

CIRCLE CHRISTIAN UPPER SCHOOL

2017-18 High School

Required Summer Reading with Assignments

Advanced Placement Language and Composition

Mrs. Angela Daniel

I am thrilled you have decided challenge yourself in high school by taking the AP Language and Composition course. While this course is designed to teach the content of a college-level English composition course using different, age-appropriate strategies, the rigor of the courses is identical. For this reason, the school year will be packed with lots of new information and tools for you to use in becoming an effective and analytic reader and writer, and we need to get a head start over the summer. Please don't stress, just complete the tasks below to the best of your ability. I look forward to working with you next school year. - Mrs. Daniel

BRING your book and annotations to the first class, as you will need them to complete a group assignment on your nonfiction selection.

Task 1: *The Basics*

Please read "Getting Acquainted with the Test" on pages 1-31 in *Barron's AP English Language and Composition*. It is essential to understand the elements that will be tested on the Advanced Placement exam in May. For Task 2, it will prove helpful to pay particular attention to the process of annotating a text outlined on pages 8-12.

Task 2: *The Careful Reader*

Choose one of the following non-fiction works to read and annotate: *The Autobiography of Benjamin Franklin* OR *The Story of My Life* by Helen Keller.

AP Language and Composition is a course focused on teaching you to become both critical readers who are aware of devices and strategies authors use to make their point and articulate writers who are capable of assembling analytical and persuasive prose.

While reading one of the above non-fiction choices, annotate the text by marking anything interesting, important, or otherwise noteworthy. **Below is a guide to use in making your annotations.** It provides you with a mnemonic device (Milt Va So) to remember what notes you could be making. This is adapted from an online source, and I think it is helpful, but annotating is also personal; you will find, through practice, what works for you. The ultimate goal is for you to become aware of your own thought process while reading and to create useful notes to reference as you discuss the text with a group or to cite evidence for a paper or other assignment.

<p>Mnemonic Milt Va So?</p> <p>MI (Main Idea)</p> <p>L (Lead words)</p> <p>T (Transition words))</p> <p>V (Vocabulary)</p> <p>A (Ask & Argue)</p> <p>SO? (So what?)</p>	<p>Non-Fiction Annotation Techniques</p> <p>1. For each section of your reading, highlight or underline the main idea. Usually, this will be stated near the beginning or end. Sometimes it will be stated in both places. It may also be implied, in which case you should briefly note it. In your text, next to the main idea, write MI.</p> <p>2. For each paragraph, highlight or underline 2 – 4 lead words. These will usually be nouns, and they will be the topics of the important <i>supporting evidence</i>. By highlighting these words, you give your eyes an easy way to locate the main supporting points the writer makes.</p> <p>3. If you see transition words, box them. These words often signal an important <i>change in the argument</i>, or they indicate an important <i>conclusion</i>.</p> <p>4. Circle challenging vocabulary words, acronyms or allusions, even if you think you know them. If you are unsure of the meaning of these words or allusions, Google them, and in the margin write a note to yourself about their meaning.</p> <p>5. Ask and argue. If a passage confuses you, write a “?” in the margin so that you remember to ask about it in class or to look it up on the internet. Also, if you disagree with an author, write your question in the margin. Ask questions to show that you are not just accepting what the writer says. “Where did he get this info?” or “Is this opinion supported by evidence?” are the kinds of skeptical questions you should habitually ask.</p> <p>6. When you are done with the article or chapter, write one or two sentences describing <i>the article’s reason for being</i>. This is the “So what?” of the “Big Picture.” It is the author’s purpose for writing. Ask yourself, why did the authors bother to write this? What effect do they hope to have on the reader? Why does this matter? Write one or two sentences answering these questions.</p>
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