

PERTH AMBOY HIGH SCHOOL

Summer Reading

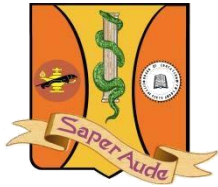
2016 - 2017



Learning is a continual process and should not be put on hold during the summer. Summer reading is widely recognized as an effective method of keeping students engaged in the learning process throughout the summer. Students and parents should identify the class level of English or ESL they will be taking in the 2016-2017 school year in the following table of contents. The attached assignments are intended to provide students with the guidance necessary to thoughtfully read and consider the summer reading selections.

Table of Contents

English I	Page 2
English I Honors	Page 9
English II	Page 13
English II Honors	Page 16
English III	Page 17
English III Honors	Page 20
English IV	Page 23
English IV Honors	Page 25
AP Literature.....	Page 29
AP Language.....	Page 31
English as a Second Language (ESL).....	Page 33



PERTH AMBOY HIGH SCHOOL

300 Eagle Avenue ~ Perth Amboy, New Jersey 08861

732-376-6030 (voice) ~ 732-347-8930 (facsimile)

Mr. Eugene Mosley, Principal

Sylvia León, Roberto Reyes, Meghan G. Reeves, Brian Rivera ~ Vice Principals

Mr. Luis Ortega, Director of the Education Center (PLA)

English 1 Summer Reading Assignment Summer 2016

Students entering English 1 in 9th grade will choose a novel from the list provided:

- *The House on Mango Street*—Sandra Cisneros

They will then be required to make 12 double-entry journals based on the novel. The instructions, rubric, and double entry journal template are attached.

Double Entry Journal Instructions

This novel is a collection of forty-four vignettes. A vignette is a short impressionistic scene that focuses on one moment or character and gives an impression about a moment, character, setting, object and/or idea. Students will then be required to complete 12 double entry journals based on the novel. All 12 journals must use textual evidence to support their response (**RL.9-10.1**). They will also address other reading standards as well:

- Four journal entries will analyze the theme of a particular vignette. Students should read and write about a vignette whose theme is gender, one on poverty, one on race, and one on growing up as these are four of the more common themes throughout the novel. **RL.9-10.2.**-Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.)
- Four of the entries will analyze how the author uses characterization in her vignettes. **RL.9-10.3.**-Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.)
- The last four double entry journals will analyze how the author uses a particular point of view or cultural references. **RL.9-10.6.**-Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.)

Double Entry Journal Instructions

What's the purpose of a double-entry journal? The purpose of double-entry journal (DEJ) is to give you an opportunity to express your thoughts and become more involved with the material you read.

How does it work?

- On the left side, you will copy down short quotes from the original text that you find interesting in some way.
- In the second column, you will write the name of the vignette and page number the quote was found on.
- In the third column, you will already see the New Jersey Core Curriculum State Standard number and concept (NJCCSS#) that should be analyzed/written about for the vignette/quote you chose. If you see RL.9.2/Theme, you know that whatever quote you've put in the first column, should be analyzed on the right so far as theme is concerned in that vignette.
- In the last column, write your personal responses/reactions to the quotes on the left. Your reactions can include your analysis/interpretations, own opinions, disagreements, events in your life that the quote reminds you of, comments about grammar, and guesses about the meaning of new words. In effect, you are talking back to the author or speaker as you write your responses.

You may either print the template provided, or draw the columns on your own paper.

How is a DEJ helpful? With double-entry journals, you choose what's important to you about the reading and ask your own questions. Writing in a double-entry journal will help you understand and remember not only what you read but the new vocabulary you encounter as well.

Example:

What the Text Says (Direct Quote)	Page #	NJCCS#	My Response - your thoughts, comments, ideas, connections, understandings, questions, etc...
<p>“The flower garden was strained with rotting brown magnolia petals and iron weeds grew rank amid the purple phlox...the last graveyard flowers were blooming.”</p>	<p>1</p>	<p>RL.9-10.4/ Meaning of words and phrases/tones AND RL.9-10.1/ Cite textual Evidence</p>	<p>From the onset of the story, James Hurst creates the image of death through his description of the dying flowers and specific reference to the “graveyard flowers.” The tone is heavy and dark creating a sense of foreboding. It is clear that the beauty of the story may be part of the sadness. I think this means someone might be sick or die.</p>
<p>“A brilliant moonbeam was slanting through a gap in the curtains.”</p>		<p>RL.9-10.4/ Meaning of words and phrases/tones</p>	<p>Since the author used the word slant, I picture a sharp ray of light into the room instead of it just shining. The details help me picture the room and I wonder if the moonbeam is keeping the character awake. If so, then maybe they are troubled. I hope to find out in the next chapter.</p>

	9	AND RL.9-10.1/ Cite textual Evidence	
--	---	---	--

YOUR NAME: _____

Book Title: _____ Author: _____

What the Text Says (Direct Quote)	Page #	NJCCS#	My Response - your thoughts, comments, ideas, connections, understandings, questions, etc...
1		RL.9-10.2/Theme AND RL.9-10.1/Cite textual evidence	
2		RL.9-10.2/Theme AND RL.9-10.1/Cite textual evidence	
3		RL.9-10.2/Theme AND RL.9-10.1/Cite textual evidence	
4		RL.9-10.2/Theme AND RL.9-10.1/Cite textual evidence	
5		RL.9-10.3/ Characterization	

