

2019 Ninth Grade Pre-AP Summer Reading

Daniel Ninth Grade Campus – English I

The Pre-AP English teachers welcome you to High School! We are excited that you have chosen to make the academic commitment to be part of the Pre-AP program.

The purpose of Pre-AP English is to prepare you for the Advanced Placement (AP) English classes you will take your junior and senior years of high school. At the end of those upper-level courses you will take tests, which can earn you college credit. All texts you read in Pre-AP English I and II have been selected specifically for the purpose of supporting your success in AP Language and Literature, and especially on the writing portions of the AP assessments.

As an introduction to the advanced rigor of Pre-AP and AP curriculum, you will read *To Kill a Mockingbird* and complete assignments in connection with this novel over the summer. In addition you will read selections from the revised edition of Thomas C. Foster's, *How to Read Literature like a Professor*. We will read other chapters from this book throughout the year, and you will also use this book in your Pre-A.P. English II class.

Below is the information needed to purchase the books. Copies may also be available at Half-Price Books.

To Kill a Mockingbird

Amazon: ISBN 9780060935467

Barnes and Noble: ISBN 9780446310789

How to Read Literature Like a Professor: Revised Edition

Amazon: ISBN: 978-0062301673

Barnes and Noble: ISBN: 978006230

The summer reading assignments are due on **Wednesday, August 28, 2019** and will count as a minor grade.

A summative assessment, which will require the use of annotations, will be administered during class on **Wednesday, August 28, 2019**. This assessment will be the first major grade of the year. **Do Not Procrastinate!**

Reading Assignments

1. *How to Read Literature Like a Professor*, by Thomas C. Foster

- Introduction, "How'd He Do That?"
- Chapter Four, "Now, Where Have I Seen Her Before?"
- Chapter Twelve, "Is That a Symbol?"

Read these three sections of the book before you read *To Kill a Mockingbird*. Use them to help you understand *To Kill a Mockingbird*. There will be assignments for these chapters in the first week of school. Remember, you will use this book throughout the year. Should you annotate in the book as you read? Yes! Tips for annotation appear on the final page of this packet.

2. *To Kill a Mockingbird*, by Harper Lee

Your assignment is to (1) read the novel and (2) keep a dialectical journal. Should you annotate in the book as you read? Yes! Good readers have a conversation with the story as they read. More on that later.

A dialectical journal tracks your thinking over the course of the work. Comment on/note the characters, developing ideas, author's techniques, plot progress, any confusion you may have about the plot or characters, and any specific passages or quotes that stand out to you. This is a very quotable novel! You must complete two entries, per chapter. You will write the entries in the first section of the three-subject notebook you will use for this class.

This assignment will be due Wednesday, August 28, 2019.

Aledo ISD policies regarding academic dishonesty, collaboration, and plagiarism will be enforced. This is an assignment for the individual student, not groups.

If you have any questions or concerns, please contact the English Language Arts Specialist, Staci Hammer, shammer@aledoisd.org, or Sherrie Wilson, Pre-A.P. English 1 at Daniel 9th Grade, sawilson@aledo.k12.tx.us.

Dialectical Journal Instructions and Sample

- Use the first section of your three subject spiral for the journal. You will use this journal in class
- Divide your paper into two columns.
- Label the left hand column: What I Noticed.
- Label the right column: What I Think, Wonder, Notice, or Realize
- Label each chapter.
- Quote the section you are writing about on the left.
- Cite the evidence you are going to discuss.
- Write your thoughts on the right. Yes! In complete sentences! You are a Pre-A.P. student!
- Now, write a second or third entry. It's okay to do more than what is required.
- Draw a line under each entry.
- Write neatly, both for the teacher and yourself. You will be using these notes.

What I Noticed	What I Think, Wonder, Notice, or Realize
<p>Chapter 10</p> <p>"Remember it's a sin to kill a mockingbird.' That was the one time I ever heard Atticus say it was a sin to do something, and I asked Miss Maudie about it. 'Your father's right,' she said. 'Mockingbirds don't do one thing but make music for us to enjoy... but sing their hearts out for us. That's why it's a sin to kill a mockingbird.'" (119)</p>	<p>Oh! Is this where the title comes from? This is definitely a metaphor. It looks like it is also a big symbol for this book. Mockingbirds are good and innocent, so they must be protected. That means there must be some people who are mockingbirds in this book.</p> <p>Hmm.</p> <p>Who are they? Atticus makes the kids stop pestering Boo. Maybe he's one of the mockingbirds. Who else needs to be protected?</p> <p>Who are the people they need to be protected from?</p>

Ideas to track over time and example questions that can be answered in your journal:

1. A character

- How does he/she change?
- What insights does the character gain?

2. Developing big ideas

- What conflict arises?
- What do these conflicts tell the reader?
- What theme does the author establish? What passages support this theme?

