

Advanced Placement English Language and Composition—2019 Summer Reading Assignment

Assigned Texts:

- *5 Steps to a 5 AP English Language* (2019 or 2020 edition) by Barbara L. Murphy, Estelle M. Rankin
- *The Hot Zone* by Richard Preston

This summer you must obtain copies of *5 Steps to a 5 AP Language* **and** *The Hot Zone*. 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.

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

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- **Assignment One:** Complete the 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 *The Hot Zone*

Your task is to obtain a physical copy of *The Hot Zone* 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 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. There is NOT a specific number of annotations required.** You may write all marginal comments on Post-It Notes placed on appropriate pages in lieu of writing on the text itself.

While You Read

- Note how the author uses language.
 - effects of diction (word choice) or syntax (sentence structure or type)
 - point of view
 - 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
- **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? Record this opinion next to the passage that inspired it.
- **Underline, bracket, or circle important passages**—
 - Write brief comments within the side margins that indicate motivation in underlining or bracketing.
 - Focus on the essential elements of literature and rhetoric (**SPEAKER, AUDIENCE, TONE, PURPOSE, and CLAIM**)
 - Remember, highlighting and underlining without providing commentary IS NOT annotating.
- **Draw a rectangle around any words, phrases, or sentences that convey Preston's tone.**
 - Write a note in the margins describing how you would characterize this judgment.

- **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 relevance 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 recurring 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

- **Summarize sections.** When *you* find it necessary or useful, use the empty space at the end of a section to note the essential points, using only a couple of sentences. Doing so should 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.
- **Note if you experience an epiphany.** Note any "ah ha" moments, where you clarify something that you found puzzling.

****All of your annotations must be written in or attached to the book.** DO NOT include loose sheets of paper. Again, there is NOT a specific number of annotations required.

Text Annotation Rubric

<ul style="list-style-type: none"> • Exceeds Expectations (95-100 A) 	<ul style="list-style-type: none"> ○ Follows all directions ○ 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
<ul style="list-style-type: none"> • 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 ○ 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
<ul style="list-style-type: none"> • Partially Meets Expectations (70-75 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 the text ○ Annotations include little or no recognition of unfamiliar vocabulary ○ Annotations do not reflect a careful reading of the text; annotations do not reflect an interaction between the reader and the text
<ul style="list-style-type: none"> • Unacceptable (0-50 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