		<p>AND</p> <p>RL.9-10.1/Cite textual evidence</p>	
--	--	---	--

PAGE 2 OF DOUBLE ENTRY JOURNAL

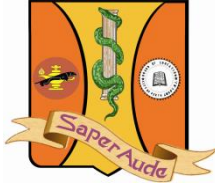
What the Text Says (Direct Quote)	Page #	NJCCS#	My Response - your thoughts, comments, ideas, connections, understandings, questions, etc...
6		<p>RL.9-10.3/ Characterization</p> <p>AND</p> <p>RL.9-10.1/Cite textual evidence</p>	
7		<p>RL.9-10.3/ Characterization</p> <p>AND</p> <p>RL.9-10.1/Cite textual evidence</p>	
8		<p>RL.9-10.3/ Characterization</p> <p>AND</p> <p>RL.9-10.1/Cite textual evidence</p>	
9		<p>RL.9-10.6/Point of View or</p>	

		Cultural Experiences Reflected AND RL.9-10.1/Cite textual evidence	
10		RL.9-10.6/Point of View or Cultural Experiences Reflected AND RL.9-10.1/Cite textual evidence	

PAGE 3 OF DOUBLE ENTRY JOURNAL

What the Text Says (Direct Quote)	Page #	NJCCS#	My Response - your thoughts, comments, ideas, connections, understandings, questions, etc...
		RL.9-10.6/Point of View or Cultural Experiences Reflected AND RL.9-10.1/Cite textual evidence	
		RL.9-10.6/Point of View or	

	Cultural Experiences Reflected	
	AND	
	RL.9-10.1/Cite textual evidence	



PERTH AMBOY HIGH SCHOOL

300 Eagle Avenue ~ Perth Amboy, New Jersey 08861

732-376-6030 (voice) ~ 732-347-8930 (facsimile)

Mr. Eugene Mosley, Principal

Sylvia León, Roberto Reyes, Meghan G. Reeves, Brian Rivera ~ Vice Principals

Mr. Luis Ortega, Director of the Education Center (PLA)

English I - Honors

Summer Reading Assignment 2016-17

The summer reading assignment for Honors English I students is designed to reinforce the appreciation of reading and allow students time during the summer to practice and maintain their reading skills.

Overview: Students enrolled in Honors English I are required to read TWO books (one fiction and one nonfiction) and complete ONE dialectic journal for EACH book.

Both journals are due in class on the first day of school.

Nonfiction:

The Other Wes Moore by Wes Moore

Fiction:

The House on Mango Street by Sandra Cisneros

Grade:

The dialectical journals will count as a quiz grade. Be prepared for an exam on the novels during the first week of school.

The Dialectical Journal

A dialectical journal is a conversation between you and what you are reading. You simply write down passages that make you think, or interest you, and write about your thoughts. This process is an important way to understand a piece of literature. By writing about literature, you make your own meaning of the work in order to truly understand it. When you do this yourself, then the text belongs to you--you have made it yours. The passages are there for everyone to read; however, the connections and interpretations are uniquely yours. You are neither right, nor wrong in your response. So be willing to take risks and be honest.

WRITE ABOUT: what you like, what you dislike, what seems confusing, what seems unusual, what you think something means, what personal connections you make, what predictions you can pose. Possible sentence lead-ins might begin like:

* I really don't understand this because

* I really like/dislike this idea because

* This idea/event seems to be important because

* I think the author is trying to say that

* If I were (character), at this point I would . . . * This part doesn't make sense because

Directions for Journal:

- **Type only; no ink or pencil. Single space with entries but double space between entries. Number your pages and use 12 point font.**
- **Copy and respond to at least 15 quotes per book- include page number - for each of these books. Analyze; do not summarize.**

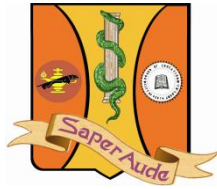
Sample Dialectical Journal entry: THE THINGS THEY CARRIED by Tim O'Brien

Page	Quotations	Commentary/Analysis
Pg 2	"-they carried like freight trains; they carried it on their backs and shoulders-and for all the ambiguities of Vietnam, all the mysteries and unknowns, there was at least the single abiding certainty that they would never be at a loss for things to carry".	(R) O'Brien chooses to end the first section of the novel with this sentence. He provides excellent visual details of what each soldier in Vietnam would carry for day-to-day fighting. He makes you feel the physical weight of what soldiers have to carry for simple survival. When you combine the emotional weight of loved ones at home, the fear of death, and the responsibility for the men you fight with, with this physical weight, you start to understand what soldiers in Vietnam dealt with every day. This quote sums up the confusion that the men felt about the reasons they were fighting the war, and how they clung to the only certainty - things they had to carry - in a confusing world where normal rules were suspended.

