

# English 10 A.P. Prep Literature Course Information and Summer Reading Assignment

Dear 10th Grade Pre-AP English Student and Parent or Guardian,

Welcome to AP-Prep 10th Grade Literature and Composition! The summer assignment is meant to encourage students to begin thinking about other cultures and reading literature they might not otherwise explore. There are several components to this project that must be completed BEFORE classes commence in the fall.

Statistics prove continued reading improves test scores and increases student success. With this in mind, 10th Grade Pre-AP requires a summer reading assignment for students. This assignment reflects the content and grade level and is designed to give students the opportunity to develop skills that will enable them to be successful in courses in high school and beyond.



- As a student entering the 10th grade Pre-AP English program, summer reading is an absolute must! I hope you love words and language because this course is a lot about reading and understanding all of the different ideas and perspectives that authors use and play with in their books.
- Successful completion of each Pre-AP/AP course requires individual study time outside of class on a regular basis. Students may will need to purchase supplemental materials for some of the Pre-AP assignments.
- Next school year, we will be reading short stories, poetry, plays, and novels. Prepare to be busy!

Please understand that I require each to read the ACTUAL books – I do not want you to rely on Cliffs Notes, Spark Notes, movies or any other internet source/condensed watered down versions available for this class. Besides, the books are MUCH, MUCH better and way more gratifying.

## The Purpose of A.P. Prep Courses

The Pre-AP English II class is designed to prepare students for continued success in Pre-AP and AP English classes. Not only will students engage in a year of extensive advanced studies to prepare for college-level work by their junior year, but they will also have the privilege of examining some of the world's great literature. In order to prepare you for the material and skills you will encounter throughout the year, you are required to participate in the Summer Reading Assignment. **I have no problem with you discussing these assignments and readings with other students; however, all written assignments should be your work alone.**

First, DON'T PANIC! You WILL survive the summer reading and writing assignments and the English 10 AP-Prep course. You may struggle, but this is a normal and necessary part of the learning process. Second, you should take this work seriously. This assignment will constitute a major portion of your first nine weeks' grade. Do not wait until the last minute to attempt this assignment.

## Summer Reading Deadlines and Expectations

Students: You must bring your summer reading book to the first day of class, have the summer reading completed by the first day of school, and have completed the summer reading assignment (regardless of the semester you are enrolled for English 10) by the first day of school. Your summer reading assignment is due on **August 24, 2015**. The summer assignment is due by 3:15 pm or it is considered late. No work will be accepted after August 28<sup>th</sup> **\*\*Please do not lay any assignments on my desk. \*\***

*Please note:* All late assignments considered a test grade will result in a 10 point deduction from the overall grade. All late homework/class work assignments will result in a 50 point deduction.

**\*\*There are THREE separate assignments required for this summer that are all connected to the summer reading\*\***

Please present your summer assignment in a 3 ring binder or folder. Your name should be on the front cover or front page of the binder. Please organize your assignments in the order below. This assignment should be presented in a neat, organized manner. Do not submit incomplete or disheveled work.

1. **Summer Reading**
2. **In-text Annotations and Notations**
3. **Literary /Rhetorical Device/Grammar Note-Cards**

## 1.) Reading Requirements:

I. **MANDATORY** Reading: **SELECT** one of the five following texts to read from the *attached approved reading list*.

If you find a book you REALLY want to read, you may email me for approval. Remember: ask for permission...not for forgiveness in this instance. All books MUST be World Literature, have an appropriate lexile level for English 10 AP prep student, and be at least 200-500 pages.

2.) **ANNOTATE** your text. Please give yourselves time to read the books in order to take thorough notes. Please take notes on major literary devices and major points used IN the novels themselves. (See Mrs. Teague's Annotation Guide for help)

**Annotation Assignment:** Write your name on the inside cover of the book if you own the book (if not, write your name on a sticky note and place one inside the front cover and one on inside of the back of the book.) You will need six highlighters OR six different colored post it notes (if you do not own your book) to complete the annotations: yellow, pink, orange, green, blue & purple. Make sure to write your initials and specific chapter number on each sticky note in the event one is removed, lost, or out of place.

