



Isle of Wight Academy
2023 Required Summer Reading
12th Grade – AP Literature
Mrs. Manner

Summer reading provides an opportunity to enhance your reading skills and enjoy books. The goals of the summer reading assignments for IWA are to improve literacy and to promote lifelong reading. As students grow and mature, they need to continually practice their reading skills. The lists of chosen books are based on recommendations from classroom teachers, librarians, and students. Each reading selection has an assignment designed to enhance the reading, thought processes and message of the selection.

In AP English, we will read a wide variety of literature throughout the year. The literature may not suit your style, but all selections are made to help students analyze different genres and dissect themes in order to prepare for the AP exam in the spring. Some contemporary fiction may contain adult situations, sexual content, and/or violence. All novels selected for this class are works of artistic merit according to colleges nationwide and the College Board (administrators of the AP Tests), and have been listed as suggested readings for AP students.

You will read the two texts listed below and complete the assignments, due the first day of school. An in-class writing assignment on the chosen novel will be given within the first two weeks of school.

- *How to Read Literature Like a Professor for Kids*, (Young Readers' Edition) by Thomas C. Foster
- *The Kite Runner* by Khaled Hosseini
Or
A Thousand Splendid Suns by Khaled Hosseini

Assignment #1:

Read and annotate *How to Read Literature Like a Professor for Kids* (HTRLLP) (Young Readers' Edition) by Thomas A. Foster

We will be using and referencing this text throughout the year. It is critical that you develop a full understanding of Foster's techniques and practices.

While many books can be enjoyed for their basic stories, there are often deeper literary meanings interwoven in these texts. This abbreviated guide of *How to Read Literature Like a Professor* provides some tools needed to become thoughtful readers.

What does it mean when a literary hero is traveling along a dusty road? When he hands a drink to his companion? When he's drenched in a sudden rain shower? Foster provides a broad overview of literature—a world where a road leads to a quest, a shared meal may signify a communion, and rain, whether cleansing or destructive, is never just a shower. Foster explains the way writers use symbols, metaphors, characterization, setting, plot, and other key techniques to make a story come to life.

From that very first middle school book report to that first college course, students need to be able to understand the layers of meaning in literature. This go-to guide unlocks the hidden secrets to reading, making it entertaining and satisfying.

Assignment #2 – Choice Novel

Read and annotate your choice novel.

For your novel, you will **record at least 20 significant quotes** (see graphic organizer attached). Each entry should include a quote, the page number on which it is found, and a two-to-three sentence analysis of why the quote is significant. For example, the quote might capture a key moment within the plot, reveal the personality of a major character, or include well-crafted figurative language or important symbolism. Or the passage may inspire thought, draw an emotional connection, or have a personal connection to your own life. Whatever the reason, explain why the quote matters and/ or your reason for selecting it. The quotations should be kept in the order in which they appear in the book. Be sure to include page numbers for all evidence that you collect. Your evidence should be thoughtful and thorough, as you will write an essay after completing your reading, using your recordings to help support your claims.

Novel Choice 1 -- *The Kite Runner* by Khaled Hosseini

A favorite among AP students, this *New York Times* Bestseller is an “unforgettable, heartbreaking story of the unlikely friendship between a wealthy boy and the son of his father’s servant, caught in the tragic sweep of history. *The Kite Runner* transports readers to Afghanistan at a tense and crucial moment of change and destruction. A powerful story of friendship, it is also about the power of reading, the price of betrayal, and the possibility of redemption; and an exploration of the power of fathers over sons—their love, their sacrifices, their lies.”

Novel Choice 2 – *A Thousand Splendid Suns* by Khaled Hosseini

“Born a generation apart and with very different ideas about love and family, Mariam and Laila are two women brought jarringly together by war, by loss and by fate. As they endure the ever-escalating dangers around them -- in their home as well as in the streets of Kabul -

- they come to form a bond that makes them both sisters and mother-daughter to each other, and that will ultimately alter the course, not just of their own lives, but of the next generation. With heart-wrenching power and suspense, Hosseini shows how a woman's love for her family can move her to shocking and heroic acts of self-sacrifice, and that in the end it is love, or even the memory of love, that is often the key to survival. A stunning accomplishment, *A Thousand Splendid Suns* is a haunting, heartbreaking, compelling story of an unforgiving time, an unlikely friendship, and an indestructible love.”

Assignment #3

After you have read both texts (*HTRLLAP* and *The Kite Runner/A Thousand Splendid Suns*), you will write at least 150 words connecting your novel to a chapter in Foster's book. You will do this FOR FOUR CHAPTERS of HTRLLAP. Connections should analyze and provide genuine analysis of the text. Make sure to explain your analysis well and cite evidence from both texts.