Name: _____

Block: _____

Page	Quotations	Commentary/Analysis



PERTH AMBOY HIGH SCHOOL

300 Eagle Avenue ~ Perth Amboy, New Jersey 08861

732-376-6030 (voice) ~ 732-347-8930 (facsimile)

Mr. Eugene Mosley, Principal

Sylvia León, Roberto Reyes, Meghan G. Reeves, Brian Rivera ~ Vice Principals

Mr. Luis Ortega, Director of the Education Center (PLA)

English II

Summer Reading Assignment 2016

The Catcher in the Rye – Salinger

Welcome to English II. In order to prepare for the upcoming year, you will be reading *The Catcher in the Rye* by Salinger over the summer. You must read the entire novel. In addition to reading the novel, you will be completing an active reading assignment. You will be able to use your notes/graphic organizer in September in order to compose a writing task.

Active Reading Assignment – After reading each chapter in *The Catcher in the Rye*, use the graphic organizers to expose the plot structure highlighting the major events that take place. Be sure to address what experiences are being encountered by the main character. As you complete the graphic organizers, keep in the mind the following:

- Make sure you use direct evidence, i.e. quotes, from the character (s). Use quotes to support your understanding of the character (s) and their experiences throughout the course of the novel. When you use quotes, always reference the page number.
- Remember to complete both graphic organizers. The graphic organizers will help you better understand the plot as well as the main character of the novel. You will be able to use the completed graphic organizers for class discussions and an assessment in September.

Plot Development (CCS RL3; RI3)

Main Event #3

How the character's action(s) contributes to the advancement of the plot:

Main Event #2

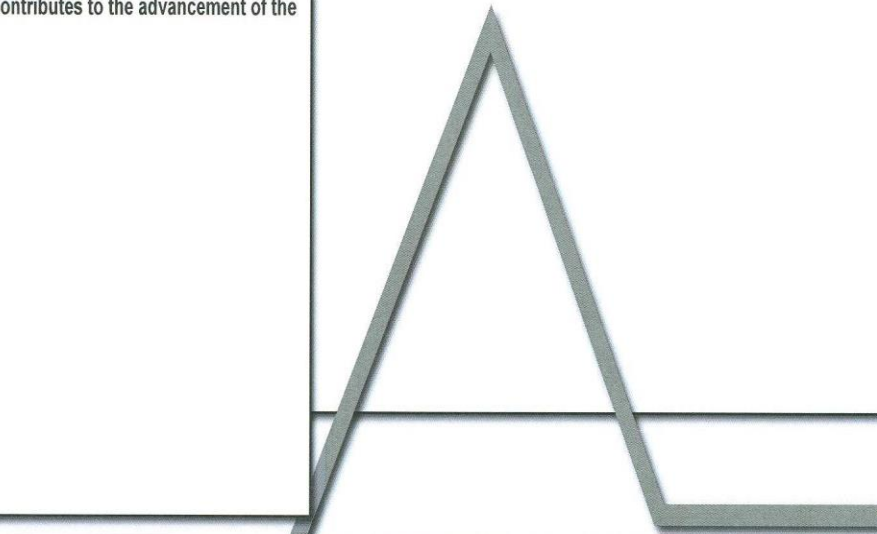
How the character's action(s) contributes to the advancement of the plot:

Main Event #1

How the character's action(s) contributes to the development of the plot:

Main Event #4

How the character's action(s) contributes to the advancement and/or resolution of the plot:



Character Analysis

Name of Character: _____

Plot Development (CCS RL3; RI3)		
Main Events	How character's action(s)–or lack of–contributes to the plot development.	How other characters contribute to the plot development through this event.



PERTH AMBOY HIGH SCHOOL

300 Eagle Avenue ~ Perth Amboy, New Jersey 08861

732-376-6030 (voice) ~ 732-347-8930 (facsimile)

Mr. Eugene Mosley, Principal

Sylvia León, Roberto Reyes, Meghan G. Reeves, Brian Rivera ~ Vice Principals

Mr. Luis Ortega, Director of the Education Center (PLA)

English II Honors Summer Reading Assignment

The Catcher in the Rye - Salinger

The Bell Jar – Plath

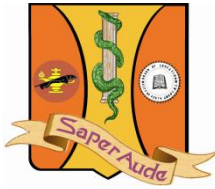
Welcome to English II Honors! In order to prepare you for this year, you will be reading two summer novels: *The Catcher in the Rye* by J.D. Salinger **and** *The Bell Jar* by Sylvia Plath. You must read the entire novels.

In addition to reading both novels, please complete the following assignments:

- A. **Double Journal Entries** - For each novel you are to complete a double entry journal. In order to complete this activity you must identify and analyze quotes that represent the following topics: **identity**, the idea of a “**melting pot**”, and the **American Dream**.
- Divide your papers into two columns. In the left column, copy three passages from each book pertaining to each of the three themes. In the right column, write a paragraph analyzing what that passage illustrates about the themes you’ve been asked to consider. Each analysis should be a minimum of 5 sentences.
 - You need a total of **nine** quotes for **each** novel (three per theme x two novels).
 - Cite each quotation properly (author’s last name #).
 - You must use formal tone – NO “I”, “me”, “you”, etc.
 - These journals must be typed and a hard copy must be submitted on the first day of school, unless told otherwise.
- B. **Writing Assignment** – Using *Catcher in the Rye* and *The Bell Jar*, compose a well-written essay that addresses the following points:
- the search for social identity
 - the idea of a “melting pot” or mixing of cultures that is characteristic of America
 - The American Dream: What is it? Is it obtainable for everyone?

