealing or powerful? Does the passage jump off the page as a great descriptive passage?
- Does it prompt a strong response from you as you read it? Does it present itself as so well-crafted that you just love the sound of it? Is the language beautiful, descriptive, graphic?
- Is it particularly meaningful?
- Do you find yourself in agreement/disagreement with the ideas expressed?
- Does the passage remind you of a situation you have lived as well?
- Does the passage make you laugh out loud? Melancholy? Something else?
- Does the author raise intriguing questions or issues?
- Does the passage challenge or expand your thinking?

You are not limited to the above list. Your responses to the passages should clearly explain to me WHY these passages mean something to you, WHY these passages caught your attention, and HOW these passages illustrate the author's ideas.

Please be sure to proofread your entries. Please see the rubric for the assignment below.

Thank you and have a great summer! I am so excited to work with you next year. I look forward to reading your thoughtful entries in the fall.

Sincerely,

Mrs. Grendzinski

	Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
<b>Insight &amp; Analysis (50)</b>	<p>All entries demonstrate a keen insight into the text and do an exceptional job of explaining the student's thoughts and fully analyze the effect of the author's specific choices.</p> <p>Quotations chosen are from the entire work, not just from limited sections.</p> <p>(45-50)</p>	<p>All entries demonstrate sufficient insight into the text and adequately explain the student's thoughts, analyzing the effect of the author's specific choices</p> <p>Quotations chosen are from the entire work, not just from limited sections.</p> <p>(40-44)</p>	<p>Some entries demonstrate a lack of insight into the text and do not adequately explain the student's thoughts or do not sufficiently analyze the author's specific choices.</p> <p>Quotations chosen are from entire work or from limited sections.</p> <p>(35-39)</p>	<p>Entries tend to summarize the text rather than analyze. No evidence of insights beyond simply identifying the speaker and/or circumstances of the passages or quotes.</p> <p>Quotations chosen are from entire work or from limited sections.</p> <p>(0-34)</p>
<b>Making Connections (30)</b>	<p>The responses show a perceptive understanding of the connections among parts of the text and within passages themselves.</p> <p>(27-30)</p>	<p>The responses show an understanding of the connections among parts of the text and within passages themselves.</p> <p>(24-26)</p>	<p>The responses attempt to demonstrate an understanding of the connections among parts of the text and within passages themselves, but they may lack depth.</p> <p>(21-23)</p>	<p>The responses may not address connections within the text or do so superficially.</p> <p>(0-20)</p>
<b>Style &amp; Mechanics (20)</b>	<p>Rich and effective word choice; strong student voice</p> <p>Sophisticated sentence patterns</p> <p>Varied and numerous transitional words</p> <p>Mastery of spelling, grammar, and usage is evident</p> <p>Very few or no errors</p> <p>Passages are correctly cited using MLA format; student includes a correctly formatted works cited page for the text.</p> <p>(27-30)</p>	<p>Varied word choice; student voice is apparent</p> <p>Varied sentence patterns</p> <p>Sufficient transitional words</p> <p>Some lapses in grammar, spelling and/or usage</p> <p>Errors do not interfere with meaning</p> <p>Passages are cited using MLA format but may contain 1-2 errors; student includes a mostly correctly formatted works cited page for the text.</p> <p>(24-26)</p>	<p>Acceptable word choice</p> <p>Some varied sentence patterns</p> <p>Minimal use of transitional words</p> <p>Many errors in grammar, spelling and/or usage</p> <p>Errors interfere with Meaning</p> <p>Passages are cited using MLA format but contain 3-4 errors; student includes a works cited page for the text, but there are several errors.</p> <p>(21-23)</p>	<p>Simple word choice</p> <p>Limited or no varied sentence patterns</p> <p>Transitional words are lacking</p> <p>Little to no attention to grammar, spelling and/or usage</p> <p>Errors seriously interfere with the meaning.</p> <p>Passages are not cited using MLA format or MLA citations contain more than 4 errors; student may be missing a works cited page.</p> <p>(0-20)</p>