

Victoria ISD
Pre-AP English 1
2019 Summer Reading Assignment

Welcome to Pre-AP English I!

Victoria ISD requires Pre-AP students to complete summer reading in preparation for the upcoming academic year. This reading is mandatory; we ask that students obtain copies of the required books and encourage them to start reading early in the summer.

Course Objective: The Pre-AP English I course engages students in the careful reading and critical analyses of literature. This course includes intensive study of representative works of literary merit from various genres and time periods. The purpose of the Pre-AP course is to prepare students for college work and future AP English courses that give students the opportunity to receive college credit. The course will be intellectually intense, demanding of your time, and rigorous in nature.

Required Summer Reading: You have two books to read over the summer. Please have these books and the corresponding assignments completed by **August 23, 2019**. You will be required to complete additional assignments related to these works during the first nine weeks.

- **Required Novel:** *Lord of the Flies* by William Golding
- **Self-Selected Novel: (choose one)**
 - Speak* by Laurie Halse Anderson
 - Ender's Game* by Orson Scott Card
 - Monster* by Walter Dean Myers
 - A Monster Calls* by Patrick Ness

Summer Assignments: The following assignments should be completed by **August 23, 2019**.

- Required Novel Assignment
 - Annotate Novel. See the Annotation Guide for instructions and examples.
- Self-Selected Novel Assignment
 - Complete a double-entry journal. See the Double-Entry Journal Guide for specific instructions and guidelines.

School Year Assignments: During the unit of study, students will take a test and write a timed essay over the required novel. Students will also complete an interview narrative based on one of the characters in the required novel. Students will create a one page written and graphic interpretation over the self-selected novel.

Grading: Grades for both the summer and school year assignments will be included in the first nine-week grading period. The grade for assignments turned in after the due date will be reduced by 11 points for each day it is late.

- Summative grade
 - Required reading: Timed essay and test (one grade)
- Formative grades
 - Required reading: Annotated novel
 - Self-Selected Reading: Double-entry journal

Pre-AP English I Summer Reading
Annotation Guide
Lord of the Flies by William Golding

“Marking and highlighting a text is like having a conversation with a book – it allows you to ask questions, comment on meaning, and mark events and passages you want to revisit. Annotating is a permanent record of your intellectual conversation with the text.” (Laying the Foundation: A Resource and Planning Guide for Pre-AP English)

As part of your summer reading assignment, you will annotate your **required** text as you read. Below are guidelines for your annotations. While you are reading, use these guidelines to mark the book and include your thoughts and questions. If you prefer, you may use sticky notes to make your annotations instead of writing in the margins.

The overarching theme of *Lord of the Flies* deals with the conflict between the human impulse towards savagery and the rules of civilization which are designed to contain and minimize it. Keep this in mind as you read, and highlight your text for the following ideas.

1. As you read, pay attention to each of the following symbols. Find 10 passages (at least 3 for each object) where the following objects take on significant meaning and highlight in **green**. Make marginal notes to explain their significance to the theme.
 - the conch shell
 - Piggy’s Glasses
 - fire
2. As you read the novel, select one character on whom you will focus. In **yellow**, highlight 10 passages that describe their experience on the island. Select text that uses vivid imagery, careful diction, and direct quotations from the character to convey a sense of their voice. Be sure to include description of at least one major event in detail. Make marginal notes to explain the significance of each passage to the plot.

Excerpt from *Lord of the Flies* by William Golding

CHAPTER ONE

The Sound of the Shell

The boy with fair hair lowered himself down the last few feet of rock and began to pick his way toward the lagoon. Though he had taken off his school sweater and trailed it now from one hand, his grey shirt stuck to him and his hair was plastered to his forehead. All round him the long scar smashed into the jungle was a bath of heat. He was clambering heavily among the creepers and broken trunks when a bird, a vision of red and yellow, flashed upwards with a witch-like cry; and this cry was echoed by another.

"Hi!" it said. "Wait a minute!"

