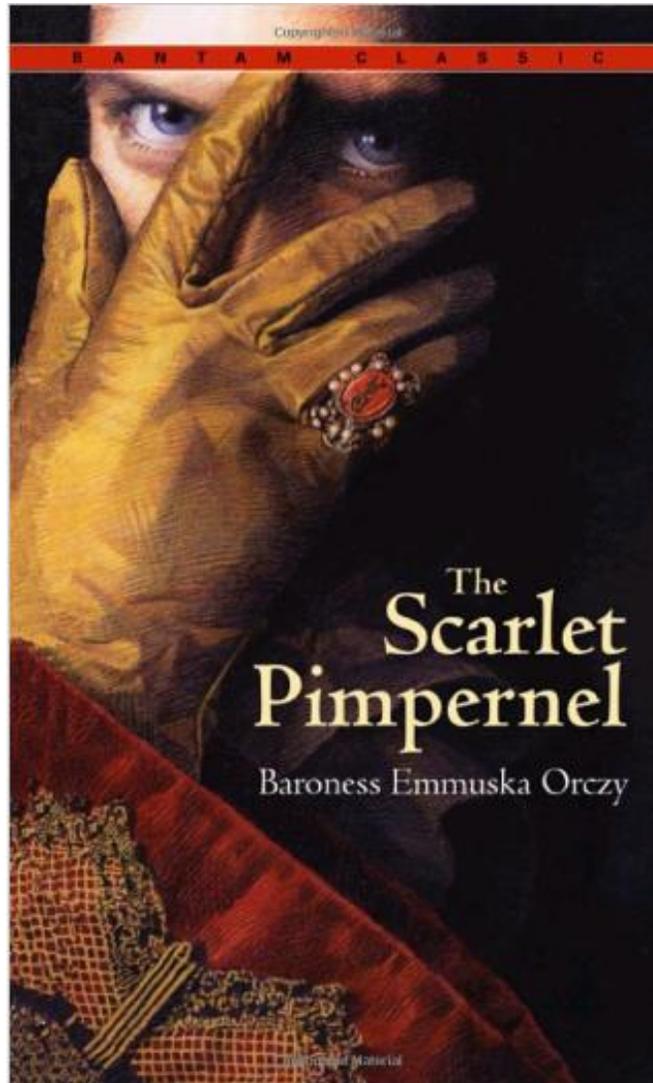




Edinburg High School Summer Reading  
Pre-Advanced & Advanced Placement  
English  
2019



*THE SCARLET PIMPERNEL*  
BY BARONESS EMMUSKA ORCZY



ENGLISH IV HONORS  
AP LITERATURE & COMPOSITION

Advanced Academics & Guidance Services  
EDINBURG CISD



# Edinburg High School Summer Reading Pre-Advanced & Advanced Placement English 2019



**Dear Parents:**

As we end the school year, the English teachers at Edinburg High School would like to let you know that we have your child’s education in mind when we make decisions about summer reading assignments. In order to adequately prepare for AP English exams and to develop your child’s reading and thinking skills within a limited number of months, we require all English I Pre-AP, English II Pre-AP, English III Pre-AP/AP, and English IV Honors/AP students to read assigned novels during the summer months. Students will be assessed over the summer reading through tests, essays, and class activities during the first week of school. Below, you will find a list of the classes and the novel that needs to be read prior to the first day of the 2019-2020 school year. Your child will need to acquire the necessary novel and read it during the summer. We have notified Barnes & Noble bookstores on North 10<sup>th</sup> Street in McAllen, so there should be sufficient copies if you choose to purchase them there. Please feel free to call your child’s current English teacher or counselor if you have any questions as to which novel your son/daughter should read this summer.

**Please note:** Failure to read assigned novel will adversely affect your student’s grade.

<b>English Course 2019-2020</b>	<b>Novel</b>	<b>Author</b>
<b>English I Pre-AP</b>	Animal Farm	George Orwell
<b>English II Pre-AP</b>	Fahrenheit 451	Ray Bradbury
<b>English III Pre-AP</b>	Tuesdays with Morrie	Mitch Albom
<b>AP Language &amp; Composition</b>	Love Letters to the Dead	Ava Dellaria
<b>English IV Honors &amp; AP Literature &amp; Composition</b>	The Scarlet Pimpernel	Baroness Emmuska Oreyz
<b>UT OnRamps (all sections)</b>	Borderlands La Frontera	Gloria Anzaldua

