Welcome aboard! You are required to read two books this summer. The first is your choice. The second I chose for you. You must keep a reading journal for each of the two books and each should be uploaded to our Summer Reading Google Classroom. (see code below). Each journal should be approximately 6-8 pages, typed, and will be part of your term one grade.

Google Classroom Code: ygkjve

Your choice book journal must be submitted via Google Classroom on or before July 31, 2017. Choose any book that intrigues and challenges you. It must be at or above your reading level. Something of Literary Merit is recommended but not required. Google “books of literary merit” for a comprehensive list and pick anything that appeals to you.

I Am The Messenger by Markus Zusak is the book I chose for you and the journal is due via Google Classroom on the first day of your AP Literature class. You can pick up a copy from me before the end of the year or purchase your own copy so you can annotate in it directly.

READING JOURNAL

WHAT IS IT?
A reading journal records a dialogue, or conversation, between the ideas in the text (the words that you are reading) and the ideas of the reader (you). So, your task is keep record of a dialogue with yourself as you read. Write down your thoughts, questions, insights, and ideas while you read. This is called annotation, more on that later! A reading journal can and should include a mixture of things. For example: making connections to the text, interpreting the text, making predictions, asking questions, finding patterns, challenging the text, or extending the meaning. There are no “right” and “wrong” answers. The important factor is that you read something and honestly, thoughtfully, and articulately respond to it with your feelings and ideas. Your “writer’s voice” should be heard in the journal. Your journal must span the whole work- do not let it become front or back heavy.

An entire page of one-liners does not make a journal, therefore use full sentences instead of phrases. The demands of the sentence will help you draw out your thoughts fully. Be explicit about the nature of your thinking and ideas. The journal will seem less of an intrusion in your reading if you follow the natural rhythms of reading. I expect you to be carried along by the flow of the story; however, you should add to the journal when you feel there is an important moment that requires reflection or close observation.
ASSIGNMENT ATTACK SUGGESTION:
~ Turn off your phone and limit all distractions and interruptions while reading so you can concentrate.
~ Read for about 30 to 45 minutes at a time.
~ Make annotations (see attached) as you read.
~ If you find stopping to annotate too intrusive to your reading, read your designated pages straight through then go back and annotate.
~ Your notes will be the starting points for your journal entries. Use the guidelines below to help direct your journal entries.
~ Write your journal entries immediately after reading while your thoughts are fresh in your mind.
~ Proofread every entry prior to submission - sloppy errors will not be tolerated in AP.

JOURNAL ENTRIES GUIDELINES:
You do not have to answer every question in each journal, but you do have to follow the format described below in step 1, 2, and 3.

1. Please type your entries. Upload your entries to the journal assignment on Google Classroom.
2. Your journal entries must begin with the quotation or scene you are commenting on. A quotation can be shortened by use of an ellipsis, but MUST include the page number in parentheses.
3. Your classmates (teacher included) are your audience, so don’t spend your time relating matters of fact—and don’t retell the story. No plot driving.
4. Comment when an idea or character interests you, and be sure to tell why.
6. Comment on striking or meaningful images in the text. Explain your response.
7. If you notice any literary devices, comment on their function in the text.
8. If something about the text confuses you—plot, language, or so forth—use the journal to explore why and what it might mean. It is expected that most of these texts will contain passages and ideas that challenge and confuse you.
9. How are individual characters developed in the text? Explain your response.
10. Explain the choice of narrator in the text (e.g., first person limited, third person omniscient, etc.)
11. Comment on the tone of the text. How does it support the content? What specific words contribute to the tone? Explain your response.
12. Note strange or unusual diction.
13. Explore the relationship between setting and plot. Explain your response.
14. Comment on connections between the text and other texts (or movies, shows, and so forth) that you have experienced in the past. This could refer to theme, plot, setting, or character. Explain your response.
15. Challenge the text. For example, if a six-year-old narrator is using an advanced vocabulary, make a note of that in your journal and speculate why the author might have done that.

If you are unfamiliar of any of the terms mentioned above, it is your responsibility to look up and learn the new concept.
THE VOCABULARY CHALLENGE: A FINAL REQUIREMENT FOR THE JOURNAL.
A frequent concern of AP Literature students is the challenging vocabulary they face when reading and testing during the year. Because one of the most effective ways to learn vocabulary is through reading, you are required to identify, define, log, and learn a minimum of 25 new words per book. The Vocabulary Log for your journal should be the last page. Please write the sentence from the book that contains the word. Define the word. Then write an original sentence that uses the word. You will be responsible for those words at the start of the year. I suggest you make flash-cards and review them periodically over the summer.

CRITERIA FOR A SUCCESSFUL READING JOURNAL

~ Quotations utilized are detailed, meaningful and attributed to a page number
~ Interpretations of the text are thoughtful, in-depth, and avoid clichés
~ Personal and cultural connections are insightful and thought-provoking
~ The text is thoroughly covered (entries are not front or end-loaded)
~ The journal discusses the theme of the text (themes must be expressed as a message about a topic)
~ The journal discusses literary elements such as imagery, diction, symbolism, setting, characterization and figurative language
~ The journal is error free and grammatically correct
~ 50 Vocabulary words with sentences are presented on the last page of the journal.

Do not rely on or even refer to Spark Notes, Cliffs Notes, or any other stale, safe, canned analysis: they cheat you out of thinking and they cheat your classmates out of their ideas. I am interested in your response, uncontaminated by the committees who produce these “study aids.” Use of these “study aids” may jeopardize your ability to succeed in the class.

