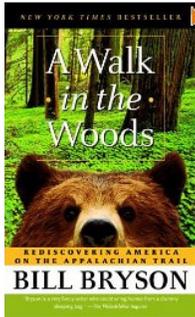# AP Language & Composition - Summer Reading Selections

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 WH[W DV \RX UHDG SURYLGLQJ WKRXJKWV DQQRQV
WDWLRQV PD\ VHUYH DV SDUW RI \RXU RQOLQH GLVFXVVLRQ

$:DON LQ WKH :RRGV 5HGLVFRYHULQJ $PHULFD RQ WKH $SSDO...
5HWXUQLQJ WR WKH 8 6 DIWHU \HDUV LQ (QJODQG ,RZD QDWLYH %U\VRQ GHFL...
PLOH $SSDODFKLDQ 7UDLO $ZHG E\ PHUHO\ WKH FDPSLQJ VHFWLRQ RI KLV OR
GHUQHVV DQG PHUJHV ZLWK D FRQVLVWHQWO\ FRPLFDO DFFRXQW RI D QHRSK\W
/RVW &RQWLQHQW FDUULHV KLPVHOI LQ DQ LUUHVLVWLEO\ EHZLOGHUHG PDQQHU
FKDUDFWHUV RI WKH $7 DV WKH WUDLO LV FDOOHG IURP D SDFN RI LQFRPSHWH
DPXVLQJ LV KLV FUDQN\ FUXGH DQG LQHVWLPDEOH FRPSDQLRQ .DW] D UHIRUP
LQ HIIHFW ,RZD·V GUXJ FXOWXUH µ 7KH XQHDV\ EXW DOZD\V HQWHUWDLQLQJ UH
HYHQ GXULQJ WKH ÁDW VWUHWFKHV %U\VRQ FRPSOHWHV WKH WUDLO DV SODQQL
SRSXODU DXWKRU LQ %ULWDLQ DQG KLV LPSHFFDEO\ JUDFHIXO DQG ZLWW\ VW\O
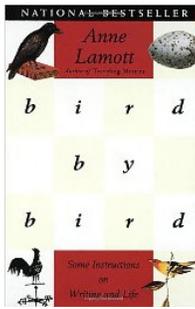
%LUG E\ %LUG 6RPH ,QVWUXFWLRQV RQ :ULWLQJ DQG /LIH E\ $QQ
/DPRWW·V 2SHUDWLQJ ,QVWUXFWLRQ PLVFHOODQ\ RI JXLGDQFH DQG UHÁHFW
$PRQJ WKH SHDUOV VKH RIIHUV LV WR VWDUW VPDOO DV WKHLU IDWKHU RQFH D
RQ ELUGV ´-XVW WDNH LW ELUG E\ ELUG µ /DPRWW·V VXJJHVWLRQ RQ WKH FUDIW
VKH·V HYHQ EHWWHU RQ SV\FKRORJLFDO TXHVWLRQV 6KH KDV OHDUQHG WKDW Z
ZDUGV PD\ QRW OHDG WR FRQWHQWPHQW $V D IRUPHU ´/HRQD +HOPVOH\ RI MHDO
EORFN E\ OLYLQJ ´DV LI , DP G\LQJ µ 6KH FRXQVHO ZULWHUV WR IRUP VXSSRUW
KDYH ZULWWHQ \RXU YHUVLRQ LV DQ KRQRUDEOH WKLQJ µ
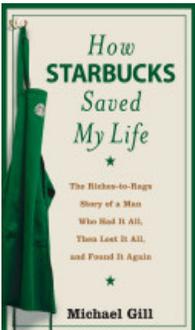
+RZ 6WDUEXFNV 6DYHG 0\ /LIH E\ 0LFKDHO *LOO
$ FDQGLG PRYLQJ DQG LQVSLUDWLRQDO PHPRLU DERXW D KLJK Á\LQJ EXVŁQHVV
GHQO\ ORVHV HYHU\WKLQJ DQG JRHV WR ZRUN LQ 6WDUEXFNV