### I. In-text annotation requirement:

- **Characters**—highlight /write information about the characters in **purple**. Write notes or questions about the characters. On the first page of each chapter, make a list of the characters introduced in that chapter.
- **Setting**—highlight /write information about the setting in purple. Also, highlight archetypes—seasons, locations—desert, water, light/dark images, etc.—in **orange**. Write notes or questions about the setting or archetypes.
- **Tone**—highlight/write words that create tone in orange. At the top of at least one page per chapter, choose words that create tone and write the tone word at the top of that page. Indicate if the tone is positive, negative, or neutral.
- **Central Idea/ Theme**—highlight /write phrases that convey a central idea/theme for each chapter in **green**. Write the central idea as a universal statement about the world or human life.
- **Vocabulary**—highlight /write vocabulary words in **blue**. Look for words that you are unsure of the meaning. Also include words that are considered collegiate. Place the sticky note(s) on the same page the words are on in the book. Then define the words on a sheet of paper. You need to find vocabulary words for each chapter.

### II. In-text notation requirement:

- **Questions/Thoughts/Comments (Yellow Sticky Notes)**—as you read, write questions, thoughts, and comments that come to mind on **yellow** sticky notes. There should be questions/thoughts/comments for every chapter in the book.
- **Literary and rhetorical devices: (Pink Sticky Notes)**—As you read, look for literary devices. Underline the example in the book and name the device on **pink** sticky notes. It is important that students are familiar with rhetorical devices which will be useful when reading literature, analyzing literature, and writing analysis essays. When you are asked to do a rhetorical analysis of a text, you are being asked to apply your critical reading skills to break down the "whole" of the text into the sum of its parts. You try to determine what the writer is trying to achieve, and what writing strategies he/she is using to try to achieve it.
  - Keep in mind that you don't need to apply all of the questions below to every chapter, but you should apply 1-2 questions per chapter. This rather exhaustive list is simply one method for getting you started on reading /analyzing (and then writing) more critically. By the end of the semester, you will be asking these questions naturally, as you read without guides or prompting from me. For now, here are some guided questions to ask while reading your summer assignment critically.
  - **\*\* You do not need to write the question, simply indicate the letter (a-o) beside the question on your sticky note and provide the answer/analysis. Also, you are not required to answer all of these questions. This is a tool to help you with the Pink and Yellow Sticky Note Section.**
- a. What is the general subject? Does the subject mean anything to you? Does it bring up any personal associations? Is the subject a controversial one?
- b. What is the claim (the overall main point)? How does the claim interpret/comment on the subject?
- c. What is the tone of the text? Do you react at an emotional level to the text? Does this reaction change at all throughout the text?
- d. What is the writers' purpose? To explain? To inform? To anger? Persuade? Amuse? Motivate? Sadden? Ridicule? Anger? Is there more than one purpose? Does the purpose shift at all throughout the text?
- e. How does the writer develop his/her ideas? Narration? Description? Definition? Comparison? Analogy? Cause and Effect? Example? Why does the writer use these methods of development?
- f. How does the writer arrange his/her ideas? What are the patterns of arrangement? Particular to general? Broad to specific? Spatial? Chronological? Alternating? Block?
- g. Is the text unified and coherent? Are there adequate transitions? How do the transitions work?

- h. What is the sentence structure like in the text? Does the writer use fragments or run-ons? Declarative? Imperative? Interrogative? Exclamatory? Are they simple? Compound? Complex? Compound-complex? Short? Long? Loose? Periodic? Balanced? Parallel? Are there any patterns in the sentence structure? Can you make any connections between the patterns and the writers' purpose?
- i. Does the writer use dialogue? Quotations? To what effect?
- j. How does the writer use diction? Is it formal? Informal? Technical? Jargon? Slang? Is the language connotative? Denotative? Is the language emotionally evocative? Does the language change throughout the piece? How does the language contribute to the writers' aim?
- k. Is there anything unusual in the writers' use of punctuation? What punctuation or other techniques of emphasis (italics, capitals, underlining, ellipses, and parentheses) does the writer use? Is punctuation over- or under used? Which marks does the writer use when, and for what effects? Dashes to create a hasty breathlessness? Semi-colons for balance or contrast?
- l. Are important terms repeated throughout the text? Why?
- m. Are there any particularly vivid images that stand out? What effect do these images have on the writers' purpose?
- n. Are devices of comparison used to convey or enhance meaning? Which tropes--similes, metaphors, personification, hyperbole, etc. does the writer use? When does he/she use them? Why?
- o. Does the writer use devices of humor? Puns? Irony? Sarcasm? Understatement? Parody? Is the effect comic relief? Pleasure? Hysteria? Ridicule?