The undergrowth at the side of the scar was shaken and a multitude of raindrops fell pattering.

"Wait a minute," the voice said. "I got caught up."

The fair boy stopped and jerked his stockings with an automatic gesture that made the jungle seem for a moment like the Home Counties.

The voice spoke again.

"I can't hardly move with all these creeper things."

The owner of the voice came backing out of the undergrowth so that twigs scratched on a greasy wind-breaker. The naked crooks of his knees were plump, caught and scratched by thorns. He bent down, removed the thorns carefully, and turned around. He was shorter than the fair boy and very fat. He came forward, searching out safe lodgments for his feet, and then looked up through thick spectacles.

"Where's the man with the megaphone?"

The fair boy shook his head.

"This is an island. At least I think it's an island. That's a reef out in the sea. Perhaps there aren't any grownups anywhere."

The fat boy looked startled.

"There was that pilot. But he wasn't in the passenger cabin, he was up in front."

The fair boy was peering at the reef through screwed-up eyes.

"All them other kids," the fat boy went on. "Some of them must have got out. They must have, mustn't they?"

The fair boy began to pick his way as casually as possible toward the water. He tried to be offhand and not too obviously uninterested, but the fat boy hurried after him.

"Aren't there any grownups at all?"

"I don't think so."

The fair boy said this solemnly; but then the delight of a realized ambition overcame him. In the middle of the scar he stood on his head and grinned at the reversed fat boy.

"No grownups!"

The fat boy thought for a moment.

"That pilot."

The fair boy allowed his feet to come down and sat on the steamy earth.

"He must have flown off after he dropped us. He couldn't land here. Not in a place with wheels."

"We was attacked!"

"He'll be back all right."

The fat boy shook his head.

Pre-AP English I Summer Reading
Annotation Scoring Guide
Lord of the Flies by William Golding

The following criteria will be used to assign a grade for the annotated novel. Please preview each of the criteria and check your annotations to see if they fulfill all of the criteria. The total number of points earned will be multiplied by two to assign a grade (out of 100 points).

- Do you have 20 annotations that address the prompts? (0-10 points)
- Do your annotations span the entirety of the text? (0-10 points)
- Do your annotations include required marginal notes? Marginal notes are not paraphrasing the text, one-word answers, symbols or merely comments. (0-10 points)
- Do your required marginal notes explain why the symbols or interactions between characters are significant to the theme? (0-10 points)
- Do your annotations (including required marginal notes) reflect an understanding that goes beyond the literal meaning of the text? Do not just restate the text. (0-10 points)

Pre-AP English I Summer Reading
Double-entry Journal Guide
Self – Selected Reading

A double-entry journal is one strategy for responding to a text and questioning what you are reading. The double-entry journal is a two-column journal. In the left column, you will write a passage from the text, such as a quotation or a concept, which you want to expand upon, understand better, or question. In the right column, you will relate to or analyze the passage that is written in the left column.

Choosing passages from the text

Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- Quotations that establish a character’s voice
- Shifts or turns in the plot
- A passage that makes you realize something you hadn’t seen before
- Examples of patterns: recurring images, ideas, colors, or symbols
- Events you find surprising or confusing
- Passages that illustrate a particular character or setting
- Effective and/or creative use of figurative language or imagery

Responding to the text

You can respond to a variety of things in the text. The most important thing to remember is that your observations should be *specific and detailed*. You can choose to type your journals or they can be handwritten.

Sample Responses

- Raise questions about the beliefs and values implied in the text
- Analyze the text for evidence of author’s craft (mood, plot structure, style, imagery, etc.)
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc...)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole
- Agree or disagree with a character or the author

Sample sentence starters for responses:

The language/imagery creates a mood of...

This quote shows the narrator/character’s voice by...

I think the author is trying to say that...

This reminds me of (another novel or literary example) because...

The author included (character, scene, action, dialogue) to show...

The author used (figurative language) to show (effect)...

I think (character, situation, statement or occurrence) is important to the story because...