3. Author's techniques

- What is the effect of the literary devices being used (e.g. foreshadowing, personification)?
- Where does the author use punctuation and sentence structure effectively?
- What are the key passages? Why are they significant?
- Notice beautiful sentences/passages. Make a comment about how they affect the story.

4. Questions and/or confusions

- What is confusing at the beginning of the book? Does the confusion remain, or does it clear up?
- What passages/sentences/words do you find confusing? Show evidence that you are wrestling with the meaning.

Sentence stems to help get your entries started (if needed):

Thought starters:

- I noticed/think...
- I wonder...
- I'm surprised that...
- The author used this device/figurative language because...
- I realized...
- The descriptions of ___ show ___
- The point of view shifts here because...
- This scene happens now because...
- This contributes to the plot by...
- The point of view is important because...
- The effect of this figurative language is...
- The central issue(s) is (are)...
- One consequence of ___ could be...
- If _____, then...
- I'm not sure why...
- Although it seems...
- This character changes by...

“That” statements:

- This passage makes me think that...
- The language used suggests that...
- The device used shows me that...
- The author is suggesting that...

Tracking statements:

- I used to think ____, but now I think ____.
- I still think ____, but I'd like to add ____.
- Others think ____, but I think ____.

Prompts for *How To Read Literature Like a Professor* and *To Kill a Mockingbird*

Upon your return to school, be prepared to discuss and write in depth about prompts such as the ones listed below.

Foster writes that “literature is something much more alive” and compares literature to a “barrel of eels” (p. 27). Review his simile and description (pp. 27 – 28) and discuss how he describes literature through this simile. How does Harper Lee’s use of simile, metaphor, analogy, and personification bring the novel to life? Be prepared to explain how your examples of these literary terms expose the nuances and complexities of reading literature.

Foster states that literary analysis consists of “reading between the lines.” In what ways can readers find joy in reading between the lines? Discuss three important scenes from *To Kill a Mockingbird* in which reading between the lines makes the difference in “reading” and truly understanding.

Describe what Foster means by a “language of reading” (p. xxv). Describe how memory, symbol, and pattern are important for a “language of reading.” Describe “symbolic imagination” (p. xxviii) and how it is significant for a “language of reading.” How does Lee weave symbolism and patterns into Scout’s retelling of her childhood experiences?

Foster writes, “There’s no such thing as a wholly original work of literature” (p. 24) and “there’s only one story” (p. 27). Describe what Foster means by these statements. Provide textual evidence from *To Kill a Mockingbird* to support your understanding of Foster’s assertion.

Use the process Foster describes on page 106 of the chapter “Is That a Symbol.” Investigate two symbolic actions Lee uses in *To Kill a Mockingbird*. Describe how each symbol is used and explain what the symbol may mean. Also discuss what is vague or not clear about the use of this symbol. You may not use an object in this discussion, only a symbolic action.

Tips for Effective Annotation

1. Yellow Highlighter -A yellow highlighter allows you to mark exactly what you are interested in. Equally important, the yellow line emphasizes without interfering. Highlighters in blue and pink and fluorescent colors are distracting. At first, you will probably highlight too little or too much; with experience, you will choose more effectively which material to highlight.

2. Pencil or Pen-You need to interact with the text while you're reading. Studies have proven that marking up a text while reading accounts for a higher level of understanding and recall of a piece.

3. Your Text-Inside the front cover of your book, keep an orderly, legible list of "key information" with page references. Key information in a novel might include themes; passages that relate to the book's title; characters' names; salient quotes; important scenes, passages, and chapters; and maybe key definitions or vocabulary. Remember that key information will vary according to genre and the reader's purpose, so make your own good plan. You can also use the blank space on pages that begin new chapters.

- Have a conversation with the text. Talk back to it.
- Ask questions (essential to active reading).
- Comment on actions or development of a character. Does the character change? Why? How? Results?
- Comment on lines / quotations you think are especially significant, powerful, or meaningful.
- Express agreement or disagreement.
- Summarize key events. Make predictions.
- Note if you experience any epiphanies.
- Note anything you would like to discuss in class or do not understand.
- Note the author's use of language or how s/he crafts a sentence or paragraph.

More Thoughts on Close Reading

What should you annotate? Again, the possibilities are limitless. Your annotations must include comments. Remember that the purpose is to indicate evidence of thinking.

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| ✓ effects of word choice (diction) | ✓ any other figure of speech or literary device |
| ✓ effects sentence structure, or type (syntax) | ✓ reliability of the narrator |
| ✓ point of view and its effect | ✓ motifs or cluster ideas |
| ✓ repetition of words, phrases, actions, events, patterns | ✓ tone / mood |
| ✓ narrative pace / time / order of sequence of events | ✓ imagery |
| ✓ irony | ✓ themes; for example, limitations on freedom |
| ✓ contrasts, contradictions, juxtapositions, shifts | ✓ setting / historical period |
| ✓ allusions, particularly Biblical allusions | ✓ symbol |