Many studies have shown that reading promotes students' mental growth, capacity to process information, and ability to understand themselves and the world around them. Good readers become good thinkers and good writers. Success in school and in the workplace depends heavily on the ability to read. In high school classes, students are required to read complex passages and decipher their meanings as part of instruction and assessments. The High School Assessments and countywide finals require students to understand complex questions and highlight the important information contained within a question. Students who take the SAT and Advanced Placement examinations will encounter tests similarly designed to evaluate their critical reading ability, understanding of a variety of vocabulary, and writing skills. In the workplace, employees are expected to understand their tasks based on written information. Therefore, it is important to expect all students to read during the summer. Research strongly suggests that reading, like most skills, improves with practice. Summer reading serves as one measure for determining proficiency of the following MCPS indicator and objective:

Indicator: Refine and extend comprehension skills through exposure to a variety of texts, including traditional print and electronic devices.

Objective: Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres per year.

In order to prepare our students for these challenges both in high school and beyond, English Department members have selected books and created assignments to provide summer reading opportunities for each student. Students will be evaluated on their reading when they return in the fall with common assignments for each grade level.

All students are expected to complete the summer reading assignment for their grade level in the time allotted. Students transferring to Paint Branch High School may complete the assignments for their grade levels on the required reading from their previous schools and submit the assignments to the appropriate teacher on the second day of school.

In addition to reading assignments, students taking Algebra 1, Algebra 2, Geometry, Pre-Calculus, and AP Calculus are required to complete math review packets, due on the first day of school to math teachers. These packets will be distributed in math classes at the end of the previous year.

Copies of all summer math and reading assignments will be available in the Guidance Office and in the Main Office. Any questions concerning summer reading assignments or lists should be brought to the student’s English teacher.
This year, all AP students are required to read one novel, *The Kite Runner* by Khaled Hosseini, complete a Literary terms journal and respond to a six poems. Students are responsible for getting these texts. Assignments can be completed using texts that you purchase or texts that you borrow from the library or online. The novel assignment and the poem responses must be completed on a word processor and submitted in one organized document to your teacher. The poetry assignment must be organized and neatly completed in a spiral or composition notebook. Both assignments are due on the second day of school. The deadline is the first Friday.

**Assignment #1**

**Novel – Close Readings**

AP students are to read *The Kite Runner* by Khaled Hosseini. This novel is the story of Amir, a Sunni Muslim, who struggles to find his place in the world after experiencing the aftereffects and consequences of a series of traumatic childhood events, including his ongoing struggle to forge a meaningful relationship with his father. Amir, the adult, moves from his present-day existence in the United States to a flashback or recall of past time. In order to track Amir’s development and Hosseini’s view of man’s effort to find himself and define his existence, complete the following activities using three passages from the text:

**DIRECTIONS:** Students are to create a reader’s response chart with the following elements:

1. ____/15 Copy each passage from *The Kite Runner* (20 - 40 sentences/ 1- 2 pages) and attach your annotated passage to your reader’s response chart. **One passage must be from the beginning of the novel** (Amir’s Afghan childhood), **one must be from the middle of the novel** (Amir’s time in America) and **one must be from the end of the novel** (Amir’s return to Afghanistan or America). Passages must relate to Amir’s quest for identity and meaning.

2. ____/15 Annotate all passages. Use different colors to correspond with literary techniques you evaluate – Use the Analysis of a Prose Commentary Chart (below) to indicate your color choices. Suggestions: tone, diction, imagery (all types), symbolism, point of view, allusion

3. ____/30 Evaluate each passage in a 2 column format shown below. Identify 6 ideas (& literary devices) from within the text concerning the individual’s quest for identity and then connect the use of the device to the meaning of each line in the passage. Use the chart below as a template and expand as needed.

***Basically, what are you reminded of as you read these lines? When you examine this passage closely, what resolution does this passage provide in relationship to power?***

In completing the analysis of your passage, use specific examples from the passage to discuss your observations.

**Analysis Commentary Chart**

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<th>Color used</th>
<th>Literary Device Observed</th>
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<tr>
<th>Literary Device</th>
<th>Cited phrase/ sentence w/ page #</th>
<th>Your response in short answer (2-5 sentences)</th>
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/60 Total Assignment #1 Points
Assignment #2

Literary Terms Application

In a one subject spiral or composition notebook, write out definitions for each of the terms in the list below and an example of the term in application. This catalogue of terms is intended to review terminology from previous years and introduce terms that will be used this coming year. Allow space beneath each definition to provide an example of the term. The examples will stem from readings we study in the course of the year. Likewise, the notebook will be used throughout the year for assignments, journaling, note taking and reflections.