As you write, keep in the mind the following:

- Make sure you use direct evidence, i.e. quotes, from each of the novels in your essay. Use quotes to support your arguments. When you use quotes, always reference the page number.
- Do not start a paragraph with a quote from the novel(s).
- Each paper should be at least 2 pages in length.
- Papers should be typed, double spaced, and hard copies must be submitted on the first day of school, unless told otherwise.



PERTH AMBOY HIGH SCHOOL

300 Eagle Avenue ~ Perth Amboy, New Jersey 08861

732-376-6030 (voice) ~ 732-347-8930 (facsimile)

Mr. Eugene Mosley, Principal

Sylvia León, Roberto Reyes, Meghan G. Reeves, Brian Rivera ~ Vice Principals

Mr. Luis Ortega, Director of the Education Center (PLA)

English III

Summer Reading Assignment 2015-16

The Curious Incident of the Dog at Night-time -by Mark Haddon

Welcome to English III! In order to prepare for the upcoming year, you should read the novel listed above in its entirety. In addition to reading your chosen novel, you are encouraged to complete 4 Double Journal Entries that you may later use in September in order to compose a writing task.

- **Double Journal Entries** - For your chosen novel you are to complete 4 double entry journals. In order to complete this activity you must identify and analyze quotes that represent the following themes: **Survival** and **Heroism**.
- Use the attached format for your double entry journals.
 - Cite each quotation properly (author's last name #).
 - You may use your entries in order to complete a writing task upon your return in September.

Dialectical Journal

Name: _____ Date: _____

Text Title:

Author:

Reference to the Text

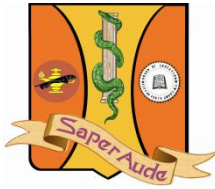
In the space below, copy direct quotations, key words, details, and/or summaries from the text that stand out to you. Make sure to include the author's last name followed by the page number in parentheses.

Your Response or Interpretation

Write a response to the quote. Your response should include these three parts:

1. Context - What's happening at this point in the passage?
2. Summary - What does the quote mean?
3. Significance - Why is the quote important to the passage? Why does it stand out to you?

Summary Write a short summary of your observations above and explain the main idea or theme of the passage.



PERTH AMBOY HIGH SCHOOL

300 Eagle Avenue ~ Perth Amboy, New Jersey 08861

732-376-6030 (voice) ~ 732-347-8930 (facsimile)

Mr. Eugene Mosley, Principal

Sylvia León, Meghan G. Reeves, Brian Rivera~ Vice Principals

Mr. Luis Ortega, Director of the Education Center (PLA)

English III - Honors

Summer Reading Assignment 2016-17

The Curious Incident of the Dog at Night-time by Mark Haddon

The Hobbit by J. R. R. Tolkien

Welcome to English III Honors! In order to prepare for the upcoming year, you will select **one** of the above titles to read over the summer in addition to reading *The Hobbit*. You must read the novels in their entirety.

In addition to reading both novels, you are to complete 10 Double Journal Entries that you may later use in September in order to compose a writing task.

- **Double Journal Entries** - For each novel, you are to complete 5 double entry journals. In order to complete this activity you must identify and analyze quotes that represent the following themes: **Survival** and **Heroism**.
 - Use the attached format for your double entry journals.
 - Cite each quotation properly (author's last name #).
 - These journals must be typed and a hard copy must be submitted on the first day of school.
- **Writing Assignment** – Using *The Hobbit* and your chosen novel, compose a well-written essay that addresses the following points:
 - The search for justice
 - The idea of rising above one's struggles
 - What does it mean to “survive”? What makes a “hero”?
- **As you write, keep in the mind the following:**
 - Make sure you use direct evidence, i.e. quotes, from each of the novels in your essay. Use quotes to support your arguments. When you use quotes, always reference the page number.
 - Do not start a paragraph with a quote from the novel(s).
 - Each paper should be at least 2 pages in length.
 - Papers should be typed, double spaced, and hard copies must be submitted on the first day of school, unless told otherwise.

Dialectical Journal

Name: _____ Date: _____

Text Title:

Author:

Reference to the Text

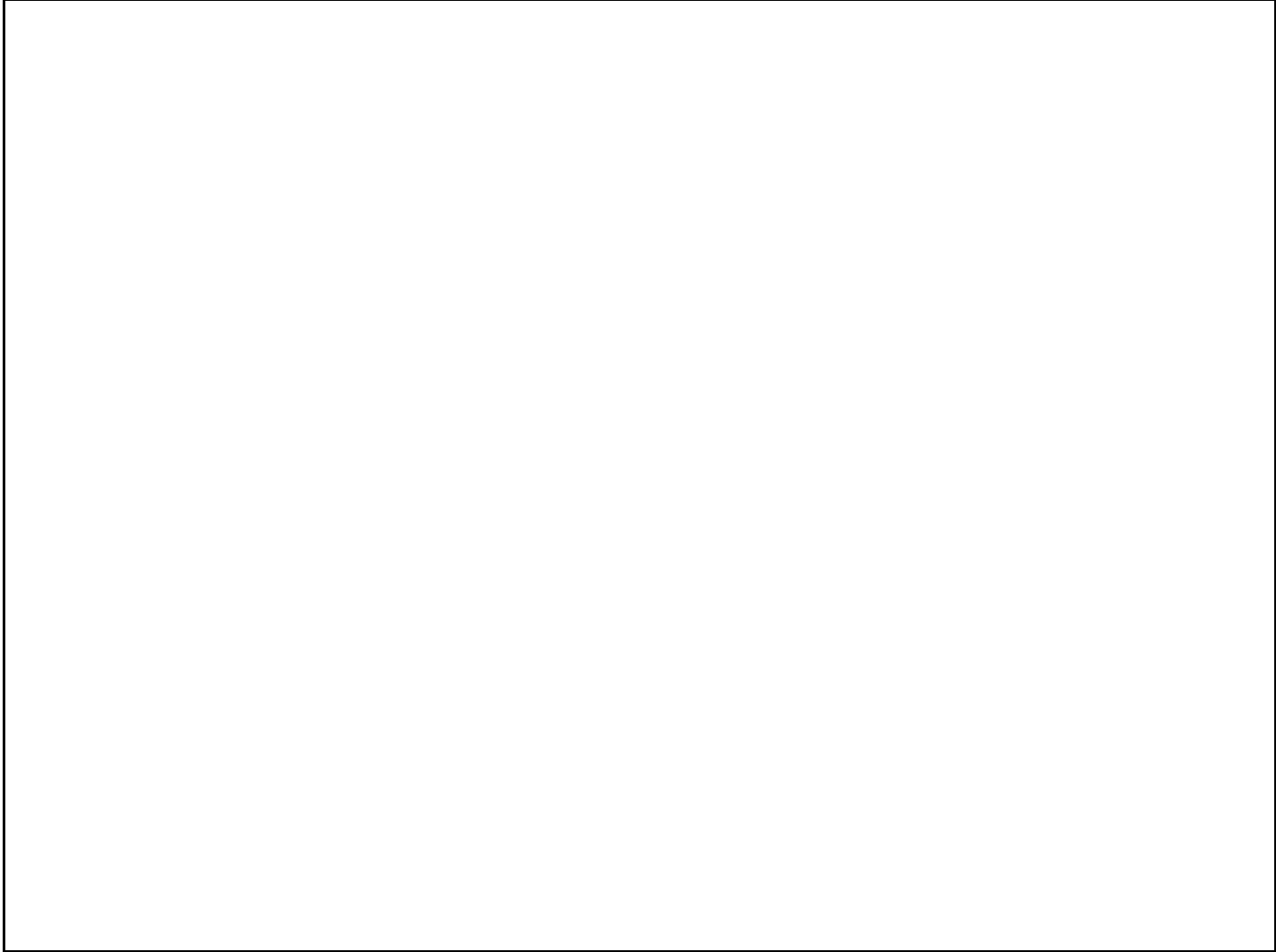
In the space below, copy direct quotations, key words, details, and/or summaries from the text that stand out to you. Make sure to include the author's last name followed by the page number in parentheses.

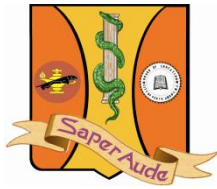
Your Response or Interpretation

Write a response to the quote. Your response should include these three parts:

1. Context - What's happening at this point in the passage?
2. Summary - What does the quote mean?
3. Significance - Why is the quote important to the passage? Why does it stand out to you?

Summary Write a short summary of your observations above and explain the main idea or theme of the passage.





PERTH AMBOY HIGH SCHOOL

300 Eagle Avenue ~ Perth Amboy, New Jersey 08861
732-376-6030 (voice) ~ 732-347-8930 (facsimile)
Mr. Eugene Mosley, Principal
Sylvia León, Meghan G. Reeves, Brian Rivera ~ Vice Principals
Mr. Luis Ortega, Director of the Education Center (PLA)

English IV

Summer Reading Assignment 2016-17

The Things They Carried by Tim O'Brien

Chapters for summer reading include: “The Things They Carried,” “On the Rainy River,” “Sweetheart of the Song Tra Bong,” and “Ghost Soldiers.”

Welcome to English IV! In order to prepare for the upcoming year, you will read the chapters indicated above from the novel, *The Things They Carried* over the summer. At this time you are only required to read the chapters listed, you may however, finish reading the entire novel.

In addition to reading the chapters, you are to complete 4 Double Journal Entries (one journal for each chapter) that you may later use in September in order to compose a writing task.

- **Double Journal Entries** - For the novel, you are to complete 5 double entry journals. In order to complete this activity you must identify and analyze quotes that present characterization, literary devices, conflicts or themes.
 - Use the attached format for your double entry journals.
 - Cite each quotation properly (author’s last name #).
 - These journals must be **typed** and a hard copy must be submitted on the **first day of school**.

