

Pre-AP/Honors English II Summer Reading List and Course Overview

Dear Parents/Guardians and Students:

Pre-AP/Honors English II is a rigorous and intensive program designed to prepare the Advanced Placement English student for success on the AP English Exam in Colton High's AP Program. To be fully prepared for the coming school year, students are required to complete the summer reading list. In order for students to be successful in this class, your participation and encouragement is strongly recommended.

Please sign below to verify that you have received this letter, the attached summer/academic year reading program lists, summer reading assignments, and Notice to Parents.

SUMMER READING LIST

Jane Eyre, Bronte

All Quiet on the Western Front, Remarque

SUMMER READING ASSESSMENTS

Students will be given a reading/objective test on *All Quiet on the Western Front* along with an AP writing assignment on *Jane Eyre* the first week of school.

ACADEMIC YEAR READING PROGRAM

Kitchen God's Wife, Tan

Antigone, Sophocles

A Connecticut Yankee in King Arthur's Court, Twain

A Midsummer Night's Dream, Shakespeare

Beloved, Morrison

The Tempest, Shakespeare

The Tragedy of Julius Caesar, Shakespeare

ADDITIONAL WORKS

Mama Day, Naylor

Fahrenheit 451, Bradbury

The Woman Warrior, Kingston

A Tale of Two Cities, Dickens

(Additional works from the anthology will also be assigned.)

SUMMER READING ASSIGNMENTS AND STRATEGIES

It is recommended that students complete the assignments to prepare them for the reading test and essay. Students will be expected to write meaningful, organized, thorough dialectical journals throughout the year. This would give them a head start into the semester!

Dialectical Journal Entry:

Students are to create 4 COMPLETE dialectical journals for each summer reading texts. Each journal consists of the passage on the left (note the page number and chapter or Act, scene, and line numbers) and analysis on the right. A COMPLETE journal entry consists of at least ¾ of a page analysis. Remember. . . DO NOT MERELY SUMMARIZE!!

Areas of focus for completing dialectical journals include but are not limited to the following:

- imagery
- diction
- syntax
- symbolism
- development of theme
- characterization
- allusion

Dialectical Journal Information

A dialectical journal is a conversation between you and what you are reading. It highlights the questions, connections, and ideas that you have as you read. This process is an important way to understand a piece of literature. By writing about literature, you make your own meaning of the work in order to truly understand it. When you do this yourself, then the text belongs to you--you have made it yours. The passages are there for everyone to read; however, the connections and interpretations are uniquely yours. You are neither right nor wrong in your response [as long as you justify your ideas with text.] So be willing to take risks, try your ideas, and be honest. Since the journal is a conversation between you and the text, you'll need to record parts of the text and your thoughts about the text. On the left side of your journal page, record phrases, sentences or short passages that interest you. On the right side of the page, write your thoughts about the quoted text. Use literary terms in your reflections and elaborate as you express your thoughts! Aim for a mix of comments about:

- what you think something means
- the personal connections you make (to a character, setting, event)
- patterns you notice
- predictions you can pose
- commentary on important decisions made by characters, ideas expressed, or key events
- observations about a character
- what seems unusual
- recognition of a literary technique and ideas about its meaning and purpose

Some sentence leads could include:

- Why did ...
- Who is ...
- This setting reminds me of ...
- This doesn't make sense because ...
- This character reminds me of ... because ...
- If I were (character), at this point, I would ...
- What would happen if ...
- Now, I understand ...
- This idea/event seems to be important because ...
- The language makes me feel the author is ...
- When the author does ... , it creates a ... tone that ...
- The details create / show ...
- The ... is compared to a ... and it really makes me see how ...
- The ... symbolizes ... and it ... (the effect)
- With the ... , the author creates an image of ...that ...

Dialectical Journal Samples:

Quote (include page number and chapter)	Response
<p>“Four Skinny Trees” from <i>The House on Mango Street</i> by Sandra Cisneros “They send ferocious roots beneath the ground ... and grab the earth between their hairy toes and bite the sky with violent teeth and never quit their anger. This is how they keep.” (93 – 94)</p>	<p>Ferocious roots and violent teeth that bite the sky are a shocking and very visual image! Wild animals are often ferocious and violent. Threatened animals and people can be ferocious and violent too. I don’t think of trees as being angry, ferocious, or violent. What is it that makes these trees so angry that they’re animal-like in their will to survive?</p>
<p>“Four Skinny Trees” from <i>The House on Mango Street</i> by Sandra Cisneros “Let one forget his reason for being, they’d all droop like tulips in a glass, each with their arms around the other.” (94)</p>	<p>The image of the drooping tulips is in sharp contrast to the four raggedy trees that stand strong. With their heads bowed and huddled close together, drooping tulips do look sad, as if hope is lost. It really makes me see how one tree losing its purpose zaps strength from the others and they wilt and give up together. I’ve felt like that. When I’m not in sync with the crowd and feel different, it helps me to see others who have strength being themselves and if they give up, it’s discouraging.</p>
<p><i>Lord of the Flies</i> by William Golding “A stain in the darkness, a stain that was Jack, detached itself and began to draw away. ‘All right. So long.’ The stain vanished. Another took its place. (121)</p>	<p>This metaphor compares Jack to a stain, to something that mars, contaminates, and spoils. Since darkness is mentioned, it makes me think that Ralph sees Jack as evil. Biblical allusions are all over the place in <i>Lord of the Flies</i> and this makes me think the reference to darkness also shows that Jack represents sin and the dark side of human nature. Jack being a stain, I completely understand but who or what is the other stain? The entire next paragraph is about Roger. Is Roger a stain too?</p>
<p><i>Lord of the Flies</i> by William Golding “He (Roger) simply sat and rocked the trunk gently ... So they sat, the rocking, tapping, and impervious Roger and Ralph, fuming ... They heard him (Jack) blunder against the trunk which rocked violently.” (121)</p>	<p>What a contrast between Roger and Jack! Just by the way they rock the same tree trunk; you can see their different character traits. Roger gently rocks the tree trunk while tapping his stick and saying nothing. He is invulnerable, and closed. I can picture him in his own little world, stewing in his mind, but showing very little outwardly. Jack is different. When he comes along, he “blunders” into the tree trunk and rocks it “violently.” I wonder if the tree trunk symbolizes something like stability and natural order that Jack will shake violently and Roger, surprisingly, will also shake some, but gently. Does Jack’s violent blunder also foreshadow coming violence?</p>
<p><i>Lord of the Flies</i> by William Golding “A few miles south of Soledad, the Salinas River drops in close to the hillside bank and run deep and green. The water is warm too, for it has slipped twinkling over the yellow sands in the sunlight before reaching the narrow pool. On one side of the river the golden foothill slopes curve up to the strong and rocky Gabilan mountains ... sycamores with mottled, white, recumbent limbs and branches that arch over the pool.” (1)</p>	<p>There’s something about the description of the pool that makes it sound lovely. The complex sentences and verbs are fluid: drops, run, slipped, curve, and arch. The descriptors are fresh and peaceful: deep and green, twinkling, golden, mottled, and recumbent. With this lovely pool against the backdrop of the “strong and rocky Gabilan mountains,” the spot feels like a refuge.</p>
<p><i>The Book Thief</i> by Markus Zusak “Rosa had a small rip beneath her right eye, and within the minute, her cardboard face was broken. Not down the center, but to the right. It gnarled down in her cheek in an arc, finishing at her chin.” (419)</p>	<p>Rosa’s cardboard face is a powerful image! With one surprising adjective, “cardboard,” I see how Rosa wears a façade, a mask that is unbending, stiff, and protective. There’s no softness to her. When her face breaks, it’s not a nice, clean opening of the mask but a “gnarled” tear that feels anguished.</p>

Information borrowed on 2/8/11 from

<http://arnold.gpisd.org/LinkClick.aspx?fileticket=qu41dGo3sQQ%3D&tabid=4747&mid=8880>

Note: Students are encouraged to provide their own books for notes/ annotation purposes. However, all the readings on the Honors English II reading list can be obtained from Colton High School's library. Make sure to check the summer readings out prior to the summer break. Students should use post-it notes to take notes in the text and mark important passages.

Notice to Parents

Your child is enrolled in an English class that will require significant reading of high quality literature. Typically, English teachers select the literature for study in their courses from the Recommended Reading list published by the California Department of Education. All books are selected by teachers because they support the curriculum standards, and in the case of Advanced Placement classes, they help to prepare students for the AP exam. The literature is taught as a whole work, not in edited or summary form. At times high quality literature includes themes and/or language that some parents find objectionable.

This notice is intended to inform you that some of the books on the reading list for your child's class may have been challenged by one or more parents or community members in the past. As required in Board policy, when a book is challenged, a committee reviews the novel and makes a recommendation to the Board of Education. When looking at your child's reading list, any book with an asterisk, (*), by the title has been challenged, and the Board of Education has determined the book will remain on the reading list.

As a parent, you may review any book on the reading list to determine if you would like your child to either read the assigned novel or request an alternate. You may request to see the books in the classroom or library by scheduling time with the classroom teacher or librarian. You have the right to request that your child not be assigned to read a particular novel, but instead read a comparable alternate book. Please see your child's teacher if you would like further information or would like to request an alternate. I have received the Honors English II reading list and Notice to Parents.

Remove the next page, get required signatures, and return to:

Mrs. Khan, room 405 or Mrs. Senzaki, room 400

Required Signatures

I understand the requirements as explained in the Honors English II Reading List and Assignment Overview

(Student Name)

(Student Signature, Date)

(Student Identification Number)

(Parent/Guardian Name)

(Parent/Guardian Signature, Date)