List of terms:

- Allusion
- Analogy
- Apostrophe
- Epigram
- Euphemism
- Figurative language
- Hyperbole
- Imagery
- Irony
- Litotes
- Metaphor
- Juxtaposition
- Oxymoron
- Paradox
- Personification
- Pun
- Simile
- Symbol (universal & literary)
- Understatement

______/20 In a journal with accompanying definition, example and space for notes.

Assignment #3

Poetry – SOAPSTone

Students are read six (6) poems of their choosing from the list below. Links to these poems can be found at this website: [http://edsitement.neh.gov/feature/twenty-one-poems-ap-literature-and-composition](http://edsitement.neh.gov/feature/twenty-one-poems-ap-literature-and-composition). For each of the six poems you choose, annotate the poem for at least three (3) literary devices and complete a SOAPSTone analysis of that poem. In identifying devices make use of the Journal entries you created for assignment #2. A template for the SOAPSTone is provided here. Additional information about the analytical tool can be found here: [http://apcentral.collegeboard.com/apc/public/preap/teachers_corner/45200.html](http://apcentral.collegeboard.com/apc/public/preap/teachers_corner/45200.html).

1. Matthew Arnold: “Dover Beach”
2. Elizabeth Bishop: “In the Waiting Room”
3. Gwendolyn Brooks: “We Real Cool”
4. Robert Browning: “My Last Duchess”
5. Emily Dickinson: “Safe in their Alabaster Chambers” (124)
9. Robert Frost: “Mending Wall”
11. Langston Hughes: “Let America Be America Again”
13. Andrew Marvell: “To His Coy Mistress”
16. William Shakespeare: Sonnets (Choose 1 only)
17. Percy Bysshe Shelley: “Ozymandias”
18. Wallace Stevens: “Sunday Morning”
19. Dylan Thomas: “Do not go gentle into that good night”
20. William Carlos Williams: “Danse Russe”

______/60 Total Assignment #3 Points – 6 poems chosen from the list, each is annotated, each has an accompanying SOAPSTone analysis. The SOAPSTone entries are written in complete sentences and the reasoning is supported through direct references to the text.
S.O.A.P.S. Tone Document Analysis

The SOAPS Tone Document Analysis allows students to trace an examination of a document using the seven components listed. This approach to analysis is relevantly used in poetry, speeches, short stories, newspaper articles, and countless other documents. Oftentimes, this approach is introduced to AP students at the high school level. However, in this case, this approach is used to stimulate and argue student’s point in analyzing meanings of and the effect of language on particular poems. Remember, all components of this approach MUST be supported from the text, so interpretations MUST be backed up by the words from the text.

Speaker
Who is the speaker who produced this piece? What is the their background and why are they making the points they are making? Is there a bias in what was written? You must be able to cite evidence from the text that supports your answer. No independent research is allowed on the speaker. You must “prove” your answer based on the text.

Occasion
What is the Occasion? In other words, the time and place of the piece. What promoted the author to write this piece? How do you know from the text? What event led to its publication or development? It is particularly important that students understand the context that encouraged the writing to happen.

Audience
Who is the Audience? This refers to the group of readers to whom this piece is directed. The audience may be one person, a small group or a large group; it may be a certain person or a certain people. What assumptions can you make about the audience? Is it mixed racial/sex group? What social class? What political party? Who was the document created for and how do you know? Are there any words or phrases that are unusual or different? Does the speaker use language the specific for a unique audience? Does the speaker evoke God? Nation? Liberty? History? Hell? How do you know? Why is the speaker using this type of language?

Purpose
What is the purpose? Meaning, the reason behind the text. In what ways does he convey this message? How would you perceive the speaker giving this speech? What is the document saying? What is the emotional state of the speaker? How is the speaker trying to spark a reaction in the audience? What words or phrases show the speaker’s tone? How is the document supposed to make you feel? This helps you examine the argument or its logic.

Subject
What is the subject of the document? The general topic, content, and ideas contained in the text. How do you know this? How has the subject been selected and presented? And presented by the author?

Tone
What is the attitude of the speaker based on the text? What is the attitude a writer takes towards this subject or character: is it serious, humorous, sarcastic, ironic, satirical, tongue-in-cheek, solemn, objective. How do you know? Where in the text does it support your answer?