Thank you,

Edinburg High School English teachers

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## DIALECTICAL JOURNAL:

*A dialectical journal is another name for a double entry journal or reader-response journal. It records a dialogue, or conversation, between the ideas in the text and the ideas the text elicits in the reader. It is meant to maintain a dialogue about what the passages mean, why the passages are written as they are, and how the author uses language to allow the reader to come to figurative, thematic, or analytical conclusions.*

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1. Each entry in the dialectical journal must be legibly handwritten and neatly organized in a composition book or spiral notebook.
2. Label the front cover of your journal with your name as it will be used for the remainder of the school year.
3. Title the first sheet of your notebook: *The Scarlet Pimpernel* by Baroness Emmuska Orczy  
Dialectical Journal
4. On the next page, divide the page in half by folding or measuring, as your dialectical journal will use a two-entry form.
  - In the **left column**, label each entry with the corresponding chapter. Record a quote from the book that you find interesting or important and/or offers a literary technique.
  - In the **right column**, provide your analysis and commentary about the material you recorded in the left column. Include at least **three** different response types per entry. *See the next page for an explanation of the sample format entry and additional entry types.*
5. Students must have at least **one** entry for each of the **thirty-one chapters**; it is not necessary to skip to the next page if you still have space to begin another entry.



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## SAMPLE FORMAT:

TEXT	RESPONSE
<b>CHAPTER 1</b> “The puddle had frozen over, and me and Cathy went stomping in it. The twins from next door, Tyrone and Terry, were swingin so high out of sight we forgot we were waiting our turn on the tire. Cathy jumped up and came down hard on her heels and started tapdancing. And the frozen patch splinterin every which way underneath was kinda spooky. ‘Looks like a plastic spider web,’ she said. ‘A sort of weird spider, I guess, with many mental problems’” (35).	(CH) In this first paragraph of the story, Bambara indirectly characterizes the narrator using rural Southern dialect to let us know that the story is set in the South and our narrator is not necessarily educated. We also learn that the characters are children from the activities the author describes. I also like the imagery (LD) of the puddle freezing over, which I guess also lets us know that it is winter. I also really like the imagery of the splintering puddle and the “tapdancin.” (MT) The writer seems to be establishing a humorous and lighthearted mood at the beginning of the story. I wonder if the mood will stay lighthearted. (110)

## RESPONSE TYPES\*:

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**(CH): Characterization** **Direct** characterization **describes** a character through the use of adjectives, epithets, or phrases. **Indirect** characterization **shows** the character's personality through speech, thought, actions, and appearance.

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**(LD): Literary Device** Literary devices (metaphor, simile, alliteration, hyperbole, imagery, etc.) are often used by writers to add meaning and develop more dynamic stories for the reader. Visit <http://literary-devices.com> for a more detailed list.

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**(MT): Mood & Tone** Determine the way the passage establishes the mood or tone of a scene and explain how that might be important

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**(QR): Question/Reaction** If you are unsure of what the author is doing, it is perfectly acceptable to pose a question to yourself about the text and hypothesize as to why or how the author is using language and literary techniques in this particular way.

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**(CO): Connection** Make connections to other places in the novel, to your life, to the world, or to another text that you have read.

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**(TH): Theme**                      Think deeply about what the passage means in a broad sense—not just to the characters in the story. What conclusions can you draw about human nature?

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*\*Do not apply any ONE response type more than 16 times. You must utilize them ALL.*

**ADDITIONAL REQUIREMENTS (INCLUDED ON SAMPLE ENTRY):**

<b>(35): Page number</b>	<i>Page number where the quote can be found.</i>
<b>(110): Word Count</b>	<i>Your responses should reach, at minimum, 75 words.</i>



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**Student/ Parent (Guardian) Agreement**

**STUDENT**

By signing below, I guarantee that I fully understand my responsibilities for summer reading and related assignments. I also guarantee to submit my work by the first day of the second week after the school year begins. I also acknowledge that if I fail to submit my work in a timely fashion, I will be incurring two failing grades per book.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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**PARENT**

By signing below, I indicate awareness and understanding of my child's responsibilities for summer reading. I also support my child's efforts to fulfill his/ her classroom expectations to submit the summer reading assignments by their due date or else incur two failing grades. Because your child is too advanced academically to continue to read books within the genre of young adult fiction, the novels chosen for summer reading were written for a mature audience. These selections, sanctioned by AP College Board, represent selections deemed to be books of literary merit.

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_