**Summer Reading 2017-2018**

**Advanced Placement**

**Literature and Composition**

**Language and Composition**

**Advanced Placement Literature and Composition**

Ms. Nelson (Room 1103)

Melody.nelson@spps.org

Mnelson.melody@gmail.com (I will respond more quickly if you use this email)

**Advanced Placement Language and Composition**

Ms. Montgomery (Room 1102)

Sonja.Montgomery @spps.org

**Dear Potential Advanced Placement student and parent,**

Welcome to the Advanced Placement program. Your summer reading is an essential component to start the year right. The books listed below were selected as novels that will best prepare you for success in your AP class, as well as entertain you while reading.

 *The Kite Runner* by Khaled Hosseini

 *Between the World and Me* by Ta-Nehisi Coates

1. **Create a Literary Terms Dictionary.** You will create this dictionary for quick reference next year. Be sure to type your **dictionary (typed and saved)**. You will be submitting this to schoology in the fall. See the hand-out for directions. Possible websites:

<https://literarydevices.net>

http://web.cn.edu/kwheeler/lit\_terms.html

[Literary devices.com](http://literary-devices.com/content/anastrophe)

Please don’t just cut and paste the definitions. Put them in your own words so you will understand their meanings.

1. **Post –it Notes:**

For each CHAPTER you must make **three** post it note comments. Below we have told you what to comment on and where to put the post-it. These need to be more than one word!! It must be a complete thought!

**\*You must read an actual book and put the post-its in the book. Do not read an electronic copy. You can easily check out the books from school, the library, or they are easily accessible in second hand bookstores.**

1. Memorable Quote: (Bottom of page) Pick a quote and on your post it explain why it is important to one of the following:

 Setting, Conflict, Theme or a Literary Device such as Simile, Metaphor,

Personification, Imagery, Symbolism, Allusion, Historical significance or Bias. Please use a variety of terms throughout your post it notes.

1. Characterization: (Side of page) Jot down a note on something important we find out about a character. This could be motivation, personality trait, physical trait or inner thoughts or feelings. Make sure it is not plot summary.
2. Personal Reaction/Comment/Question: (Top of Page) This is where you can write down your personal thoughts on a character, event, description or anything you feel yourself having an emotional reaction to. You can also ask a question about anything you’re wondering about.

**3) Comparison Essay:**   3 Pages, MLA style:  12 pt font, double spaced, TImes New Roman, 1 inch margins

Choose a common theme between the two novels:  Oppression, Violence, Father/Son relationship, Self-discovery, Racism, American Dream, Struggle, Education and Learning, Social Class, Love/Forgiveness, Politics Affecting Personal Life, How the Past affects the Present, Government infringing on personal right, Abuse of Power

\*If you have another theme, just email your teacher with your idea!

**1st-2nd Page:**Compare this theme between the two books using evidence from the text (Pg #’s) to back up your analysis. Be sure to have a clear THESIS! Arrange your essay by similarities and/or differences (topic sentences) between the two books.

**Possible Paragraph Structure:**

 Topic Sentence: Similarity or Difference

 Evidence/Support: These are specific examples from the text -strong statements

 Analysis/Commentary: How does this evidence support your topic sentence?

\*Do not write one page on *Kite Runner* and one page on *Between the World and Me*!!

**3rd Page:** Write about this theme within your own life.  Where do you see this them? What experiences have you had related to this theme?  How does this theme apply to the world around you?

\*\*AP Style Rubric is attached for grading purposes.

**Summer Reading Grades:**

When you return in the fall, summer reading will be due within the **first week**. There will be numerous assignments/activities on the text when we return. For the first three weeks we will be reviewing important literary devices and we will be referring to the summer reading frequently. We realize that the summer reading text can be easily obtained online and that you could complete the assignments without reading the book. But you will be given AP style quizzes/tests that will be impossible to complete unless you have actually read the text. Please do not attempt to take an AP style test on a book you haven’t read-it will not go well.

\*The Literary Terms Dictionary and Post-its will be entered into FORMATIVE

\*The Major Works Data Sheet and Personal Essay will be entered in SUMMATIVE

\*See attached rubric

The Saint Paul Public School District and College Board require students to have a well-read background in works of literary merit. This is the district’s way of supplementing the established curriculum.

If you have any questions, please email us at melody.nelson@spps.org, **mnelson.melody@gmail.com** **or sonja.montgomery@spps.org.** The handouts for the summer reading assignment will be available on the Johnson English Department Website this summer if you lose yours. You can also pick up copies in the guidance office at school.

Good Luck, and remember, it’s never too early to start your summer reading!

Ms. Nelson-Room 1103

Ms. Montgomery- Room 1102 (she is on maternity leave until the fall, but she does check her email)

|  |  |  |  |
| --- | --- | --- | --- |
| **4** | **3** | **2** | **1** |
| These responses clearly demonstrate an understanding of the topic. They contain apt references that are specific.They are cogent in their explications, and free of plot summary that is not relevant to the topic.They contain insight of the text that is superior. They contain an understanding and a control of a wide range of the elements of effective analysis. | Though they are not as convincing in their discussion, these responses are generally well-written.These references are appropriate but less thorough, less perceptive or less specific than 4Although insightful, They have less maturity and control than the top responses. They reveal a less sophisticated analysis and less consistent command of the elements of effective writing. | Although they have some thoughtful responses, these are vague or over-simplifiedThe responses may be pedestrian, mechanical, or inadequately related to the topic. Typically, these responses reveal simplistic thinking and/or immature writing. Not as well conceived, organized, or developed as the upper-half responses; the writing, however is sufficient to convey the writer’s ideas | These responses are not appropriate or suitable for the task They may have failed to address the topic. The response has significant misinterpretations of the text, inadequate supporting evidence, and/or paraphrase and plot summary rather than analysis. The writing may convey the writer’s ideas, but it reveals weak control over the elements of writing.  |
| I might say. . . Awesome!I never though of that!A college student would write that!You Rock! | I might say. . . Impressive!I wish you’d told me more!You have solid ideas!You have rhythm! | I might say. . . O.K.!You’re on the right track, but need to dig deeper.Opps, some summary!You sway side to side! | I might say. . . I wish you would’ve talked to me.Did you read the right text?Too much summary!You’re off-beat! |