**\*\*Am I going to tell you how many post-it/sticky notes you should have for each chapter? No way! I'll let you decide what sets an A apart from a B or C project...or (insert gasp) a D or F. Based on your 10 years of being a student, you know the difference and expectations. Plus, this is an AP Prep course and your first opportunity to present your knowledge and work ethic.**

\*\*This is a review of what your book should look like upon completion of the annotation portion of this assignment:

<http://mrseidussuriya.edublogs.org/2015/01/05/in-text-annotations/>

<http://scholarlykitchen.sspnet.org/2013/04/30/iannotate-whatever-happened-to-the-web-as-an-annotation-system>

\*\*\*More information about annotating:

file:///C:/Documents%20and%20Settings/Thomas%20Weathers/My%20Documents/Downloads/annotation\_note\_taking.pdf

### 3. Literary Terms Assignment: *(The note cards should be hand written)*

- On 3x5 lined index cards, define the following literary and grammar terms--terms one is expected to know upon entering tenth grade. There will be a test on these terms during the first 10 days of school. Keep these index cards in an index card file box or large ring. You will keep the cards throughout your senior year of high school, adding cards as you learn new terms.
- One the front- Write the term. On the back of the card- Write the definition and one example used correctly.

*\*\*There will be quizzes given on these terms intermittently throughout the school year.*

- allegory
- alliteration
- analyze
- antagonist
- aside
- biography
- characterization
- citations
- cliché
- climax
- connotation
- denotation
- dialogue
- diction
- drama
- dynamic character
- eight parts of speech
- empathy
- ethos
- euphemism
- external conflict
- figurative language
- flat character
- foreshadowing
- genre

- Gerund
- hyperbole
- imagery
- infer
- infinitive
- internal conflict
- irony
- juxtaposition
- logos
- metaphor
- monologue
- mood
- motif
- narrator
- onomatopoeia
- oxymoron
- paradox
- parallelism
- paraphrase
- participle
- pathos
- periodic sentence
- Personification
- Plot
- Point of View

- Prologue
- Prose
- Protagonist
- Pun
- redundancy
- rhetoric
- rhetorical question
- round character
- satire
- setting
- simile
- soliloquy
- static character
- suspense
- style
- subordinate clause
- symbol
- syntax
- Flashback
- textual evidence

- Theme
- thesis
- tone
- topic sentence
- transition words
- understatement
- vernacular
- verisimilitude
- wit
- Imperative
- Interrogative
- Exclamatory
- Simple
- Compound
- Complex
- Compound-complex
- Short
- Long
- Loose
- Periodic

\*\*\* I will very rarely off any extra credit throughout the semester, however, I do believe in working hard establish a strong foundation. I will offer extra credit for submitting your poem and news article with your summer assignment. I know some of you are hard workers and enjoy getting a head start on assignments, so if you complete the news article and poem requirements, I will reward your work ethic. These two assignments are NOT required the first day of school. They will be due the second week. I will attach the two assignments for your review. Add the extra credit in the back of your binder, label the assignments as “Extra Credit.”

**Academic Dishonesty:** As a student in this course (and any academic setting), you will receive an “F” for the given assignment if you commit or assist someone else in committing plagiarism. Plagiarism is the theft of words, phrases, sentence structures, ideas, or opinions. Plagiarism occurs when any such information is taken from any source or person and—intentionally or unintentionally—presented or “borrowed” without mention of the source. Plagiarism also occurs when materials from cited sources are reproduced exactly or nearly exactly but are not put in quotation marks. Copied work of any kind or cheating in any other fashion will NOT be tolerated.

**Teacher contact:**

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**ENGLISH 10 ANNOTATION GUIDE**

**(Keep this in your notebook all year)**

Annotating allows you to have an active “dialogue” with a story. Reading is an active process. As you read a text, you should have questions, predictions, and opinions about what you are reading. Annotating also helps you navigate the book again when you need to prepare for tests, essays, and class discussions. Annotating is a selective process. You do not want to mark everything because then nothing would stand out. EVERYONE MUST ANNOTATE IN HIS OR HER OWN WAY, but to help you determine what to mark, here are some suggestions:

#### BASIC ELEMENTS OF STYLE AND STRUCTURE

Setting - make notes about the time, place, etc. Characters- make note of each character’s name the first time you see it. Also mark the passages that describe the character’s: Physical appearance Motivations behind his/her actions Relationships to other characters Personality (especially changes in personality) Plot - events of rising action, climax, falling action and resolution Identify conflict types (Man vs. Man, Man vs. Self, Man vs. Nature, etc.) Make notes periodically at the tops of pages to help you remember.

