



Leander ISD AP Language and Composition Book List and Summer Assignment 2017

Welcome readers and writers to AP Language and Composition! We look forward to working with you during the next school year. As part of this course, students will read and annotate a book during the summer.

The Pre-AP, AP, or IB English summer reading assignment is an established convention at most schools offering these courses, and the rationale for it seems simple enough: Reading over the summer helps keep the students' minds "in the game," and it adds to the number of major literary works the students will have read by the time they take their AP exams. Also, students in a given class arrive to school in August having had a common literary experience, providing them and their teacher immediate instructional opportunities.

STEPS TO SUCCESS:

STEP 1

Please select **one** of the following books to read over the summer. This list reflects a focus on non-fiction texts.

IMPORTANT NOTE

Some of the titles below deal with mature and/or controversial subject matter. Parents and students will want to preview their potential book choice prior to reading and discuss if the book is the "right fit" for the student. One quick way to preview the subject matter is to read reviews from online sites like Barnes & Noble, Amazon, or Goodreads.com.

- [Enrique's Journey: The Story of a Boy's Dangerous Odyssey to Reunite with His Mother](#) by Sonia Nazario (830 Lexile, non-fiction) This page-turner recounts the unforgettable quest of a Honduran boy looking for his mother, eleven years after she is forced to leave her starving family to find work in the United States. Braving unimaginable peril, often clinging to the sides and tops of freight trains, Enrique travels through hostile worlds full of thugs, bandits, and corrupt cops. But he pushes forward, relying on his wit, courage, hope, and the kindness of strangers. *****Be careful to read this version and not the Young Readers adaptation.*****
- [Hillbilly Elegy: A Memoir of a Family and Culture in Crisis](#) by J.D. Vance (no Lexile information available, non-fiction) The decline of white working-class Americans has been reported on with growing frequency and alarm, but has never before been written about as searingly from the inside. J. D. Vance tells the true story of what a social, regional, and class decline feels like when you were born with it hung around your neck. *Hillbilly Elegy* is the story of how upward mobility really feels, and it is an urgent and troubling meditation on the loss of the American dream for a large segment of this country.
- [Outliers: The Story of Success](#) by Malcolm Gladwell (1080 Lexile, non-fiction) Gladwell takes us on an intellectual journey through the world of "outliers" – the best and the brightest, the most famous and the most successful. He asks the question: what makes high-achievers different? Along the way he explains the secrets of software billionaires, what it takes to be a great soccer player, why Asians are good at math, and what made the Beatles the greatest rock band.
- [Stiff: The Curious Lives of Human Cadavers](#) by Mary Roach (1230 Lexile, non-fiction) For two thousand years, cadavers have been involved in science's boldest strides and weirdest undertakings. They've tested France's first guillotines, ridden the NASA Space Shuttle, been crucified in a Parisian laboratory to test the authenticity of the Shroud of Turin, and helped solve the mystery of TWA Flight 800. In this fascinating account, Mary Roach explores the many good deeds cadavers have done for the advancement of science and humanity.
- [The Glass Castle: A Memoir](#) by Jeannette Walls (1010 Lexile, non-fiction) Jeannette Walls' father Rex was a charismatic, brilliant man who, when sober, captured his children's imagination, teaching them physics, geology, and above all, how to embrace life fearlessly. Rose Mary, her mother, who painted and wrote and couldn't stand the responsibility of providing for her family, called herself an "excitement addict." As the dysfunction of the family escalated, Jeannette and her brother and sisters had to fend for themselves, supporting one another as they weathered their parents' betrayals and, finally, found the resources and will to leave home. Hers is a story of triumph against all odds, but also a tender, moving tale of unconditional love in a family that despite its profound flaws gave her the fiery determination to carve out a successful life on her own terms.

(book selections continued on next page)



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- [The Immortal Life of Henrietta Lacks](#) by Rebecca Skloot (1140 Lexile, non-fiction) Her name was Henrietta Lacks, but scientists know her as HeLa. She was a poor black tobacco farmer whose cells—taken without her knowledge in 1951—became one of the most important tools in medicine, vital for developing the polio vaccine, cloning, gene mapping, and more. Henrietta's cells have been bought and sold by the billions, yet she remains virtually unknown, and her family can't afford health insurance. This phenomenal New York Times bestseller tells a riveting story of the collision between ethics, race, and medicine; of scientific discovery and faith healing; and of a daughter consumed with questions about the mother she never knew.
- [The Other Wes Moore: One Name, Two Fates](#) by Wes Moore (990 Lexile, non-fiction) Two kids named Wes Moore were born blocks apart within a year of each other. Both grew up fatherless in similar Baltimore neighborhoods and had difficult childhoods; both hung out on street corners with their crews; both ran into trouble with the police. How, then, did one grow up to be a Rhodes Scholar, decorated veteran, White House Fellow, and business leader, while the other ended up a convicted murderer serving a life sentence? In alternating narratives that take readers from heart-wrenching losses to moments of surprising redemption, *The Other Wes Moore* tells the story of a generation of boys trying to find their way in a hostile world.

