

Advanced Placement English Language and Composition—2017 Summer Reading Assignment

Assigned Texts:

- *5 Steps to a 5 AP English Language* (2017 or 2018 edition) by Barbara L. Murphy, Estelle M. Rankin
- *Angela's Ashes* by Frank McCourt

This summer you must obtain copies of *5 Steps to a 5 AP Language* **and** *Angela's Ashes*. Completing the following tasks will help prepare you for AP Language, by providing an introduction to the course and by assessing your ability to comprehend and interact with a text. To earn full credit, **you must complete all THREE assignments**

If you have questions, please email devine_wright@gwinnett.k12.ga.us or jamy_giametta@gwinnett.k12.ga.us.

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Assignment One: Practice Test

Purchase *5 Steps to a 5 AP Language* and complete the multiple-choice diagnostic test in chapter 3. I **will not** collect this assignment for a grade; I want you to become familiar with the exam. We will use *5 Steps to a 5 AP Language* throughout the school year.

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Assignment Two: Annotate *Angela's Ashes*

You must obtain a physical copy of *Angela's Ashes* and annotate the text. Because you will write in the text, you may not use an eBook. When annotating your text, use any space available— margins, blank pages, empty space on the page, etc. I suggest that you use post-it notes and/or bright pen colors. Annotating is more than highlighting and underlining; the objective is to read actively and to engage with the text. **You DO NOT have to write on every page.**

While You Read

- **Ask questions**—Are you confused about something? Write the question down. You might find the answer later, or you might get an opportunity to ask your questions during class discussions.
- **React to what you read**—Maybe you just read something that made you mad, startled you, or brought you to tears. Write down your reaction to the text so you remember it later.
- **Give an opinion**—Do you like or dislike an idea? Do you think the author is too boring? Record this opinion next to the passage that inspired it.
- **Underline, bracket, or circle important passages**—Is there a quotation that you think is important or thoughtful? Is there an idea you think might be worth remembering? Is there a “big idea” that is at the foundation of the article? These are important to locate, as they are what you might quote in your investigation or written essay later. If possible and profitable, write brief comments within the side margins that indicate your motivation in underlining. **Focus on the essential elements of literature (plot, setting, characterization, point of view and theme)** and any other aspects of literature study as instructed by your teacher.
- **Make connections**—Maybe something you read reminds you of an experience you have had or parallels a part of your life; record these connections and they will help you find meaning and relevancy in what you read.
- **Define new words**—Too often, reading comprehension problems occur because readers do not understand words. It is not too much trouble to look up the word in a dictionary or on the internet.
- **Track motifs**—If you notice a reoccurring idea as you read, start noting the motif when it takes place. Doing so will help you understand the claim that the author attempts to convey.

AFTER YOU READ

If you really want to understand the text, consider these ideas to help you make sense of what you have read...

- **Title your chapters or article sections**—Some books and articles have chapter titles already. If they do not, go back and give them relevant titles when you finish reading the section. Doing so will help you remember what was discussed in that part of the article.
- **Summarize what you have read**—In the empty space at the end of a page, rewrite the article noting the essential points, using only a couple of sentences. You might find that doing so will help you understand what you just read.
- **Respond to what you have read**—Sometimes a summary isn't enough. You might want to comment on what you just read, give an opinion about a concept, or complain about the author's insight/viewpoint.

- **Make a prediction**—Predicting is a great thinking exercise. There’s not a better place to do so than after you’ve read one section and before you begin the next. You might be surprised to find your prediction is right or wrong!
- **Connect ideas to each other or to other texts.**
- **Note if you experience an epiphany**—Note any “ah ha” moments, where you clarify something that you found puzzling.