Vocabulary-Look up words you do not understand. When you find a definition for the word, you may want to write a synonym out to the side.

Tone – Tone is the attitude implied in a literary work toward the subject and the audience. The following figures of speech may help when identifying tone in literature.

Metaphor -comparison between two otherwise unlike things (i.e. Love is a Rose, Life is a Roller Coaster, All the World’s a stage, etc.)

Simile –comparison of two things often using “like” or “as” (i.e. Brave as a lion, Fits like a glove, Moves like a snail, etc)

Diction – words with significant connotation (beyond the literal meaning) Imagery – appeals to any one of the five senses (taste, touch, smell, sight, hearing)

Details – important and noteworthy facts Language – the sound of the text (formal, informal, colloquial/ geographical, etc.)

Syntax – basic sentence structure, punctuation, arrangement of words in a sentence, etc.

Point of View - The way the events of a story are communicated from the author to the reader. For further details look up the definitions for 1st, 2nd and 3rd person POV.

#### FOCUS ON QUOTES

Quotes can be any length, but try to be clear, concise, and focused in your selections. The following suggestions may be helpful in identifying important quotes.

Important or Striking Passages - Make note of quotes that you find interesting, or that “speak” to you in some way.

Confusing Passages- If you find yourself baffled, offended, or puzzled, you may want to write a question in the margin to mark that passage/quote for clarification or discussion at a later time.

Thought-Provoking Passages

- Look for passages that might provoke discussion about book. Make connections to movies, current issues, history, or other pieces of literature.

-Look for commentary on issues of a social, emotional, and ethical (moral), or spiritual nature.

- Examine human nature in general or how the book does/ does not hold true today.

### ***Rhetorical Analysis: Critical Reading Guide***

What is Rhetorical Devices? The word rhetoric refers to "the art of speaking or writing effectively." Device, according to Shakespeare, is "anything fancifully conceived." So a rhetorical device is a fancy turn of phrase--a use of language that creates a literary effect and, ideally, prompts an emotional response. Why are they useful? Rhetorical devices are useful. It is how something is said, not just what is said that leaves a lasting impression. Having a good idea or something significant to say is certainly important, but it is not enough. One must also get the message across to the intended recipient(s), and do it in such a way that both the message and its importance are received and understood. How do we see it in Literature? Why was Shakespeare such a master of writing? Mainly, because he had an excellent understanding of rhetorical devices and used them artfully to express his ideas and insights

\*\*List of rhetorical devices can be found at the following website:

<https://www.tracy.k12.ca.us/sites/khs/SiteCollectionDocuments/SummerAssignments/APEng3Glossary.pdf>

<http://teachers.sduhsd.net/ppennock/ap%20resource%20packet.pdf>

### ***Grammar Handbook***

<http://northshorehigh.stpsb.org/userfiles/nhsadmin/files/English%20Handbook%20Final2015.pdf>

**Note:** These assignments will be discussed in-depth when school commences in the fall. If you would like to get a jump on a few assignments, feel free! These two assignments will relate/connect to your summer reading. As of now, the due date for these assignments will be the end of the second week of school. Approximately September 3<sup>rd</sup>-4<sup>th</sup>. You will be given a calendar/ unit plan of important due dates the first week of class.

**I. News Article Requirement:** It is important that students are familiar with what is currently happening in the world as this will be useful when writing essays and analyzing world literature. Therefore you will complete the following:

1. **COLLECT one** news article that can be connected to your chosen novel in some way. The article must be from reputable sites (CNN, NY Times, Chicago Times, newspapers from other countries). Do NOT try to use FOXNEWS, Colbert Report, The Daily Show, or any pundit shows.

2. **PRINT** out a copy of the news article and write a response that includes the following information:

- a. An objective summary (6 sentences) of the events discussed in the article in your own words. (If you do not know what objective summary is then you should research the term first.)
- b. Make a world connection to America, yourself, or how the events discussed could affect America.
- c. What surprises you about the information in the article? (1-2 sentences)
- d. Make a connection to your chosen novel with a minimum of 2 textual examples and citations from both readings.

