



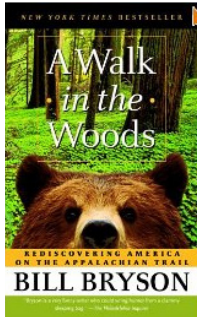
# AP Language & Composition - Summer Reading Selections

## WHAT

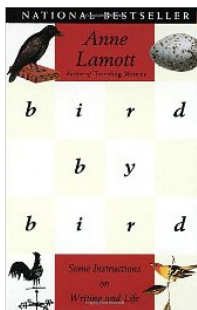
Each student is required to read Bird by Bird, E\ \$QQH /DPRWW 6HOHFW DW OHDVV to read. Reading additional selections is encouraged.

## HOW

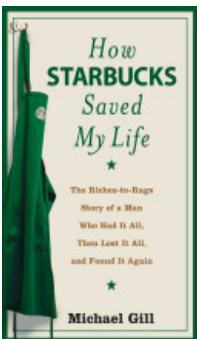
\$QQRWDWH HDFK WHIW DV \RX UH DG SURYLG LQJ WKH WJK W D Q Q B WDWLRQV PDI VHUYH DV SDUW RI \RXU RQOLQH GLVFXVVLQJ



\$ :DON LQ WKH :RRGV 5HGLVFRYHULQJ \$PHULFD RQ WKH \$SSDOD 5HWXUQLQJ WR WKH 8 6 DIWHU \HUV LQ (QJODQG ,RZD QDWLYH %U\VRQ GHFL PLOH \$SSDODFKLDQ 7UDLO \$ZHG E\ PHUHO\ WKH FDPQLQJ VHFWRU RI KLV O GHUQHVV DQG HPHUJHV ZLWK D FRQVLVWHQWO\ FRPLFDO DFFRXQW RI D QHRSK\W /RVW &RQLQH QW FDUULHV KLPVHOI LQ DQ LUHVLVWLEO\ EHZLOGHUHG PDQQHU FKDUDFWHUV RI WKH \$7 DV WKH WUDLO LV FDOOHG IURP D SDFN RI LQFRPSHWH DPXLQJ LV KLV FUDQN\ FUXGH DQG LQHVWLPDEOH FRPSDQLRQ .DW] D UHIRUP LQ HIIHFW ,RZD V GUXJ FXOWXUH μ 7KH XQHDV\ EXW DOZD\ HQWHUWDLQLQJ UH HYHQ GXULQJ WKH ÁDW VWUHWFKHV %U\VRQ FRPSOHWHV WKH WUDLO DV SODQQ SRSXODU DXWKRU LQ %ULWDLQ DQG KLV LPSHFFDEO\ JUDFHIXO DQG ZLWW\ VW\O



%LUG E\ %LUG 6RPH ,QVWUXFWLRQV RQ :ULWLQJ DQG /LIH E\ \$QQ /DPRWW V 2SHUDWLQJ ,QVWUXFWLRQV PLVHOODQ\ RI JXLGDQFH DQG UHÁFW \$PRQJ WKH SHDUOV VKH RIIHUV LV WR VWDUW VPDOO DV WKHLU IDWKHU RQFH D RQ ELUGV \-XVW WDNH LW ELUG E\ ELUG μ /DPRWW V VXJJHVWLQJ RQ WKH FUDIW VKH V HYHQ EHWWHU RQ SV\FKRORJLFDO TXHVWLQJ 6KH KDV OHDUQHG WKDW Z ZDUGV PDI QRW OHG WR FRQWHQWPHQW \$V D IRUPHU \HRQD +HOPVOH\ RI MHDQ EORFN E\ OLYLQJ \DV LI , DP G\QJ μ 6KH FRXQVHOV ZULWHUV WR IRUP VXSSRUW KDVH ZULWWHQ \RXU YHUVLRQ LV DQ KRQRUDEOH WKLQJ μ



+RZ 6WDUEXFNV 6DYHG O\ /LIH E\ OLFKDHO \*LOO \$ FDQGLQJ PRYLQJ DQG LQVSLUDWLQJDO PHPRU DERXW D KLJK ÁLQJ EXV\QHV GHQO\ ORVHV HYHU\WKLQJ DQG JRHV WR ZRUN LQ 6WDUEXFNV

