

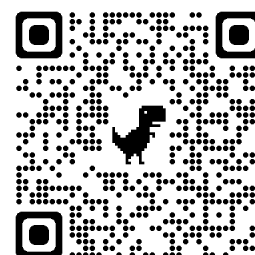
Pre-AP Sophomore English: E208

Summer Reading Synthesis Project 2024-2025

The Summer Reading Analysis Project is designed to bridge the gap between school years and allow you to continue utilizing the skills you've gained this year prior to beginning the next. Because the nature of the project is independent, there are a number of choices, within given parameters, you must make along the way. Think of it as a "choose your own adventure." Let the adventure begin!

Overview

- The book you read and use to complete the project is of YOUR choosing.
- All components of the project will be submitted to your specific 208 English teacher.
- All components of the project are due on **August 14/15, 2024 - Day 2 of the course.**
- Based on the objectives of the project, the reading and written work should be done over a span of time, not in a crammed work session. This is no small undertaking and is not the type of project that can be completed with integrity the night or weekend before it is due.



INSTRUCTIONS:

1. Choose a book AND let us know your selection BY JUNE 1; one week following the end of the current school year..

Click the link to: [SUBMIT YOUR SELECTED BOOK TITLE HERE - DUE BY JUNE 1](https://www.tinyurl.com/E208Summer24)



Guidelines for choosing a book:

www.tinyurl.com/E208Summer24

1. It must be a book which you've **never read**.
2. It must be widely deemed **at or above grade level**, based on its writing style and/or content.
3. It must **challenge you** in some way: academically, intellectually, contextually, etc.

You are NOT limited to the list of titles below. Although you *may* choose one of the following texts, this list simply serves to give examples of approved texts - fiction and non, canonical and contemporary - that meet the criteria when selecting a book.

<p>1984 by George Orwell</p> <p>Black Boy by Richard Wright</p> <p>Brave New World by Aldous Huxley</p> <p>Clap When You Land by Elizabeth Acevedo</p> <p>Don't Ask Me Where I'm From by Jennifer De Leon</p> <p>Gods of Jade and Shadow by Silvia Moreno-Garcia</p> <p>How the Word is Passed by Clint Smith</p> <p>I am Malala by Malala Yousafzai</p> <p>In Cold Blood by Truman Capote</p> <p>Invisible Man by Ralph Ellison</p> <p>Joy Luck Club by Amy Tan</p>	<p>Jurassic Park by Michael Chrichton</p> <p>Native Son by Richard Wright</p> <p>Night by Elie Wiesel</p> <p>The 57 Bus by Daskha Slater</p> <p>The Happiness Advantage by Shawn Achor</p> <p>The Immortal Life of Henrietta Lacks by Rebecca Skloot</p> <p>The Metamorphosis by Franz Kafka</p> <p>The Namesake by Jhumpa Lahiri</p> <p>The Things They Carried by Tim O'Brien</p> <p>There are No Children Here by Alex Kotlowitz</p> <p>There There by Tommy Orange</p> <p>Their Eyes Were Watching God by Zora Neale Hurston</p>
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...or literally ANY book that meets all three of the guidelines for choosing a book.

Still, having trouble choosing a book? Try doing a Google search for "AP Literature Summer Reading List" to see what novels might be recommended by the College Board.

2. **Annotate* as you are reading,** focusing on ALL THREE the following aspects:

- Content: **WHAT** the author has written.
 - i. Since these annotations are about WHAT the author has written, these would include any notes that summarize, clarify, connect, question, paraphrase, define, etc.
- Craft: **HOW** the author has written the content.
 - i. Since these annotations are about HOW the author has written the content, these would include notes on the literary devices used, structure, organization, specific word choice, allusions, tone, etc.
- Intent: **WHY** the author crafted the content in that particular way.
 - i. Since these annotations are about WHY the author crafted the content in a particular way, these would include specific reasons for..., the intended purpose of..., the effect of the author's choice to..., etc.

Things to consider while reading and annotating

Your annotations WILL...

- include thoughts, ideas, and analysis worth remembering.
- deepen your understanding of the author's viewpoint and intent.
- organize your thoughts.
- be easily understood when referred back to later.
- clarify and add significance to your interpretations of the text.
- be guided by your purpose for reading and make your learning visible and specific.
- be balanced throughout the text.
- be varied in the type of information noted and depth of knowledge reached.
- be written in the best way for YOU to understand.

Your annotations WILL NOT...