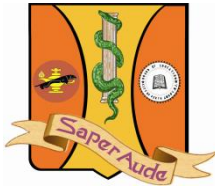
PAHS SUMMER READING ASSIGNMENTS 2016-17

ASSIGNMENT INSTRUCTIONS: For each *Required* chapter, complete ONE **Dialectical Journal/Double-Entry Journal** as you read. Each **Dialectical Journal/Double-Entry Journal** requires you to **Respond, Analyze, and Evaluate** the literature that you are reading. In order to **Respond, Analyze, and Evaluate** literature, record evidence from the text as you read. Write down direct quotes from the text, as well as other notes you want to remember. You will be allowed to use your notes from this journal on the **assessment** in class, which will be given during the first week of school in your English class. Use as many Journals (page 4) as needed throughout your reading. A Word document version of this form can be found on PAPS.net for you to download and save your work electronically.

Respond: To respond to literature, explain your feeling or personal connection to what you

Analyze: To analyze literature, explain your understanding of what you think about the author’s

Evaluate: To evaluate literature, make a judgment about the quality of the writing. Review the



PERTH AMBOY HIGH SCHOOL

300 Eagle Avenue ~ Perth Amboy, New Jersey 08861

732-376-6030 (voice) ~ 732-347-8930 (facsimile)

Mr. Eugene Mosley Principal

Sylvia León, Roberto Reyes, Meghan G. Reeves, Brian Rivera~ Vice Principals

Mr. Luis Ortega, Director of the Education Center (PLA)

English IV - Honors Summer Reading Assignment

Jane Eyre – Charlotte Bronte MANDATORY

The Things They Carried- Tim O'Brien

Welcome to English IV Honors! In order to prepare for the upcoming year, you will select **one** of the above titles to read over the summer in addition to reading *Jane Eyre*. You must read the novels in their entirety.

In addition to reading both novels, you are to complete 10 Double Journal Entries that you may later use in September in order to compose a writing task.

- **Double Journal Entries** - For each novel, you are to complete 5 double entry journals. In order to complete this activity you must identify and analyze quotes that present characterization, literary devices, conflicts or themes.
 - Use the attached format for your double entry journals.
 - Cite each quotation properly (author's last name #).
 - These journals must be typed and a hard copy must be submitted on the first day of school.

- **Writing Assignment** – Using *Jane Eyre* and your chosen novel, compose a well-written essay that addresses the following points:
 - In what ways is each piece a “coming of age” story?
 - In what ways does each character rise above the struggles they encounter? How do they grow?
 - What do the characters learn about themselves and through their challenges?

- **As you write, keep in the mind the following:**
 - Make sure you use direct evidence, i.e. quotes, from each of the novels in your essay. Use quotes to support your arguments. When you use quotes, always reference the page number.
 - Do not start a paragraph with a quote from the novel(s).
 - Each paper should be at least 2 pages in length.
 - Papers should be typed, double spaced, and hard copies must be submitted on the first day of school, unless told otherwise.

ASSIGNMENT INSTRUCTIONS: For each *Required* book, complete a **Dialectical Journal/Double-Entry Journal** as you read. Each **Dialectical Journal/Double-Entry Journal** requires you to **Respond, Analyze, and Evaluate** the literature that you are reading. In order to **Respond, Analyze, and Evaluate** literature, record evidence from the text as you read. Write down direct quotes from the text, as well as other notes you want to remember. You will be allowed to use your notes from this journal on the **assessment** in class, which will be given during the first week of school in your English class. Use as many Journals (page 4) as needed throughout your reading. A Word document version of this form can be found on PAPS.net for you to download and save your work electronically.

Respond: To respond to literature, explain your feeling or personal connection to what you have read. Describe your reaction to the events of the plot or characters' actions.

Analyze: To analyze literature, explain your understanding of what you think about the author's meaning of plot events, characters, and examples of literary elements or devices.

Evaluate: To evaluate literature, make a judgment about the quality of the writing. Review the author's creation of plot, character, and use of literary elements or devices.

SAMPLE Dialectical Journal / Double-Entry Journal for *Night* by Elie Wiesel

From http://www.johnmarshallhs.org/apps/pages/index.jsp?uREC_ID=27342&type=u&pREC_ID=activity

Evidence From Text
(Quotations from the book.) (Make special note of the use of Literary Devices!)

Page #

Respond, Analyze & Evaluate

“The snow was like a carpet, very gentle, very warm.”

83

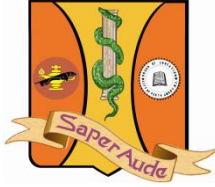
Respond: *I can picture the men standing in the concentration camp, watching the snow blanket the ground. It is silent there. The snow-covered ground is smooth and soft.*

Analyze: *Wiesel describes the snow as being “gentle” and “warm.” This comparison is not what one would expect. Standing barefoot in the snow would be very painful. The cold would cut deep into one’s feet. So why does he say it is warm? Maybe his feet are frozen, numb to the pain. Perhaps the snow provides insulation from night’s bitter cold.*

Evaluate: *This comparison creates a sense of peace, a moment without terror and fear. It is as if he is home again, safe and warm. The writing takes the reader by surprise.*