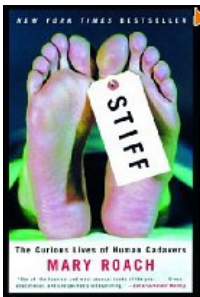
OLFKDHO KDG LW PDGH +H ZDV HGXFDPHG ZHDWK\ DQG ZHOO FRQQHFWHG +H DQG ZKLFK KH ZDV JRRG DW DQG D PRGHO IDPLO\ DQG KRPH OLIH 7KHQ KH ORV +H KDV DQ H[WUDPDULWDO DIIDLU WKDW GHVWUR\V KLV IDPLO\ DQG UHVXOWV LQ LQVXUDQFH QR LQFRPH

2QBD\ KH ZDQGHUV LQWR 6WDUEXFNV DQG E\ FKDQFH VLJQV XS IRU D MRE LQWHU D MRE DQG VHWV DERXW WUDLQLQJ KLP DQG PHQWRULQJ KLP :KDW IROORZV LV FRPSDUHG WR KLV IRUPHU OLIH 2 ZLWK SHRSOH IURP FRPSOHWHO\ GLIIHUHQW HW

¶+RZ 6WDUEXFNV 6DYHG O\ /LIH IROORZV \*LOO V MRXUQH\ RI GLVFRYHU\ DV JUDG\ GLFHV DQG KDELWV \*LOO HPHUJHV IURP KLV IDOO IURP JUDFH ZLWK KXPLOLW\ D KDV ORVW WKHLU ZD\ RU PDGH D PLVWDNH FDQ VWDUW DJDLQ

# Summer Reading Selections

/RYH ,V D 0L[ 7DSH /LIH DQG /RVV 2QH 6RQJ DW D 7LPH E\ 5RE 6  
6KHIÀHOG ZDV D 'VK\ VNLQQ\ ,ULVK &DWKROLF JHHN IURP %RVWRQµ ZKHQ KH ÀU  
DQG LPSXOVLYH µ 7KH\ KDG QRWKLQJ LQ FRPPRQ H[FHSW D ORYH RI PXVLF 6LQFH  
WRJHWKHU VKDUHG WDSHV DQG WKRXJK QHYHU IRUPDOO\ SODQQLQJ WR PDUU  
PDNLQJ OXQFK 6XGGHQO\ VKH FROODSVHG G\LQJ LQVWDQWO\ RI D SXOPRQDU\ H  
FHUWDLQ VRQJV DJDLQ DQG WKDW OLIH DV KH NQHZ LW ZRXOG QHYHU EH WKH V  
DW LWV TXLUNLHVW DQG EHFDXVH RI KLV SHQFKDQW IRU OL VWV LV UHPLQLVFH  
DQG DSSUHFLDWHV WKH XQVSRNHQ ZD\ WKDW PXVLF FDQ EULQJ SHRSOH WRJHW  
ZRQ DQG ORYH LUUHYRFDEO\ ORVW -XQH 6DZ\HUV



## Stiff: The Curious Lives of Human Cadavers by Mary Roach

'8SURDULRXVO\ IXQQ\µ GRHVQ·W VHHP D OLNHO\ GHVFULSWLRQ IRU D ERRN RQ F  
KDV GRQH WKH QHDUO\ LPSRVVLEOH DQG ZULWWHQ D ERRN DV LQIRUPDWLYH DQG  
ZD\ , VHH LW EHLQJ GHDG LV QRW WHUULEO\ IDU RII IURP EHLQJ RQ D FUXLVH V  
VKH·V WDNLQJ D XQLTXH DSSURDFK WR LVVXH V XUURXQGLQJ GHDWK 5RDFK GH  
SXW IURP PHGLFDO H[SHULPHQWDWLRQ WR DSSOLFDWLRQV LQ WUDQVSRUWDWL  
ZRUN E\ IRUHQVLF VFLHQWL VV TXDQWL\LQJ UDWHV RI GHFD\ XQGHU D ZLGH DU  
LVP LQFOXGLQJ DQ DVLGH RQ GXPSOLQJV DOOHJHGO\ ÀOOHG ZLWK KXPDQ UHP  
FUHPDWLRQ FRPSRVWLQJ DQG 'EHDWLQJ KH DUWµ FDGDYHUV XVHG LQ RUJDQ WU  
GHVFULEHV VXFK PDFDEUH VLWXDWLRQV DV D SODVWLF VXUJHU\ VHPLQDU ZLWK  
WULS WR &KLQD LQ VHDUFK RI WKH FDQQLEDOLVWLF GXPSOLQJ PDNHUV (YHQ 5R  
ERRN LPSRVVLEOH WR SXW GRZQ



