

STEINBRENNER SUMMER READING FOR ENGLISH, AP LIT, LANG, SEMINAR

Upon your return to school, at some point in the second week, you will be given an assessment to ensure that you read and understood the assigned text. Honors and AP students will be asked to further analyze the book through an additional essay assigned shortly after the assessment. Your teacher may use the summer reading as the foundation of instruction during the opening of school, so it is very important that you read the book carefully. We are attaching a dialectic journal prompt that you may wish to use to make sure you understand what you are reading. **The journal is NOT required, but highly recommended, and can be used as a resource for assignments and assessments related to the book at your teacher’s discretion.**

Pick ONE of the titles listed in your grade level for the 2015-2016 school year *Asterisks indicate books with mature themes or language	
<p>Ninth grade</p> <p>Don't Turn Around by Michelle Gagnon * Catcher in the Rye by J.D. Salinger Steelheart by Brandon Sanderson</p>	<p>Tenth grade</p> <p>Hitchhiker's Guide to the Galaxy, by Douglas Adams * A Thousand Splendid Suns, by Khalid Hosseni * Long Way Gone, by Ismael Beah</p>
<p>Eleventh grade</p> <p>The Great Gatsby by F. Scott Fitzgerald Joy Luck Club by Amy Tan A Lesson Before Dying by Ernest Gaines</p>	<p>Twelfth grade</p> <p><u>Regular:</u> The Martian Chronicles by Ray Bradbury Dear Marcus: A Letter to the Man Who Shot Me by Jerry McGill</p> <p><u>Honors:</u> ❖ Frankenstein by Mary Shelley</p>
<p>AP American Studies</p> <p>❖ The Best American Essays of the Century by Robert Atwan , Joyce Carol Oates (Editor)</p> <p>Read p. 1-152; write a 1500 word essay on three of the themes common to the essays, using textual evidence from at least 9 authors.</p>	<p>AP Language (see back for assignment and titles)</p> <p>AP Literature</p> <p>The Story of Edgar Sawtelle by David Wroblewski</p> <p>AP Seminar</p> <p>The Tipping Point by Malcolm Gladwell – <i>there will be an assignment immediately upon return to school</i></p>

Dialectic or Double-Entry Journal (optional)

A dialectic or double entry journal is a place for you to think and write about the text you are reading. It is “dialectic” because it records your interactions with the text and includes both your words as well as quotes from the text. It is NOT a summary of what just occurred in the section. To maintain focus, each entry needs to interpret or analyze dialogue, an event, character reaction, etc. from the work. The quotes you choose should help deepen your comprehension of the work and its larger themes and meanings. They may be quotes that you find particularly interesting, confusing, poignant, etc. Your goal is to reflect on these quotes and how the author uses them to develop character, theme, etc. You may also reflect on how these thoughts, quotes, relationship to real-life, author intent, etc.

Use loose leaf paper to keep your journal. Staple all pages together upon completion. Dialectic journals are set up like two-column notes. On one side you will have the quote, occurrence, action/reaction, etc. – documented with chapter number and, in some cases, even page number(s). On the other side, you put your thoughts, ideas, interpretations, analysis, etc. Read, write, and think about what you are reading – the point of this journal is to have a “conversation” with the text so you forge a real connection with the author and the book.

AP English Language and Composition Summer Reading Assignment

This summer's reading assignment includes *Overachievers: the Secret Lives of Driven Kids* by Alexandra Robbins and *Rhetorical Devices: A Handbook and Activities for Student Writers*. Both works can be purchased on Amazon.

Part I: Read *Overachievers: the Secret Lives of Driven Kids* by Alexandra Robbins and complete a Reader Response journal. See below for format requirements. Don't forget to annotate in the text on "post it" notes while you read.

How to Set Up Your Non-Fiction Reader Response Journal

DIRECTIONS: As you read, keep track of what interests, surprises, and perplexes you in a series of Reader Response journal entries. Most of all, look for those ah-ha moments when you make a connection between the book and your own experiences, the experiences of others you know, books you have read, movies you have seen, and so forth. Please be thorough; you must have a minimum of 20 typed journal entries—one paragraph per entry. The following are suggestions for how to begin your reader responses: I began to think, I love the way, I can't believe, I wonder why, I noticed, I think, I observed, I wonder, If I were, I'm not sure, I felt sad when, I like the way the author, I wish that, This made me think of, I was surprised, It seems like, I'm not sure, This teaches, I began to think of.

Part II: Compose a thoughtful, complete essay using sophisticated vocabulary and proper grammar in response to the following prompt: Choose one of the following themes addressed in this text: Competition, Standardized Testing, Student Stress, or Cheating. Write a well-developed essay explaining how Robbins develops this theme throughout *Overachievers: the Secret Lives of Driven Kids*. Use specific examples, supported with evidence from the book. Be sure to use correct MLA style when using quotes. This essay should be full, thoughtful, and filled with concrete details. A successful essay will be at least 500 words long.

Summary: *Overachievers: The Secret Lives of Driven Kids* by Alexandra Robbins

- ❖ Read the book
- ❖ Annotate as you are reading (books will be collected at the beginning of the school year and graded)
- ❖ Complete a Reader Response Journal.
- ❖ Write the essay.

Rhetorical Devices: A Handbook and Activities for Student Writers is a book we will use during the course of the year. There is no assignment connected to the book, but students are expected to have the book for class.