

# AP Summer Reading 2019

Dear AP Students,

Thank you for taking on the challenge of AP English. We recognize that many of you are balancing a variety of challenging courses, and we appreciate your willingness to take on AP English in order to grow as readers, writers, thinkers, and communicators. The skills you gain in these courses will help to prepare you for academic success and thoughtful participation in your future endeavors. Please use the summer to relax, you don't do enough of it during the year. But also take a few hours to refresh your English reading and analysis skills by completing the appropriate summer reading assignment. We look forward to teaching you next school year!

Yours truly,  
HHS AP English Teachers

## AP Language and Composition (AP English III)

*The Things They Carried* by Tim O'Brien (ISBN: 9780544309760)

A Pulitzer Prize finalist, *The Things They Carried* is an artistic collection of short, fictional pieces--written by a Vietnam War veteran--that illustrate the lives of the men of Alpha Company at different points in their experience: as boys who would become soldiers, as soldiers, and as men who were once soldiers. Through these men, the reader explores the topics of war, truth, identity, and belonging.

It is expected that students read and annotate carefully and thoughtfully.

In addition, please review *How to Read Literature like a Professor* by Thomas Foster.

## AP Literature and Composition (AP English IV)

*Great Expectations* by Charles Dickens (ISBN: 9781593081164)

From Goodreads: In what may be Dickens's best novel, humble, orphaned Pip is apprenticed to the dirty work of the forge but dares to dream of becoming a gentleman — and one day, under sudden and enigmatic circumstances, he finds himself in possession of "great expectations." In this gripping tale of crime and guilt, revenge and reward, the compelling characters include Magwitch, the fearful and fearsome convict; Estella, whose beauty is excelled only by her haughtiness; and the embittered Miss Havisham, an eccentric jilted bride.

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## Annotation Rubrics

<b>Category</b>	<b>Poor Quality 3</b>	<b>Satisfactory Quality 4</b>	<b>Good Quality 5</b>
<b>Thoroughness</b> number and variety of notations is evident	Few notations on some or all pages. May contain summary and word definitions, but multiple aspects of the work are ignored.	Notations appear on most pages, although the notations may be of the same aspect while other aspects are unmentioned.	Multiple notations on each page cover many aspects of the work.
<b>Thoughtfulness</b> intellectual curiosity displayed in the notations	Notations and questions are lacking in substance and intellectual rigor. Surface level of discussion likely with such notations.	Notations and questions are routine but appropriate for discussion. The student examines the larger implications of the ideas within the text.	Notations and questions are appropriate and should allow the discussion to be elevated from the obvious. The student examines larger implications of the ideas brought forth by the text and connects those to other works, history, science, philosophy, the arts, psychology, and religion.
<b>Category</b>	<b>Poor Quality 10 or 12</b>	<b>Satisfactory Quality 16 or 18</b>	<b>Good Quality 19 or 20</b>
<b>Quality of Analysis</b> SOAPSTone and other rhetorical strategies are identified, if applicable.  Literary elements such as symbolism, word choice, imagery, figurative language, tone, theme, syntax, and structure are noted.	Notations indicate lack of attention to analyzing rhetoric or literary elements. Notations are limited to only a few strategies; many are not indicated.  Scant commentary on diction and syntax is evidenced in the annotations. Little attention to style choices. Little attention is paid to tone. The student shows an incorrect or limited understanding of theme and motif.	Strategies are identified but are random or incomplete. Depth of understanding is not evident.  Word choice and sentence structure notations are made but randomly and inconsistently. There are attempts at style analysis. Tone, theme, and motif are identified correctly.	Most notations focus on analysis rather than personal response to the text or comprehension. A wide variety of strategies are identified and analyzed. Student shows a solid understanding of the effect of author's choices.  Consideration of word choice and syntax is evident in notations throughout the piece. Annotations show a thorough style analysis. Tone is identified correctly and consideration is given to shifts and nuance. Theme and motif are tracked and there is evidence of analysis of how the author builds meaning.

Thoroughness \_\_\_\_\_  
Thoughtfulness \_\_\_\_\_  
Quality \_\_\_\_\_  
Total \_\_\_\_\_