

CSHS Summer Reading

For students entering 9-12 English reading over the summer is recommended, but not required. Those students entering grades 9 & 10 Honors English, AP Language and Composition, or AP Literature have required reading listed below.

Honors English 1 / Honors English 2 2024-2025 - Summer Reading Assignment

Honors English 1 will read:
Animal Farm by George Orwell

Honors English 2 will read:
Lord of the Flies by William Golding

Highlighting and Annotating: As students read, they should highlight and/or annotate the essential facts of the plot, examples of literary techniques, and themes—meanings of the literary work.

Class Discussions: At the beginning of the school year, students will engage in small-group and/or class discussions of the novel. It is critical, therefore, that students complete the reading prior to the first day of school.

Test: After the class discussions, students will take a test on the novel.

Short Essay: After the class discussions, students will write a short essay responding to the novel.

AP Language and Composition Summer Reading 2024-2025 Welcome to AP Language and Composition!

Below is some information about the course and summer reading.

Purpose: According to the College Board, “[a]t the heart of an AP English and Composition course is the reading of various texts...[w]hile writing represents a significant component of this course, the core skill required is the ability to read well. In reading another writer’s work, students must be able to address four fundamental questions about composition: What is being said? To whom is it being said? How is it being said? [and] Why is it being said?” We will spend the entire year wrestling with these questions so I would like for you to spend time this summer reading closely and thinking critically about why a writer makes certain choices.

Due Date: All materials are due the first week of class.

Read one of the texts listed below and keep a reading journal. The book can be digital or print, and though the journal can be electronic, you will need to print it for class, so a composition book may be a better option. I expect you to read the entire book, and for your journal entries to demonstrate your understanding and insights regarding the text.

Complete **AT LEAST FIVE** journal entries. You may format this information however you would like. Again, if you record this electronically, please print your work and bring it to class on the first day. Include the following in EACH journal entry:

1. Page numbers read (for example, 1-35)
2. Chapter title(s) or number(s) or section(s)
3. Topic-at-hand (an overview of what the author is discussing)
4. A notable item (aha moments)
5. Why you think it’s notable (What’s interesting about this? Examine it from multiple perspectives.)
6. Identification of 1-2 rhetorical terms (from the terms list below). Write the term, the definition, and the example from your reading. Why do you think the author made this choice in the writing?

AFTER READING:

After you finish the book, explain the author's purpose for writing and how the author develops the work to achieve his/her purpose.

Non-Fiction Titles:

1. Fast Food Nation (Erik Schlosser)
2. Everything Bad is Good for You: How Today's Popular Culture is Actually Making Us Smarter (Stephen Johnson)
3. Nickel and Dimed: On (Not) Getting by in America (Barbara Ehrenreich)
4. Walden (Henry David Thoreau) (from the Florida BEST List)
5. Trust Me I'm Lying: Confessions of a Media Manipulator (Ryan Holiday)
6. Silent Spring (Rachel Carson)

TERMS LIST:

Terms that Everyone Should Know (and Use) - The terms below are a combination of mechanics, usage and grammar and are used in the rhetorical analysis of an author's style. Please begin to familiarize yourself with these not only for use in the summer reading journals but for frequent application throughout the academic year. You may choose from these terms for your journal entries.

Abstract diction, Concrete Diction, Academic diction, Alliteration, Dash, Allusion, Ambiguity, Denotation, Allegory, Analogy, Anaphora, Diction, Anecdote, Ethos, Antithesis, Evidence, Incongruity, Cause and effect, Extended Metaphor, Chronological ordering, Figurative Language, Colloquial diction, Hyperbole, Comparison, Idioms, Imagery, Concession, Informal diction, Irony, Jargon, Juxtaposition, Logos, Metaphor, Paradox, Parallelism, Passive Voice, Pathos, Personification, Point of View, Repetition, Rhetoric, colloquialism, Logos, Anecdote, Rhetorical Questions, Satire, Simile, Symbolism, Syntax, Thesis, Tone, SOAPST (Speaker, Occasion, Audience, Purpose, Subject, Tone)

AP Literature and Composition Summer Reading 2024-2025
Welcome to AP Literature and Composition!

Below is some information about the summer reading.
Students will read the following:

Frankenstein by Mary Shelley

Highlighting and Annotating: As students read they should highlight and annotate for the essential facts of the plot, rhetorical techniques and their purposes, and themes—meanings of the literary works.

Big Kid Centers: During the first two weeks of school, students will engage in Big-Kid-Center discussions of the book.

Tests: During the first two weeks of school, students will take a test on the book.

Open-Ended Essay: In preparation for the open-ended essay on the AP Literature and Composition Exam, students will write their first free-response essay on the book.