PAHS Summer Reading Assignment 201617 Dialectical Journal

Evidence From Text (Quotations from the book.) (Make special note of the use of Literary Devices!)	Page #	Respond, Analyze & Evaluate
		<p><u>Respond:</u></p> <p><u>Analyze:</u></p> <p><u>Evaluate:</u></p>
		<p><u>Respond:</u></p> <p><u>Analyze:</u></p> <p><u>Evaluate:</u></p>



PERTH AMBOY HIGH SCHOOL

300 Eagle Avenue ~ Perth Amboy, New Jersey 08861

732-376-6030 (voice) ~ 732-347-8930 (facsimile)

Mr. Eugene Mosley, Principal

Sylvia León, Roberto Reyes, Meghan G. Reeves, Brian Rivera ~ Vice Principals

Mr. Luis Ortega, Director of the Education Center (PLA)

AP Literature and Composition Summer Reading 2016-2017

Welcome to the AP English Literature and Composition. This course is an introductory college-level literary analysis course. The course engages you in the close reading and critical analysis of imaginative literature to deepen your understanding of the ways writers use language to provide both meaning and pleasure. As you read, you will consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. During the year, your writing assignments will include expository, analytical, and argumentative essays that require you to analyze and interpret literary works.

You are to read *The Grapes of Wrath* by John Steinbeck and *The Things They Carried* by Tim O'Brien and one other novel of your choice from the book list provided. For each novel, you will write a multi-paragraphed analytical essay. Each essay should be at least 3 fully, double-spaced typed pages.

ALL 3 ASSIGNMENTS WILL BE COLLECTED ON THE DAY WE START SCHOOL!

Assignment 1 – *The Things They Carried*

The Things They Carried writing prompt: Discuss the idea of “carrying” in O'Brien's work and how this idea is related to the theme. What is carried in the novel and by whom? How does the title *The Things They Carried* relate to the various themes throughout the novel? Make specific references to at least 5 of the chapters within the text. Essay must be 3-full pages in length.

Assignment 2 – *The Grapes of Wrath*

The Grapes of Wrath writing prompt: Imagine you are someone who has lost everything due to the Dust Bowl and is forced to gather up whatever you can salvage and migrate out to the West. As a migrant, you have encountered and witnessed many challenges and sufferings. You have decided to write a letter to the federal government, as one of the Joads, pleading for their assistance. In the letter, you must convince the government to step in and help all the migrants. Your letter should clearly state all the problems the migrants have encountered with specific and vivid details **from the novel** and suggestions on how the government can resolve the problems. Essay must be 3-full pages in length.

Assignment 3 – Your Choice

I have attached a book list of works that often appear on the AP Literature exam. Your assignment is to read one of the books from the list of your choice. You may want to narrow down your choices by reading some book reviews. Amazon is a great tool for this.

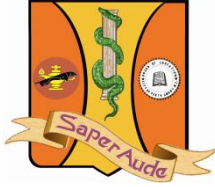
NOTE-TAKING: In order to get the most out of your reading (and make your fall assignments much easier), make sure you're an active reader of these books. As you read, take notes over character/character development, conflict, theme, rhetorical devices/word choice, setting, and form/structure. **I would recommend setting up a couple of pages for each category in a notebook or journal.** For each category, you should have at least 3 entries. Remember to jot down page numbers so it is easy to find the passages you want. These notes should be ample proof that you have carefully read the work. **Do not just summarize the plot! Then.....**

Write a final response: Write a **one-page** informal, first person reaction to the novel. Pick a trait of a character from the novel from the book list and analyze how the author develops it throughout the novel.

Book List

Wuthering Heights – Emily Bronte
Catch 22 – Joseph Heller
Invisible Man – Ralph Ellison
Things Fall Apart – Chinua Achebe
A Tale of Two Cities – Charles Dickens
Native Son – Richard Wright
The Bluest Eye – Toni Morrison
The Poisonwood Bible – Barbara Kingsolver
Siddhartha – Herman Hesse
Merchant of Venice – William Shakespeare
The Hound of the Baskervilles by Sherlock Holmes
Sense and Sensibility by Jane Austen

If you would like another suggestion for reading for this summer, check out:
The 7 Habits of Highly Successful People by Stephen Covey



PERTH AMBOY HIGH SCHOOL

300 Eagle Avenue ~ Perth Amboy, New Jersey 08861

732-376-6030 (voice) ~ 732-347-8930 (facsimile)

Mr. Eugene Mosley, Principal

Sylvia León, Roberto Reyes, Meghan G. Reeves, Brian Rivera ~ Vice Principals

Mr. Luis Ortega, Director of the Education Center (PLA)

AP Language and Composition Summer Assignment 2016 2017

Welcome to the AP Language and Composition course. This AP course is designed to help you with the skills you need to read, write and think at the college level. The course is organized thematically. You will “explore the complexities of a single issue and synthesize the different viewpoints represented.” Each interesting and relevant theme – Education, Gender, Politics, Popular Culture to name a few- is centered on an essential question that engages you to begin thinking critically. You will learn to read and analyze nonfiction, poetry, some fiction and visual texts for rhetorical concepts, diction and syntax. Through these readings, you will gain a stronger understanding of language and composition that will assist you with your own writing. You will learn to effectively utilize the writing process to develop multi-drafted essays that demonstrate your ability to analyze and synthesize information from a variety of thematic resources. In preparation for the course, you will have a 2 part summer assignment focusing on reading, writing and viewing.