- A. Your brief essays must be typed in Times New Roman, Size 12, double-spaced, 1-inch margins.
- B. You must have your assignment printed and ready when you arrive to class on the first day of school. I will not accept any assignments emailed to me.
- C. All assignments are to be done solely on an independent basis and without the aid and use of outside sources (to include the internet, Cliffnotes, Sparknotes and the like – your friends, etc.) These thoughts are to be your own and no one else's. Should there be evidence that you have used an outside source, you will receive a zero on the assignment, be written up, and recommended to take on-level English 12 rather than AP Literature.
- D. Label each essay to identify the chapter of HTRLLAP in which you are making the connection.

Assignment #4:

Within the first 2 weeks of school, you will be given a choice of prompts from which you will construct a 5-paragraph essay, responding to the prompt and basing your response on the novel you read during the summer.

Note to Parents: Want to read along with your student? Discussion questions designed to prompt conversation at: <https://shorturl.at/uFMZO>



SUMMER READING

Assignment

For each book, you will record at least 20 significant quotes (see graphic organizer attached). Each entry should include a quote, the page number on which it is found, and a two-to-three sentence analysis of why the quote is significant. For example, the quote might capture a key moment within the plot, reveal the personality of a major character, or include well-crafted figurative language or important symbolism. Or the passage may inspire thought, draw an emotional connection, or have a personal connection to your own life. Whatever the reason, explain why the quote matters and/ or your reason for selecting it. The quotations should be kept in the order in which they appear in the book.

Be sure to include page numbers for all evidence that you collect. Your evidence should be thoughtful and thorough, as you will write an essay after completing your reading, using your recordings to help support your claims.

Example:

Page	Direct Quote	Significance
58	<i>"Better to be hurt by the truth than comforted with a lie."</i>	<i>In this quote, Baba comments about the jealousy many Afghans feel when their country is not perceived as a world power. The passage reveals not only Baba's character as a realist, but a universal truth: that those who allow themselves to be pacified by lies end up hurt and disillusioned.</i>

Name: _____ Period: _____

IMPORTANT QUOTES

As you read, record important quotations from the text—whether they capture key plot, character or theme developments; include well-crafted language or important symbolism; or draw an emotional or personal connection to your own life. Explain the significance of each quote in 2-3 sentences.