I disapprove of (character, action or policy within the story) because...

Exemplary Sample – Double-entry Journal

Student Name: Bea Smart
Date: July 2007

Book Title/Author: Hatchet, Gary Paulsen
Total pages: 195

(Quotes) From Text	Pg #	(Notes) From Me
“ ‘Thanks. It’s really nice.’ But the words sounded hollow, even to Brian.”	p.8	<p>“Why does Brian feel that way about getting a hatchet from his Mom? If the words sound hollow to Brian, he must not mean it. Why is he mad at his Mom? <i>Asking questions</i></p>
“No roads, no trails, no clearings. Just the lakes, and it came to him that he would have to use a lake for landing. If he went down into the trees he was certain to die.”	p.23	<p>I can’t imagine keeping my cool in a situation like this. I’d be on my cell phone, freaking out & he’s trying to land the plane! I guess it’s important to keep your cool in a crisis. <i>Reaction to text</i></p>
“Now, with the thought of the burger, the emptiness roared at him. He could not believe the hunger, had never felt this way. The lake water had filled his stomach, but left it hungry, and not it demanded food, screamed for food.”	p.48	<p>It’s weird how Brian’s stomach is like a character now, driving his behavior. I’ve been hungry before, but never like that. Is he going to start eating things that are poison because he is so hungry? <i>Observation of author craft and connections</i></p>

An Exemplary Double-Entry Journal contains:

- A total of 10 entries that span the entire book.
- Each “From Text” entry is one or more complete sentence.
- “From Text” entries span the entirety of the book. This is indicated by page numbers.
- Each “From Text” entry is quoted from the text accurately.
- All “From Me” entries have 3 or more complete sentences and demonstrate fully developed thoughts or connections about the text.

Inadequate Sample – Double-entry Journal

Student Name: Ida Wanna
Date: July 2007

Book Title/Author: Hatchet, Gary Paulsen
Total pages: 195

<u>(Quotes) From Text</u>	<u>pg. #</u>	<u>(Notes) From Me</u>
<p>“It kept coming back to that. He had nothing.” <i>No page number indicated.</i></p>		<p>I know how that feels. I have nothing too. <i>This connection is rather shallow. It needs more elaboration.</i></p>
<p>“Things wer bad, he thout, but maybe not that bad.” <i>This text excerpt has 2 mis-spellings and does not include a page number.</i></p>		<p>I feel that way sometimes too. <i>Again, this connection does not appear to have any thought behind it, just a hasty response to complete the task.</i></p>

An Inadequate Double-Entry Journal contains:

- Fewer than 10 entries from the book.
- Quotations from the text contain many misspelled words or are inaccurately quoted.
- “From Text” entries do not represent information from the entire book (beginning, middle and end) or indicate the entire book may not have been read.
- “From Me” entries demonstrate incomplete thoughts or connections or reflect a literal understanding of the text. Entries lack elaboration.

**Pre-AP English I Summer Reading
Double-entry Journal Scoring Guide**

The following criteria will be used to assign a grade for the double-entry journal. Please preview each of the criteria and check your journal entries to see if they fulfill all of the criteria. The total number of points earned will be multiplied by two to assign a grade (out of 100 points).

- Do you have a 10 entries? Does each “From the Text” quote contain one or more sentences and is it copied accurately from the text? (0-10 points)
- Do your entries span the entirety of the text, documented by page numbers for each entry? (0-10 points)
- Does each “From Me” response have at least 3 complete sentences containing fully developed thoughts that reflect an understanding that goes beyond the literal meaning of the text? Do the responses have clear connections to the text? (0-3 points for each entry, 30 total points)

Student and Parent Acknowledgment Form

By signing below, I am agreeing that I have read and understand the 2019 Summer Reading assignment for Pre-AP English I and I agree to abide by assignment requirements.

Student Name: _____

Student Signature: _____

Date: _____

Parent Name: _____

Parent Signature: _____

Date: _____

Parent Contact Information:

Email: _____