I am available to you at any time during the summer; please do not hesitate to email at ichenelle@gltech.org
How to Annotate a Text

1. At the top of the page or on a post-it, mark the important plot events. Every page will not necessarily be marked.

2. Be sure to figure out any unfamiliar words through context or by using a dictionary. You can write the definitions right in the text for yourself.

3. Highlight and mark any conflicts that occur with the protagonist. Note your ideas about these conflicts in the text (who/what is involved, attempts to resolve conflicts, etc.)

4. Highlight and mark words and phrases that help describe the personality of characters. Note your ideas about the characters right in the text (personality, motivation, fears, dreams, etc.).

5. Highlight any symbolism and note your ideas in the text as to what abstract ideas or concepts these tangible objects may represent.

6. Don’t mark too much. If you mark everything, nothing will stand out.

Annotation is a key component of close reading. Since we will annotate texts all year, you need to develop a system that works for you. Effective annotating is both economical and consistent. Use any combination of the following:

✓ Make brief comments in the margins. Use any white space available—inside cover, random blank pages, etc.
✓ Make brief comments between or within lines of the text. Do not be afraid to mark within the text itself. In fact, you must.
✓ Circle or put boxes, triangles, or clouds around words or phrases.
✓ Use abbreviations or symbols—brackets, stars, exclamation points, question marks, numbers, etc.
✓ Connect words, phrases, ideas, circle, boxes, etc. with lines or arrows.
✓ Underline—CAUTION: Use this method sparingly. Underline only a few words. Always combine with another method such as comment. Never underline an entire passage. Doing so
How to Annotate a Text (cont’d)

takes too much time and loses effectiveness. If you wish to mark an entire paragraph or passage, draw a line down the margin or use brackets.
✓ Highlight—CAUTION: Don’t highlight everything!!
✓ Create your own code.
✓ Use post-it notes only if you have exhausted all available space.

Close Reading: What should you annotate? Again, the possibilities are limitless, Keep in mind the reasons we annotate. Your annotations must include comments. I want to see evidence of thinking.

✓ Have a conversation with the text. Talk back to it.
✓ Ask questions.
✓ Comment on the actions or development of a character. Does the character change? Why? How? What is the result?
✓ Comment on lines/quotations you think are especially significant, powerful, or meaningful.
✓ Express agreement or disagreement.
✓ Summarize key events. Make predictions.
✓ Connect ideas to each other or to other texts.
✓ Note if you experience an epiphany.
✓ Note anything you would like to discuss or do not understand.
✓ Note how the author uses language. Note the significance if you can:
  o Effects of diction or syntax
  o Point of view/effect
  o Repetition of words, phrases, actions, events, or patterns
  o Narrative pace/time/sequence of events
  o Irony
  o Contrasts/contradictions/juxtapositions/shifts
  o Allusions
  o Any other figure of speech or literary device
  o Reliability of the narrator
  o Motifs or cluster ideas
  o Tone/mood
  o Imagery
  o Themes
  o Setting/historical period
  o Symbols

The most common complaint about annotating is that it slows down your reading. Yes, it does; that is 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 them inspire you and stretch your imagination.
Many stories depict the protagonist experiencing growth or change, otherwise known as coming of age. The coming-of-age story typically traces the protagonist's growth from a self-absorbed, immature individual into an expansive, mature human being concerned with the welfare of others, and his/her place in the world. The protagonist experiences a shift in thinking. In some way, coming-of-age stories address the quest to define one-self. Growth and change are affected by both internal and external forces.

Summer Reading Choice Book Criteria:

- Read one book of choice within the Coming of Age theme. A written essay exam will be given the first week of school.
- Only hand-written notes on paper or in the book will be allowed.
- Printed or photocopied notes will not be accepted and will not be permitted to use on exam.
- Bring choice book to school. Also bring any/all notes to class. You will be able to use the book and notes for reference on the exam.

While you can choose almost any book that follows the Coming of Age theme, consider the options below. Choose something you like, yet grade level appropriate. Keep this in mind – “if it’s too easy, it’s beneath me.”

- **NO Credit** will be given if you write about a book you already read as part of prior English curriculum.
- If you miss the book fair, consider using Goodreads.com or asking your local librarian for suggestions.

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<tr>
<th><strong>Popular Titles</strong></th>
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<td><em>Salvage the Bones</em> – Jesmyn Ward</td>
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<td><em>Perks Of Being a Wall Flower</em> – Stephen Chbosky</td>
<td><em>Red Queen</em> – Victoria Aveyard</td>
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**The Catcher in the Rye Criteria:**

- Read *The Catcher in the Rye*, by J.D. Salinger. This book will be the base foundation for term 1.
- Hand-written book notes (either in notebook or post-it, or directly on book – if owned.
- In addition to: important characters, deep questions, important quotes w/analysis, conflict, changes, etc. Notes for *The Catcher in the Rye* should include a strong focus on Holden’s development as a character. Especially note his idealistic versus realistic point of view on life.

**Choice Book Criteria:**

- Read one book of choice within the Coming of Age theme. A written essay exam will be given the first week of school.
- Only hand-written notes on paper or in the book will be allowed. **Printed or photocopied notes will not be accepted and will not be permitted to use on exam.**
- Bring both books *The Catcher in the Rye* and choice book to school. Also bring any/all notes to class. You will be able to use the book and notes for reference on the exam.

While you can choose almost any book that follows the Coming of Age theme, consider the options below. Choose something you like, yet grade level appropriate. Keep this in mind – “if it’s too easy, it’s beneath me.”

- **NO Credit** will be given if you write about a book you already read as part of prior English curriculum.
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