Book Title, Author: _____

Page	Direct Quote	Significance

IMPORTANT QUOTES

6-10

Page	Direct Quote	Significance

IMPORTANT QUOTES

11-15

Page	Direct Quote	Significance

IMPORTANT QUOTES

16-20

Page	Direct Quote	Significance

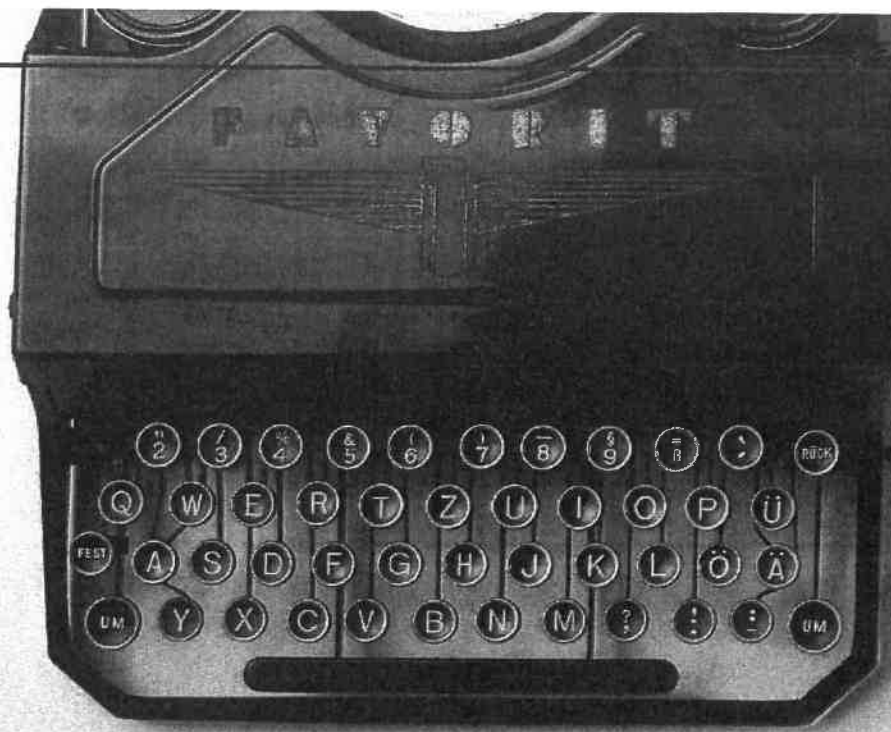
"IMPORTANT QUOTES" RUBRIC

	Excellent (4-5)	Good/ Adequate (2-3)	Poor (0-1)	Total
Required Elements	Organizer includes all elements as required in assignment, including a minimum 20 quotations, page number and explanation for each, listed in order of appearance.	Organizer includes most elements as required by assignment.	Organizer is missing significant elements required by assignment.	
Content and Analysis	Well-chosen, thoughtful quotes. Entries are clearly articulated and demonstrate deep thinking and insightful reflection about what student is reading—and are not merely summaries.	Entries are adequately articulated and demonstrate some reflection about what student is reading—and are not merely summaries.	Entries demonstrate little reflection about what the student is reading. They may be only summaries and/or may be unclear.	
Presentation	Presentation is neat, clearly legible and shows pride in work.	Presentation is neat and legible.	Presentation is sloppy; it may look rushed or thrown together. Entries may be difficult to read.	
Conventions	Writing shows clear grasp of standard conventions (spelling, punctuation, capitalization, grammar, etc.)	Writing shows reasonable control over a limited range of standard conventions. Spelling, punctuation, grammar, etc. usually correct.	Frequent errors in spelling, punctuation, grammar, etc. distract the reader and make it difficult to read.	
Total:				



why annotate?

- Annotation promotes active reading to avoid wasted time spent re-reading
- Annotation isolates important material to be used later
- Annotation allows the reader to recall more after just one reading
- Annotation furthers reader interpretation and deepens analysis



how to annotate

- Underline anything (words, phrases, etc) that seems important
- Circle any literary elements you notice; comment in the margins
- Draw lines between connected points
- Mark things you don't understand with a ?
- Use line spaces for notes and interpretation
- Put a box around the most important details
- Summarize the main points in margins
- Use the bottom white space to brainstorm outline

IT'S ONLY WRONG IF YOU DON'T DO ANYTHING!

HOW DO I ANNOTATE? WHAT SHOULD I MARK UP? WHAT SHOULD I WRITE IN THE MARGINS?

- Underline words or phrases that seem important, interesting, or repetitive, and then comment on the text immediately. This simplifies the act of writing a comment for each piece of text underlined, and seems to increase the number and depth of annotations.
- **Again**, your annotations are meant to be more than a “scavenger hunt” for literary techniques, and the comments you write must be more than just the mere identification of those devices; you need to briefly discuss WHY you underlined them, why you believe that text carries weight or holds significance. If your annotations are merely underlined or circled words with “simile,” “metaphor,” “parallelism,” etc. written next to them with nothing else, you’re doing it wrong; you need to comment on how, in your opinion, that text functions in relation to the author’s larger purpose. Though your primary goal in close reading and annotation is relatively singular - to ultimately come to a deeper understanding of how parts of the text contributes to the passage’s holistic purpose - your comments may come in a variety of forms such as: personal responses, summaries of events/ideas, questions, predictions, connections (within the text and to works and experiences outside the text), vocabulary awareness, reflections, awareness of writing strategies/text structure, the effectiveness or significance of literary devices, etc. Forcing yourself to write your reason for underlining makes you consider your thoughts about that text, focusing and deepening your analysis. You are also less likely to mark everything as significant (thus preventing you marking up everything) because you hold yourself accountable for discussing the significance of what you mark.

Passage 1

As soon as the Pigeons discover a sufficiency of food to entice them to alight, they fly around in circles, reviewing the countryside below. During these evolutions the dense mass which they form presents a beautiful spectacle, as it changes direction; turning from a glistening sheet of azure, as the backs of the birds come simultaneously into view, to a suddenly presented rich, deep purple. After that they pass lower, over the woods, and for a moment are lost among the foliage. Again they emerge and glide aloft. They may now alight, but the next moment take to wing as if suddenly alarmed, the flapping of their wings producing a noise like the roar of distant thunder, as they sweep through the forests to see if danger is near. (However,

Anthropomorphic view: (attributes human trait to birds' instinctive behavior)

Line (5)

Suggests progressive change

Sibilant sounds ("s," "sh," "z") suggest swoosh of birds' wings

Visual images support "beautiful spectacle" (line 6)

(10)

Passing in and out of view: evolutionary (line 4)

Simple sentence structure contrasts with sentences 1 and 2 for variety and balance

(15)

First half of passage concludes with sound imagery

more anthropomorphism

Turning point of passage Part 1: birds in air Part 2: birds on ground