WHAT TO ANNOTATE

- Note how the author uses language.
 - effects of diction (word choice) or syntax (sentence structure or type)
 - point of view / effect
 - repetition of words, phrases, actions, events, patterns
 - narrative pace / time / order of sequence of events
 - irony
 - contrasts / contradictions / juxtapositions / shifts
 - allusions
 - any other figure of speech or rhetorical devices
 - reliability of the narrator
 - motifs or cluster ideas
 - tone and/or mood
 - imagery
 - themes
 - setting / historical period
 - symbols

Final Considerations:

- Remember that even though annotation can feel like a burden, it’s an important part of understanding what you read. Choosing not to do so is choosing to reject a strategy that will help you become a more thoughtful and thorough reader.
- The most common complaint about annotating is that it slows down your reading. Yes, it does. That’s the point. If annotating as you read annoys you, read a chapter, then go back and annotate. Reading a text a second time is preferable anyway.
- Approach the works with an open mind. Let the literature inspire you and stretch your imagination.
- You must complete the outside reading assignment *and* annotate it before class begins. It is perfectly okay to add to your markings after you finish the book and are working on an essay, but you should complete the bulk of the job in conjunction with your reading for class preparations.

Note: You may write all marginal comments on Post-It Notes placed on appropriate pages in lieu of writing on the text itself.

Text Annotation Rubric

<input type="checkbox"/> Exceeds Expectations (95-100 A)	<ul style="list-style-type: none"> ○ Completes assignment thoroughly with obvious effort and reflection ○ Text is marked throughout ○ Annotations include questions, predictions, text connections, and reactions (i.e. “aha” moments) ○ Identifies literary and rhetorical devices; comments reflect analysis of the devices ○ Annotations accurately identify motifs and/or themes of the text ○ Reader has identified and defined unfamiliar vocabulary
<input type="checkbox"/> Meets Expectations (85-89 B)	<ul style="list-style-type: none"> ○ Assignment is complete but lacks the insight, depth, or thoroughness of an “exceeds” assignment ○ The text is marked but the commentary is brief; demonstrates an attempt at analysis ○ Identifies literary and rhetorical terms but lacks sufficient commentary and analysis ○ Commentary and notations appear less frequently ○ Annotations may not accurately identify motifs or themes of text
<input type="checkbox"/> Partially Meets Expectations (75 C)	<ul style="list-style-type: none"> ○ Text is not consistently marked throughout and/or the commentary is very short ○ Highlights and/or underlines passages, but lacks sufficient commentary ○ Random passages appear to be marked; passages selected often have no real significance ○ Annotations include minimal marginal comments or comments that are characterized by plot level questions and simplistic summary ○ Annotations include little or no attempt to identify motifs or themes of text ○ Annotations include little or no recognition of unfamiliar vocabulary ○ Annotations do not reflect careful reading of the text; annotations do not reflect interaction between the reader and the text
<input type="checkbox"/> Unacceptable (Below 50 F)	<ul style="list-style-type: none"> ○ Student annotated less than half of the text ○ Student has seemingly not put effort into the assignment or has not read the text ○ Copious underlining or highlighting, but little to no commentary

□ **Assignment Three:** Three Column Response Journal

Assignment: Bring a hard copy of the following assignment on **Tuesday, August 8th**.

- You are required to write **TWO** journal entries.
 - For the first journal entry, choose **one** passage from chapters 1-6.
 - For the second journal entry, choose **one** passage from chapters 7-19.
- You must type (single-space) each response journal in **12pt Times New Roman font**.
- Your analytical and personal response columns should be a **full page** in length.
- Make sure to include the page number after the quoted text.
- YOU MUST use the following format for your journal entries.