**\*\*Do not use any personal pronouns when writing. Write in 3<sup>rd</sup> person ONLY. (Part b is the only exception)**

**\*\* Avoid vague words, slang, overgeneralizations, or jargon.**

**\*\* Avoid weak verbs (tells, shows, says, states, uses)**

**\*\* Avoid contractions**

## **II. Poetry Requirement:**

1. **SELECT one** poem that can be connected to your chosen novel in some way. This poem must come from [www.poetryoutloud.org](http://www.poetryoutloud.org).

- a. The poem must be 15-20 LINES (if sentences)/ 25 (if just words).

2. **PRINT** out a copy of the chosen poem or hand write the poem neatly, providing the following information:

- a. **Define** any words you do not know.
- b. Write a 6 sentence paragraph that provides a clear connection to your chosen novel with a minimum of 2 textual examples and citations from both readings (novel and poem.) *-Note: The poem only has to connect in some way. It may be the same theme, tone, mood, character type, setting, culture...it can be anything!*
- c. Complete a TPCASTT chart for the poem. (Complete on your own paper, print or make a copy).

**\*\*Do not use any personal pronouns when writing. Write in 3<sup>rd</sup> person ONLY.**

**\*\* Avoid vague words, slang, overgeneralizations, or jargon.**

**\*\* Avoid weak verbs (tells, shows, says, states, uses)**

**\*\* Avoid contractions**

**\*\*If you need instructions on how to complete a TPCASTT, please use the following links:**

<http://www.howcast.com/videos/359878-how-to-tpcastt-a-poem/>

<http://www.imggrid.com/tpcastt-example-poem.html>

<http://www.storyboardthat.com/articles/education/english/poetry-analysis-tp-castt>

[http://hs.hastings.k12.mn.us/sites/6e3486ea-9f8c-4b52-bae27be334b7418e/uploads/TPCASTT\\_with\\_Dreams.pdf](http://hs.hastings.k12.mn.us/sites/6e3486ea-9f8c-4b52-bae27be334b7418e/uploads/TPCASTT_with_Dreams.pdf)

## **Mrs. Teague's Approved Reading List for English 10 A.P. Prep**

**This is not an extensive list of available works. Many of the works on this list are suggested for college bound students.**

- 1.) The Alchemist by Paulo Coelho
- 2.) Yann Martel's Life of Pi
- 3.) Things Fall Apart by Achebe, Chinua
- 4.) Les Misérables by Victor Hugo (Fiction)
- 5.) A Long Way Gone by Ismael Beah (Non-Fiction, Memior)
- 6.) Anthem by Ayn Rand
- 7.) Purple Hibiscus: A Novel by Chimamanda Adichi
- 8.) Sold by Patricia McCormic
- 9.) The Book Thief by Marcus Zusak
- 10.) The Complete Persepolis by Marjane Satrapi
- 11.) Dorris, Michael- A Yellow Raft in Blue Water
- 12.) Paton, Alan-Cry, the Beloved Country \*
- 13.) Wells, H.G.-The Time Machine
- 14.) Esquivel, Laura- Like Water for Chocolate
- 15.) Camus, Albert- The Stranger
- 16.) In the Time of Butterflies by Julia Alvarez
- 17.) The Hunchback of Notre Dame- Victor Hugo \*
- 18.) 1984 by George Orwell \*
- 19.) Copper Sun by Sharon M. Draper
- 20.) Boys in the Boat by Daniel James Brown
- 21.) The Joy Luck Club by Amy Tan
- 22.) The Zookeepers Wife- Diane Akerman
- 23.) A Very Old Man with Enormous Wings by Gabriel García Márquez
- 24.) The Kite Runner by Khaked Hosseini
- 25.) Angela's Ashes by Frank McCourt
- 26.) Poisonwood Bible by Barbara Kingsolver

I do have some personal and class copies of noted works. If available, you may borrow a book from me. You may also want to check the South Point library, check your book out from the local library, purchase a copy on line, or purchase from a local new or used bookstore.

\*I have copies available to borrow

I have approved (title) \_\_\_\_\_ for my child(name) \_\_\_\_\_  
to read for the English 10 AP Prep Summer Assignment.

Print Parent Name \_\_\_\_\_ Signature of Parent \_\_\_\_\_

Date \_\_\_\_\_

**NOTE: Please make sure your parents sign off on your summer reading selection PRIOR to reading the novel and include this sheet in your submission folder when you submit your assignment**