0LFKDHO *LOO KDG LW PDGH +H ZDV HGXFDWHG ZHDOWK\ DQG ZHOO FRQQHFWHG +H
DQG ZKLFK KH ZDV JRRG DW DQG D PRGHO IDPLO\ DQG KRPH OLIH 7KHQ KH ORVH
+H KDV DQ H[WUDPDULWDO DIIDLU WKDW GHVWUR\V KLV IDPLO\ DQG UHVXOWV LQ
LQVXUDQFH QR LQFRPH

2Q 0D\ 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 0\ /LIH· IROORZV *LOO·V MRXUQH\ RI GLVFRYHU\ DV-JUDGX
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 OLVWV LV UHPLQLVFH
DQG DSSUHFLDWHV WKH XQVSRNHQ ZD\V WKDW PXVLF FDQ EULQJ SHRSOH WRJHW
ZRQ DQG ORYH LUUHYRFDEO\ ORVW -XQH 6DZ\HUV
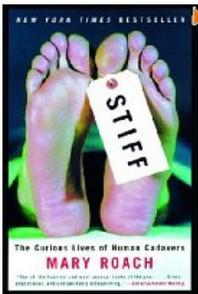
Stiff: The Curious Lives of Human Cadavers by Mary Roach
´8SURDULRXVO\ IXQQ\µ GRHVQ·W VHHP D OLNHO\ GHVFULSWLRQ IRU D ERRN RQ F
KDV GRQH WKH QHDUO\ LPSRVVLEOH DQG ZULWWHQ D ERRN DV LQIRUPDWLYH DQG
ZD\ , VHH LW EHLQJ GHDG LV QRW WHUULEO\ IDU RII IURP EHLQJ RQ D FUXLVH V
VKH·V WDNLQJ D XQLTXH DSSURDFK WR LVVXH VXUURXQGLQJ GHDWK 5RDFK GH
SXW IURP PHGLFDO H[SHULPHQWDWLRQ WR DSSOLFDWLRQV LQ WUDQVSRUWDWL
ZRUN E\ IRUHQVLF VFLHQWLVWV TXDQWLI\LQJ UDWHV RI GHFD\ XQGHU D ZLGH DU
LVP LQFOXGLQJ DQ DVLGH RQ GXPSOLQJV DOOHJHGO\ ÀOOHG ZLWK KXPDQ UHP
FUHPDWLRQ FRPSRVWLQJ DQG ´EHDWLQJ KHDUWµ 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 5RE
ERRN LPSRVVLEOH WR SXW GRZQ

7KH *ODVV &DVWOH E\ -HDQQHWWH :DOOV
7KLV LV D VWDUWOLQJ PHPRLU RI D VXFFHVVIXO MRXUQDOLVW·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 FLYLOLVDWLRQ KHU SDUH
¶PXQGDQH PLGGOH FODVV H[LVWHQFH· VKH KDG DOZD\V FUDYHG ,Q KHU DSDUW
UHFRXQWV SRLJQDQW UHPHPEHUHG 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 ERRNV FDQ DQG VKRXOG KHOS IDFOLLWDWH WKH RQOLQH
PRQWKV (QJDJH DFWLYHO\ LQ WDONLQJ WR WKH WH[W DVNLQJ JRRG TXHVWLRQV PDNH
UHDGHU DUH JHWWLQJ WKH PRVW RXW RI WKH UHDGLQJ \RX·UH GR

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
> • ƒ Ž › œ ‡ – Š ‡ ƒ — – Š ' " ï • … " ƒ ˆ –
> Write reflections/reactions/comments
> Look for patterns/repetitions

AFTER READING

> Reread annotations draw conclusions
> Reread introduction and conclusion try to figure out something new
> Examine patterns/repetitions 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 b e 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 • ' – á ‹ – ï • ‹ • ' ' " – ƒ • – ˆ ' " • – — † ‡ • – • – ' Š response codes. When addressing a **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**

‡ • ‡ • „ ‡ " á – ‡ š – ƒ • • ' – ƒ – ‹ ' • ‹ • – Š ‡ • ƒ • ‡ – Š ‹ • ‰ ƒ • ò – ƒ Ž • ‹ • ‰ – ' – Š ‡ that work for you, you have freedom to use those strategies. Come to class prepared to share those strategies with your peers.