Part One

You are to read *The Catcher in the Rye* by J.D. Salinger and *The Jungle* by Upton Sinclair. For each novel, you will write a multi-paragraphed analytical essay. Each essay should be at least 3 fully, double-spaced typed pages.

The Catcher in the Rye writing prompt: *The Catcher in the Rye* is written as a cyclical plot where we do not fully understand Holden’s situation until we reach the end and re-evaluate the beginning. In a well-written essay, analyze if you feel Holden’s outcome is appropriate. Consider Holden’s behaviors, actions, and relationships throughout the novel when supporting your analysis of the situation.

The Jungle Prompt: In 1906, Upton Sinclair’s novel *The Jungle* was published. Sinclair’s novel portrayed the harsh conditions and unjust lives of the immigrants in the United States, specifically Chicago; as well as, he exposed the unsanitary conditions in the meatpacking industry. Sinclair is known as a muckraker. A muckraker is a journalist known for exposing the corruption in the government and business. With this in mind, explain why *The Jungle* is considered a work of protest literature.

Part Two

Since this is a writing course, you need to practice writing multi-drafted essays on a regular basis for a variety of purposes or development patterns. Some patterns are narration, description, process analysis, compare/contrast, problem/solution and cause/effect. You should brainstorm, outline and multi-draft for each assignment. The more you write, the better you will develop the craft.

Compare and Contrast

A compare and contrast paper can focus on the similarities, on differences, or examine both. Sometimes your purpose in a compare and contrast paper is to analyze two subjects in order to clarify what makes each unique. At other times, your purpose may be to evaluate two subjects in order to determine which has greater merit or worth.

Prompt

For this particular assignment, I want you to compare and contrast a holiday celebration. You can compare and contrast how the holiday is celebrated now to how it was celebrated when you were younger or how it is celebrated now and compare/contrast it to how the holiday celebration maybe 20 years from now. You may consider speaking to a parent, guardian or grandparent to better understand the future's perspective.

Process Analysis

Throughout the course, you will be writing rhetorical analytical essays which focus on WHY the writer selects to use certain devices. You will focus on analyzing how the writer's use of these devices develops and conveys the thesis. Process analysis papers explain in step-by-step fashion how something works, is done, and/or is made and why everything is done in the manner it is done.

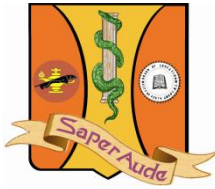
Prompt

Watch a makeover show, cooking show or any how-to-do show on television. Then write an essay analyzing the process that was done.

If you have any questions or problems with the assignments, you can contact me at staclemongelli@paps.net.

Have a great summer.

Stacy Lemongelli



PERTH AMBOY HIGH SCHOOL

300 Eagle Avenue ~ Perth Amboy, New Jersey 08861

732-376-6030 (voice) ~ 732-347-8930 (facsimile)

Mr. Eugene Mosley, Principal

Sylvia León, Meghan G. Reeves, Brian Rivera ~ Vice Principals

Mr. Luis Ortega, Director of the Education Center (PLA)

ESL (English as a Second Language) Summer Reading Assignment 2016

Welcome to ESL Levels 1-4! In order to prepare for the upcoming year, you should read **one** of the novels listed below in its entirety. In addition to reading your chosen novel, you are encouraged to complete a Double Entry Journal. You will use the journal in September to complete a writing assignment for your ESL class.

Level 1: *Who's Got Game? The Lion or the Mouse?* by Toni & Slade Morrison

Any Small Goodness by Tony Johnston

Level 2: *Facing the Lion* by Joseph Lemasolai Lekuton

Finding Miracles by Julia Alvarez

Level 3: *The Forbidden Schoolhouse* by Suzanne Jurmain

Romiette and Julio by Sharon M. Draper

Level 4: *Necessary Roughness* by Marie G. Lee

Speak by Laurie Halse Anderson

Double Entry Journal - For your chosen novel, you will complete a double entry journal. You must identify and analyze parts of the novel that are significant to you.

- Use the attached format for your double entry journal.
- Cite each quotation properly (author's last name and page number).
- You may use your entries in order to complete a writing task upon your return in September.
- EXTRA CREDIT will be given for completed work.

*****If you enjoy reading, many novels (in English and Spanish) are available at the**

*Perth Amboy Public Library (196 Jefferson Avenue).****


Start reading and have a wonderful summer!

Double Entry Journal

Name: _____ Date: _____

Text Title:

Author:

<p>WHAT THE AUTHOR WROTE... (Text Reference/Quote)</p> <p>In the space below, copy from the text direct quotations, key words, details, and/or summaries that capture your attention. This is a quote. Be sure to include the author's last name followed by the page number in parentheses. EX: (Alvarez, 60).</p>	<p></p> <p>WHAT I THINK... (Your Opinion or Interpretation)</p> <p>Write a response to the quote including:</p> <ol style="list-style-type: none">1. Context: What is happening at this point in the novel?2. Summary: What does the quote mean?3. Significance: Why is the quote important?

Summary Write a short summary of your observations above and explain the main idea or theme of the passage.