## 7KH \*ODVV &DVWOH E\ -HDQQHWWH :DOOV

7KLV LV D VWDUWOLQJ PPHLU RI D VXFFHVVIXO MRXUQDOLV·V MRXUQH\ IURP W  
DQWLTXH ÀOOHG DSDUWPHQW RQ 3DUN \$YHQXH -HDQQHWWH :DOOV QDUUDWHV KH  
EXW DOFRKROLF SDUHQWV \$W WKH DJH RI VHYHQWHHQ VKH HVFDSHV RQ D \*UH\  
IROORZ ODWHU \$IWHU SXUVXLQJ WKH HGXFDWLRQ DQG FLYLQVWLRQ KHU SDUH  
¶PXQGDQH PLGGOH FODVV H[L VWHQFH· VKH KDG DOZD\ FUDYHG ,Q KHU DSDUW  
UHFRXQWV SRLJQDQW UHPHPEHUG LPDJHV RI VWDU ZDWFKLQJ ZLWK KHU IDWKH  
SROLFH FDU FKDVHV DQG UHYHDOV KHU FRPSOH[ IHHOLQJV RI VKDPH JXLOW SLV

## \$QQRWDWLRQV 2QOLQH 6XEPLVVLRQ

<RXU DQQRWDWLRQV RI WKH ERRN FDQ DQG VKRXOG KHOS IDFLQDWH WKH RQOLQH I  
PRQWKV (QJJDJH DFWLYHO\ LQ WDNLQJ WR WKH WH[W DVNLQJ JRRG TXHVWLRQV PDNH  
UHDGHU DUH JHWWLQJ WKH PRVW RXW RI WKH UHGGLQJ \RX·UH GR



## Text Annotation Guidelines/Strategies

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### BEFORE READING

- > Examine the front and back covers (books)
- > Read the title and any subtitles
- > Examine the illustrations
- > Examine the print (bold, italics, etc.)
- > Examine the way the text is set up (book, short story, diary, dialogue, article, etc.)

As you examine and read these, write questions, and make predictions and/or connections near these parts of the text.

### DURING READING

#### Mark in the text:

- > Characters (who)
- > When (setting)
- > Where (setting)
- > Vocabulary
- > Important information

#### Write in the margins:

- > Summarize
- > Make predictions
- > Formulate opinions
- > Make connections
- > Ask questions
- > Write reflections/reactions/comments
- > Look for patterns/repetitions

### AFTER READING

- > Reread annotations and draw conclusions
- > Reread introduction and conclusion to figure out something new
- > Examine patterns/repetitions to determine possible meanings
- > Determine what the title might mean

### TEXT CODING

#### Why Do It?

Proficient readers often have ways of **marking or coding text** they want to remember. Maybe they use a yellow highlighter, underline or box words, or put marks in the margins to flag questions or exclamations as they read. In school, however, students are often discouraged from making any marks in their books. In fact, the more challenging the material (like science or history textbooks), the less likely that kids will be allowed to use this effective tool for enhancing comprehension. However, **Post-its** may be the solution teachers need for students to annotate their texts.

Whether books or other materials can be marked up or not, **marking or coding text** is a powerful strategy. When addressing **tough text, students need to attack the page, penetrate the surface, and dig out the meaning with very active strategies.**

### Text-Marking Code

- 9 Confirms what you thought
- X Contradicts what you thought
- ? Raises a question
- ?? Confuses you
- ☆ Seems important
- ! Is new or interesting

If a word gets repeated, seems important or is unknown, **Box it**

that work for you, you have freedom to use those strategies. Come to class prepared to share those strategies with your peers.