*book summaries adapted from Amazon.com

Where might I find these books?

If possible, students should purchase their own copies of their chosen book. It is an advantage to be able to take notes in the margins and underline or highlight notable passages. You may buy these books cheaply online and find copies at our local bookstores.

You may also check out your chosen works from the public library or check out digital copies of your books from the LISD OverDrive Digital Library (see information below). However, you would not be able to take notes in the text itself.

If these options are not viable, we do have a limited number of some titles available at school, but these may not be annotated or marked in any way. These books will be distributed on a first-come, first-served basis. Those interested may contact one of the teachers listed below before leaving school for the summer.

Introducing OverDrive Digital Library

Leander ISD Libraries expanded their services to include audiobooks and eBooks, which are available for students and teachers to download and enjoy for up to two weeks. Using this new service, LISD library card holders can check out and download digital media anytime, anywhere by visiting <http://digitallibrary.leanderisd.org>.

Users may browse the library's website, check out with a valid library card, and download to PC, Mac®, and many mobile devices. To use the service, students will need to install free software — OverDrive® Media Console™ will be required for audiobooks and Adobe® Digital Editions will be required for eBooks. Titles can be enjoyed immediately or transferred to a variety of devices, including iPod®, Sony® Reader™, and many others. Some audio titles can also be burned to CD to listen on-the-go. Titles will automatically expire at the end of the two-week lending period and there are no late fees or loss of materials.

This new service, powered by OverDrive, is free for students and teachers. Patrons can login by using their district username and password credentials.

To get started downloading audiobooks, eBooks, and more, visit <http://digitallibrary.leanderisd.org>. For additional OverDrive tips and FAQ's, visit <http://ldl.leanderisd.libguides.com/OverdriveHelpTips>.



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STEP 2

While reading, students are **expected** to annotate their chosen book to assist in their comprehension. If a student is unable to mark up and make notes in their chosen book, they may use sticky notes. If a student is reading a digital copy of their chosen book, most digital devices have annotation tools for marking up texts.

How do I annotate?

- Underline or **highlight** the major points.
- Circle keywords or phrases that are confusing or unknown to you.
- Write *notes in the margins* restating the author's ideas.

What kinds of things should I annotate?

- words and phrases that wowed you or confused you
- important scenes or key sections of dialogue
- character descriptions, key decisions, motivations, and flaws
- questions and inferences that pop into your head as you are reading
- connections you make to other texts, films, t.v. shows, or to your personal life
- figurative language (allusions, alliteration, metaphors, similes, etc.) used effectively

STEP 3

As you are reading and annotating, think about these questions. **Be prepared to discuss questions like these during the first week(s) of class.** If you are able to answer these types of questions, you will likely be well-prepared for any task(s) your teacher assigns.

- What confused you or surprised you in this text?
- As you read this text, describe how you felt. For example, were you bored, caught up, thinking about characters, thinking about how you might react if in the same situation, enjoying the author's writing style, or enjoying the humor or suspense?
- How is the order of events presented in the text? (e.g., chronological, flashbacks, dream sequences, stream of consciousness narrative, parallel events, significant patterns of foreshadowing)
- What is the author trying to accomplish in this text? What argument is he/she trying to make?
- What is the author's style of writing? (e.g., fast-paced, heavily descriptive, emotional)
- What images does the author use for effect? Are there any recurring images (e.g., light/dark, colors, clothing, odors, sounds) used for effect? How are these images/details used?
- How does the author use diction (specific word choice) and syntax (types of sentences and phrases used) to create mood, tone, and meaning?
- What examples of logos (an appeal to the audience using logic), pathos (an appeal to the audience's emotions), and/or ethos (an appeal to the audience's ethical or moral beliefs) are used in the text? How effective are those appeals? What other types of rhetorical devices are employed?

STEP 4

Students can **expect** an assignment or multiple assignments over their summer reading during the first week(s) of class. Therefore, students must come to the first day of class having read their selected book, completed their annotations, and prepared to discuss their book.

Helpful Hint: Don't wait until the week before school begins to try and read your selected book and complete the annotations. Unexpected events may pop up that could get in the way of you completing your reading on time. Make a plan for the number of pages or chapters you are going to read per week and stick to it.



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If you have any questions or concerns, please contact one of the teachers below. Have a good summer!

Cedar Park High School: Chriss Hexter – chriss.hexter@leanderisd.org
Glenn High School: Mandy Moore – mamdy.moore@leanderisd.org
Leander High School: Greg Shaw – gregory.shaw@leanderisd.org
Rouse High School: Beth Questad – beth.questad@leanderisd.org
Vandegrift High School: Kirsten Mulligan – kirsten.mulligan@leanderisd.org
Vista Ridge High School: Bobbi-Jo Migliore – bobbi-jo.migliore@leanderisd.org

Leander ISD contact: Jennifer Abramson – jennifer.abramson@leanderisd.org

Are you stuck? Don't know what to do?

Visit the Summer Reading online forum for help, to ask questions, etc.... Teachers will be logging in regularly to help answer your questions.

Visit the online forum at <http://goo.gl/i3pji>.