



Leander ISD Pre-AP English I Novel List and Summer Assignment 2017

Welcome readers and writers to Pre-AP English I! We look forward to working with you during the next school year. As part of this course, students will read and annotate a novel 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 novels to read over the summer. This list reflects a variety of genres and selections from both contemporary and classic novels. Additionally, these books were chosen for their literary merit and to help students become widely read in preparation for the Advanced Placement Exams they will take later in high school.

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.

- [A Thousand Splendid Suns](#) by Khaled Hosseini (830 Lexile, Realistic Fiction) Born a generation apart and with very different ideas about love and family, Mariam and Laila are two women brought jarringly together by war, by loss and by fate. As they endure the ever escalating dangers around them-in their home as well as in the streets of [Kabul](#)-they come to form a bond that makes them both sisters and mother-daughter to each other, and that will ultimately alter the course not just of their own lives but of the next generation.
- [All American Boys](#) by Jason Reynolds and Brendan Kiely (770 Lexile, Realistic Fiction) Rashad Butler is a quiet, artistic teen who hates ROTC but dutifully attends because father insists "there's no better opportunity for a black boy in this country than to join the army." He heads to Jerry's corner store on a Friday night to buy chips, and ends up the victim of unwarranted arrest and police brutality: an event his white schoolmate Quinn Collins witnesses in terrified disbelief. As events unfold, both boys are forced to confront the knowledge that racism in America has not disappeared and that change will not come unless they step forward.
- [All Quiet on the Western Front](#) by Erich Maria Remarque (830 Lexile, Historical Fiction) Paul Baumer enlisted with his classmates in the German army of World War I. Youthful, enthusiastic, they become soldiers. But despite what they have learned, they break into pieces under the first bombardment in the trenches. And as horrible war plods on year after year, Paul holds fast to a single vow: to fight against the principles of hate that meaninglessly pits young men of the same generation but different uniforms against each other--if only he can come out of the war alive.
- [The Art of Racing in the Rain](#) by Garth Stein (850 Lexile, Realistic Fiction) A heart-wrenching but deeply funny and ultimately uplifting story of family, love, loyalty, and hope--a captivating look at the wonders and absurdities of human life . . . as only a dog could tell it. *****Be sure that you don't confuse this book with the children's version called [Racing in the Rain: My Life as a Dog](#).*****
- [The Help](#) by Kathryn Stockett (730 Lexile, Historical Fiction) Aibileen is a black maid in 1962 Jackson, Mississippi, who's always taken orders quietly, but lately she's unable to hold her bitterness back. Her friend Minny has never held her tongue but now must somehow keep secrets about her employer that leave her speechless. White socialite Skeeter just graduated college. She's full of ambition, but without a husband, she's considered a failure. Together, these seemingly different women join together to write a tell-all book about work as a black maid in the South, which could forever alter their destinies and the life of a small town...

(book selections continued on next page)



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- **The Memory Keeper's Daughter** by Kim Edwards (873 Lexile, Realistic Fiction) On a winter night in 1964, Dr. David Henry is forced by a blizzard to deliver his own twins. His son, born first, is perfectly healthy. Yet when his daughter is born, he sees immediately that she has Down's syndrome. Rationalizing it as a need to protect Norah, his wife, he asks his nurse to take the baby away to an institution and never to reveal the secret. But Caroline, the nurse, cannot leave the infant. Instead, she disappears into another city to raise the child herself.
- **Snow Flower and the Secret Fan** by Lisa See (980 Lexile, Historical Fiction) In nineteenth-century China, a girl named Lily, is paired with a *laotong*, an "old same," in an emotional match that will last a lifetime. The *laotong*, Snow Flower, introduces herself by sending Lily a silk fan on which she's written a poem in nu shu, a unique language that Chinese women created in order to communicate in secret, away from the influence of men. Together they endure the agony of foot binding and reflect upon their arranged marriages, their loneliness, and the joys and tragedies of motherhood. The two find solace in their friendship, developing a bond that keeps their spirits alive.

*book summaries adapted from Amazon.com

Where might I find these books?

If possible, students should purchase their own copies of their chosen novel. 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 novel 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 novel, 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?
- Which events in the text are most connected to the setting?
- Which character or characters did you think learned the hardest or most important lessons in this text? Why did you choose that character?
- Which character changed the most in the text? How did that character change? What did you learn about that character in watching that change? What did you learn about yourself?
- Which passage in the text would you consider most significant or most important? Why? Did that passage help shape what you considered to be the message of this text?
- The plot (the series of events in the text) and the theme (the lesson or message you take away from text) are not the same. Think of the text you just read. What is the plot? What is the theme? How does the plot relate to or affect the theme?
- Why did the author chose the narrator he or she did to tell this story?

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 novel, completed their annotations, and prepared to discuss their novel.

Helpful Hint: Don't wait until the week before school begins to try and read your selected novel 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:	Nancy Steele – nancy.steele@leanderisd.org
Glenn High School:	Mandy Moore – mandy.moore@leanderisd.org
Leander High School:	Stephanie Ribas – stephanie.ribas@leanderisd.org
Rouse High School:	Katie Ann Prescott – katieann.prescott@leanderisd.org
Vandegrift High School:	Madeline Fulton – madeline.fulton@leanderisd.org
Vista Ridge High School:	Carrie Nance – carrie.nance@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>.