

June 9, 2009

Greetings newly minted senior!

Your summer reading assignment is fairly simple. Read every day. We have many suggestions below about what to read and how to read, but your assignment remains a simple: read every day. Once a day on a simple log record at least one thing that you have read that day. It need not be everything you read that day, just one text. Your log should consist of the date, the title of your entry for that day and one very short observation entry about that text. This entry can be as simple as a single word indicating the genre, reading level, familiarity, or your enjoyment of the text.

We encourage you to read widely — periodicals, blogs, websites, journals, essays, memoirs, poems, novels, plays, histories, etc. — and carefully. In one of the other attachments on this site you will find some analytical tools to help you make sense of your more challenging text choices. We also encourage you to read socially. Form a book club and attack a Russian novel. Get together once a week with friends and relatives to argue about the *New York Times* OpEd page.

If you are enrolled in the AP Literature and Composition course, you should apply some of these methods to poems and complete works of fiction. We recommend that you read at least a couple of works on the book list included on this website. We also strongly recommend that you read twenty or so poems from one of the websites included on the reading list. Please carefully examine the 2009 AP essay prompts we have included as part of this package. We encourage you to get together with your peers to discuss these prompts.

The attachments mentioned above will be available on the PACE website by Friday, June 12 and on [jfkcougars.net](http://jfkcougars.net) website soon thereafter. If you have any trouble accessing these materials, would like help with your reading choices, or have any questions about this assignment, please contact Ms. Reynaga at [jl\\_r\\_jfkhs@hotmail.com](mailto:jl_r_jfkhs@hotmail.com).

Happy reading!

Sincerely,

Jennifer Reynaga

John York

## WHAT SHALL I READ? Reading Sources

We encourage you to explore all different kinds of reading material: Published anthologies, the family bookshelf, the local bookstore or library all provide worthwhile material. Below are some online resources. The AP lists are especially recommended for those enrolled in AP English Literature and Composition. Not all sites or materials are appropriate for all readers. We advise you to read with discernment.

### Complete Works of Fiction:

*The Writing Tutor: AP English Reading List*

<[http://www.thewritingtutor.biz/suggested\\_reading/APliteraturebyauthor.php](http://www.thewritingtutor.biz/suggested_reading/APliteraturebyauthor.php)>

*Titles from Free Response Questions*

<<http://homepage.mac.com/mseffie/AP/APtitles.html>>

--the bottom of the list indicates which titles were most frequently featured on an open-ended prompt.

*101 Great Books Recommended for College-Bound Readers*

<<http://www.collegeboard.com/student/plan/boost-your-skills/23628.html>>

*Recommended Literature Search Reading and Language Arts*

<<http://www.cde.ca.gov/ci/rl/ll/ap/litsearch.asp>>

### Four print online sources for (mostly) expository publications:

*The New Yorker* <<http://www.newyorker.com/>>

*The Sun* <<http://www.thesunmagazine.org/>>

*The Atlantic Monthly* <<http://www.theatlantic.com/>>

*The Wall Street Journal* <<http://online.wsj.com/home-page>>

### Three Poetry Sites:

*Poets.org* <<http://www.poets.org/>>

*Poetry Foundation* <<http://www.poetryfoundation.org/>>

*Poetry Out Loud* <<http://poetryoutloud.org/>>





Close Reading Tools 2009

**RIPP it: Tool for Analyzing for Art**

Having trouble understanding a work of art or a page of text?

RIPP it!

Artists and writers use the four methods below to create emphasis in their work. If something is emphasized, then it is providing an important clue to what the piece means.

	REPETITION: What elements or ideas are repeated? syntax? diction? techniques? colors? images?
	ISOLATION: Which elements are separate or radically different from those around them?
	POSITION: Where <i>are</i> things in the piece? Some important positions include beginning, middle, end (in a text), top, center, and bottom (in an art work). What things are next to each other or separated?
	PROPORTION: What is particularly large or small in the piece?

Close Reading Tools 2009

**SOAPSTONE:**

**Tool for Analyzing for Historical, Contemporary, or Literary Persuasive Texts**

S	Who is the <b>speaker</b> ? Is the person a contemporary or historical person? A literary character based on a well-known contemporary or historical person? A fictional character? Are the speaker and the author the same person? What do we know/expect of the speaker? What is the speaker's point of view?
O	What is the <b>occasion</b> of the piece? Time? Location? Historical or contemporary circumstances? How important is it to know this in order to understand this particular piece?
A	Who is the <b>audience</b> ? Whom is the speaker addressing? Whom does the author expect to read/hear the piece?
P	What is the speaker's <b>purpose</b> ? What does the speaker hope to express or accomplish? What causes him to speak?
S	What is the <b>subject</b> ? What is this piece explicitly discussing? Where is this stated? Is it abstract (e.g. freedom) or concrete (e.g. off-shore drilling)?
tone	If you could hear the speaker's voice, what would it sound like? What emotion or attitude would it reveal?

## How to Comprehend a Poem

A reading exercise

### Show your work for all four steps

1. Read and react (any reaction is a valid reaction)

--The poem makes me feel...

--I think this poem is about... (can be literal or figurative)

--I think the speaker sounds...

2. Paraphrase: translate the poem into your language. (Don't worry if the poem no longer sounds like great literature -- your goal is clarity)

--look up words you don't know

--where possible, determine the antecedents to the pronouns

--rework the syntax (put subjects, verbs, and complements in the clearest order)

--identify the speaker if you can

--is the poem an apostrophe? whom/what is being addressed?

3. Read and react again: try to come up with some abstract nouns (idea words and/or emotions words) that you can use later in a thesis statement.

4. Analyze the language

--RIPP it (form, rhythm, rhyme, sound effects, syntax, etc.)

--Use SOAPStone

--Examine figurative language. Connect images to the abstractions they represent.

Does the language support your reaction in step three? Are you ready to develop a thesis with a subject, criteria, and opinion?