- simply be underlining, highlighting, or general denoting without further elaboration.
- be used to impress anyone.
- be done just to give the appearance that learning has occurred or that reading was done.
- be done to make the text pretty or colorful.
- be an exact restatement of the text.

Please be aware that your annotations are a component of the project and will be submitted to your E208 teacher along with the rest of the project.

**Your annotations can be done directly on the text, electronic or physical book, or they can be done separately; if your annotations are done outside of the original text, be sure that you include the specific quotes and page numbers you are taking the notes on.*

3. **Complete Six Mini-Assignments.**

In the chart below you will find each of the six Critical Learning Standards (CLS) that correspond with E208 as well as choice mini-assignments for each; most CLSs offer three choices of mini-assignments.

- You must complete ONE mini-assignment for EACH CLS, totaling six (6) mini-assignments.

Critical Learning Standard	Choice Mini-Assignments - <i>select and complete ONE for EACH CLS</i>		
CLS 1: Explain the central meaning using key details from the text	Select a TED Talk that correlates and/or connects with the central meaning of your chosen book. In succinct writing explain the shared central meaning of the TED Talk and the book, providing key details from each. How do they support or differ from each other?	Relate the book to the human experience. Explain three truths about human nature and find three events from the text that relate to those truths.	Choose another book or movie with a similar conflict, compare/contrast the book to your new choice. Analyze the characters, plot, setting, etc.
CLS 2: Cite specific textual evidence to support both literal and inferential analysis.	CREATIVE PROJECT - Do something creative to show your understanding of your book. You could make a movie poster, do a music video, write an alternate ending, do a “graphic novel” depiction of a scene, create a soundtrack for your character with an explanation of why each song is appropriate to the text, write original poems or songs for your character, etc. The creative project needs to show off your skills and display a depth of understanding about the book/character/theme, etc.		
CLS 3: Explain how the author uses literary elements to construct meaning.	Authors do not choose a title randomly - identify and describe the meaning of your book’s title. If you were to rename the book, what would you title it and why?	Describe the genre and setting (time and place) of your book. Explain its importance to the narrative/information. If the text were written in another format how would this either enhance or take away from the author’s meaning?	Create a Plot Diagram for your chosen book. Identify all the key parts (exposition, rising action, climax, falling action, resolution) and explain how the author’s choice of sequencing helped construct meaning for the reader.
CLS 4: Determine the literal and contextual meaning of words and phrases as they are used in a text and how they construct meaning.	Create a glossary of words found in the text which may need to be defined for the average high school sophomore.	Explain how the author uses specific words and phrases to construct meaning. Provide examples and explanations of the author’s word choice and tone.	Copy your favorite phrases/sentences from the book and explain the significance of each quote.
CLS 5: Use clear reasoning and relevant evidence to support your arguments.	Find and include one (1) professional, published review of the book. Write your own review of the book. Would you recommend the book? Why or why not? Would you have changed any element of the story (plot, characters, setting, resolution, conflicts, point of view, etc.)?		
CLS 6: Demonstrate command of the conventions of standard English.	Write an analysis of the main character/protagonist. Describe him/her and his/her transformation. Then, explain WHY they transformed over the course of the book.	Choose a controversial issue from the text and take a stand on ONE SIDE of the issue. In succinct writing, take a stance, agreeing or disagreeing with a decision made in the novel regarding this issue.	Write a letter to the author or one of the characters within the book, explaining your experience reading the book, what you’ve taken from that experience, and how you can/will use the knowledge you’ve gained.

E208 Summer Reading Synthesis Project Day 2 Checklist

On August 14/15, Day 2 of Pre-AP Sophomore English, please bring to class and be prepared to discuss the following:

- The choice text (hard copy or e-book)
- All annotations, and notes taken while reading (in-text and/or separately written will be accepted)
- CLS 1 Mini-Assignment
- CLS 2 Mini-Assignment
- CLS 3 Mini-Assignment
- CLS 4 Mini-Assignment
- CLS 5 Mini-Assignment
- CLS 6 Mini-Assignment

Feel free to contact the E208 teachers with questions or well-wishes. Have a great summer!

We're looking forward to great conversations and academic growth!

Mr. Brown rbrown@d211.org | Ms. Carroll kcarroll@d211.org
Mrs. Chung jchung@d211.org | Mrs. Conneely aconneely@d211.org

"Until I feared I would lose it, I never loved to read. One does not love breathing." - *To Kill a Mockingbird*, Harper Lee