Passage	Analytical Response	Personal Response
<p>Choose ONE passage per section. Record the passage from the text in this space. DO NOT use ellipses. If the quote is important enough to comment on, then quote it all. Do not forget to include the citation after the quotation.</p>	<p>In complete sentences (no bullet points) analyze and explain the author’s use of language and techniques. Do not write a “laundry list” of terms. Analyze the effect and purpose of the devices. Please bold and underline each rhetorical term.</p> <p>Suggestions</p> <ul style="list-style-type: none"> ◆ Discuss the language in a specific passage. How does the diction contribute to the overall tone? Describe the tone or mood of the passage. ◆ Identify and explain connotations and figurative language. ◆ How does the author establish the personality of a specific character? Consider the use of dialogue, foils, and/or actions. What are the key characteristics of the speaker or narrator? ◆ Identify and explicate notable rhetorical techniques or devices in the text. Discuss irony, satire, symbolism, allusions, etc. What is the impact of the technique on the overall work? ◆ Identify and discuss the imagery that recurs throughout the work. ◆ Setting is often a pivotal factor in the development of the text. Explicate the importance of the setting. ◆ Discuss how some of the characters or situations fit into the theme(s) of the text. Explain any motifs. ◆ Discuss the effect of meter, such as iambic pentameter. ◆ Identify sound devices—alliteration, assonance, rhyme, onomatopoeia, repetition, etc.—and discuss the effect. ◆ Analyze the effect of any unusual organizational or rhetorical strategies in the work—multiple narrators; pacing elements (flashbacks, time shifts, time lapses, etc.); unusual punctuation or use of italics; chapter divisions; syntax, like repetition of words and phrases or rhetorical questions. 	<p>Use complete sentences (no bullet points) to write your personal response to the passage.</p> <p>What are personal reactions?</p> <ul style="list-style-type: none"> ◆ <i>Brief explanation of the passage first</i> ◆ Emotions that you feel as you read ◆ Events in your own life that you are reminded of ◆ Questions that you have about the story ◆ Predictions about the end of the story ◆ Connections to other stories you’ve read films you’ve seen, other classes, society today, etc. ◆ Evaluation of the author’s craft (i.e., his/her use of rhetorical devices, stylistic techniques, etc.) <p>If you have writer’s block, try using some of these prompts to get your thoughts flowing:</p> <ul style="list-style-type: none"> ◆ When I read this passage, I feel... ◆ This reminds me of... ◆ I want to know more about... ◆ I am surprised that... ◆ I am curious about... ◆ I wonder whether... ◆ I don’t understand why... ◆ I can relate to this character because... ◆ I like how the author... ◆ A similar situation occurs in _____ (book or film)....

Your Name
Teacher's Name
AP Language and Composition
8 August 2017

Angela's Ashes Response Journal # _____

Use complete sentences (no bullet points) in each column. Each entry *should* fill the entire page.

Passage (include the citation)	Analytical Response <u>Bold and Underline</u> each device in your analysis.	Personal Response

Response Journal Rubric

<input type="checkbox"/> Exceeds Expectations 5 (90-100)	<p>The response journals are of <i>exceptional</i> quality. Consistently adheres to the response journal guidelines (number, length, format, and content). Completes the assignment thoroughly, with obvious effort and reflection. Chooses meaningful passages from the text and provides a thought-provoking and sophisticated analysis of rhetorical strategies. The journals provide compelling analytical and personal responses to the text. Has sound style, conventions, and/or MLA format/citations.</p>
<input type="checkbox"/> Meets Expectations 4 (80-89)	<p>The response journals are of <i>good</i> quality. Adheres to the response journal guidelines (number, length, format, and content). May contain a couple of minor errors in style, conventions, and/or MLA format/citations. Chooses significant passages from the text, provides thoughtful personal responses, but the examination of rhetorical techniques is not as polished, insightful, or thorough as a response that "exceeds expectations."</p>
<input type="checkbox"/> Partially Meets Expectations 3 (74-79)	<p>The response journals partially meet expectations. Somewhat adheres to the response journal guidelines in length, format, or content. Attempts to analyze rhetorical strategies, but has minimal success. May have several minor errors in style, conventions, and/or MLA format/citations. Overall, the response journals are not quite as enlightening or detailed as "4" or "5" responses.</p>
<input type="checkbox"/> Does not Meet Expectations 2 (70-73)	<p>The response journals do not meet expectations. Does not include the required number of journal entries <u>or</u> fails to adhere to the guidelines in length, format, or content. Lacks appropriate analysis of rhetorical techniques. Has misguided, flawed observations and conclusions. May have several major errors in style, conventions, and/or MLA format/citations. Fails to analyze adequately the rhetorical strategies.</p>
<input type="checkbox"/> Unsatisfactory 1 (60 and Below)	<p>The response journals fail to meet expectations. Does not include the required number of journal entries <u>and</u> disregards the guidelines in length, format or content. Makes vacuous observations and conclusions, demonstrating a lack of effort in reading the text and/or interacting with the text. Has distracting errors in style, conventions, and/or MLA format/citations. Student has seemingly put little or no effort into the assignment or has not read the text closely.</p>
<input type="checkbox"/> Unacceptable 0 (0 F)	<p>Fails to turn in assignment <u>or</u> plagiarizes the assignment</p>