**Speak by Laurie Halse Anderson (ISBN# 978-0312674397)**

_Speak_, by Laurie Halse Anderson, is a coming-of-age novel about a teenage girl named Melinda Sordino. Melinda just started high school, but from the first few pages readers will understand that she has lost some close friends over the summer. Using artful foreshadowing and subtle hints, it becomes obvious that Melinda has a deep secret that is weighing on her conscience. Melinda struggles with many difficult issues throughout the course of the book: the change/loss of identity, fear of being chastised by her friends for speaking out about a serious issue, a longing for close friends, marital issues between her parents, the lack of adult support, etc. Readers will enjoy Anderson’s use of imagery, the realistic portrayal of high school, how Melinda’s relationships with different characters develop, and her humorous sarcasm and wit.

**Note:** We would like students to start using the proper MLA format. Please TYPE response in Times New Roman, 12pt font, 1” margins (if typing is not an option, please use black or blue ink). Every paper should also have the MLA heading in the upper left-hand quarter. The format is as follows:

| Student Name |
| Teacher |
| English I |
| Date (August 25, 2015) |

**Reading Assignment**

Throughout the year, we will examine texts through the reader response critical lens, utilizing specific reading strategies as a common language and format to discuss literature. In the first unit, you will be reading texts written in a narrative structure. As you read these narratives use the format below as a model for recording notes in a double-entry journal. In the left column (“Trigger Text”), copy or summarize passages that trigger your thoughts in some way, citing the page number with the quotation. In the right column, write your thoughts about the passage or some element of the narrative (character, plot, theme).

If you are having trouble thinking of what to write, try using these stems:

- I really like/dislike this part because...
- I wonder why...?
- The diction/imagery creates a tone of...
- This quote shows the narrator/character’s voice by...
- I predict that...
- This reminds me of the time when I...
- If it was me, I would...

For each section of the novel (1st, 2nd, 3rd and 4th marking periods), your task is to record 2 questions or 2 key lines with detailed responses (total of 8 double entry journals) in the format listed below. For the key lines, you select quotes that you find interesting and important and then analyze the meaning of the quote itself. For the questions, you will think of ORIGINAL (from you, not another source) thoughtful discussion questions you could ask your classmates for each section of the novel.

**Directions for the Double Entry Journal**

1. Open a Word Document and type an MLA heading on the upper left-hand side of the page. (The entire document should be typed in size 12, Times New Roman font)
2. Beginning on the next line, go to your toolbar and select “Table” and then “insert table.” You will want to have 2 columns and 9 rows.
3. The first column you will label “Question or Key Line,” and the second column you will label “Response/Analysis.”

4. **As you read, you will look for 2 key lines in each section or write your own discussion question based on a specific part of the novel.** In the left column under “Question or Key Line,” you will type out the brief passage in quotes and cite the page number in parentheses OR write your original discussion question; in the right column under “Response/Analysis” you will explain HOW the quote/question is important. **You will compose 8 entries (2 per section of the novel – 1st, 2nd, 3rd and 4th marking periods).**

5. **Directions for Key Lines:** Choose 2 key lines from the section, and for each line or sentence, write a detailed explanation, showing why you feel the line is important. Look at the individual words and explain why a particular word holds meaning for you.

6. **Directions for Inquiry (questions):** List questions you have about the section of the novel. Work on developing questions that go beyond basic plot (who is...what happened next) but instead, write questions that show you are thinking critically. Try to answer your own questions in the response column if possible. If you answer your own questions as you progress in your reading, make note of your new understandings.

Sample Entry (Sample taken from the novel Zeitoun by Dave Eggers)

<table>
<thead>
<tr>
<th>Question or Key Line (trigger text)</th>
<th>Analysis/Question/Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>(The book says...)</td>
<td>(I say)</td>
</tr>
</tbody>
</table>

**Example for key line:**

“‘Without someone guiding us,’ Zeitoun finished, ‘wouldn’t the stars and moon fall to earth, wouldn’t the oceans overrun the land? Any vessel, any carrier of humans, needs a captain, yes?’” (154).

**Example for question:**

How might Zeitoun’s perception of faith change throughout the book or as the character ages? Does this change represent wisdom of his age or lack of awareness?

**OR**

I wonder why Zeitoun’s view of faith changes?

**Example response:**

This quote demonstrates the theme of perception because it shows Zeitoun questioning the role of a potential life ‘guide’. One possible interpretation is that Zeitoun believes in a higher power representing his religious beliefs. It is interesting to consider who is actually the “captain” of Zeitoun’s metaphorical ship – his life journey – him or a higher power? At this point in the novel, it is evident that Zeitoun’s faith is driving most of his decisions.

**Example response:**

At the beginning of the novel, Zeitoun can be characterized as a devout (deeply religious) individual, as seen in his blind acceptance of all religious preachings. As the novel progresses and he comes up against persecution for his religion and background, he starts to doubt the compassion and understanding in others; to question the very character of others who treat him as a criminal before even knowing his name.

This reminds me of a friend who at first was not religious but later developed a strong faith. He had been diagnosed with cancer and came to believe in a higher being as a result.

You are responsible for bringing your summer reading novel with annotations and your double entry journal to class on the first day of school. Late work is not acceptable and will receive a letter grade deduction for each day late.
Speak, by Laurie Halse Anderson, is a coming-of-age novel about a teenage girl named Melinda Sordino. Melinda just started high school, but from the first few pages readers will understand that she has lost some close friends over the summer. Using artful foreshadowing and subtle hints, it becomes obvious that Melinda has a deep secret that is weighing on her conscience. Melinda struggles with many difficult issues throughout the course of the book: the change/loss of identity, fear of being chastised by her friends for speaking out about a serious issue, a longing for close friends, marital issues between her parents, the lack of adult support, etc. Readers will enjoy Anderson’s use of imagery, the realistic portrayal of high school, how Melinda’s relationships with different characters develop, and her humorous sarcasm and wit.

*Note: We would like students to start using the proper MLA format. Please TYPE response in Times New Roman, 12pt font, 1” margins. Every paper should also have the MLA heading in the upper left-hand quarter. The format is as follows:

Student Name
Teacher
English I
Date (August 25, 2015)

Reading Assignment

Throughout the year, we will examine texts through the reader response critical lens, using specific reading strategies as a common language and format to discuss literature. In the first unit, you will be reading texts written in a narrative structure. As you read these narratives use the format below as a model for recording notes in a double-entry journal. In the left column (“Trigger Text”), copy or summarize passages that trigger your thoughts in some way, citing the page number with the quotation. In the right column, write your thoughts about the passage or some element of the narrative (character, plot, theme).

If you are having trouble thinking of what to write, try using these stems:

- I really like/dislike this part because...
- I wonder why...?
- The diction/imagery creates a tone of...
- This quote shows the narrator/character’s voice by...
- I predict that...
- This reminds me of the time when I...
- If it was me, I would...

For each section of the novel (First Marking Period, Second Marking Period, Third Marking Period, and Fourth Marking Period), your task is to record 2 questions AND 2 key lines with detailed responses (total of 16 double entry journal entries) in the format listed below. For the key lines, you select quotes that you find interesting and important and then analyze the meaning or significance of the quote itself. For the questions, you will think of ORIGINAL (from you, not another source) thoughtful discussion questions you could ask your classmates for each section of the novel.

Directions for the Double Entry Journal

1. Open a Word Document and type an MLA heading on the upper left-hand side of the page. (The entire document should be typed in size 12, Times New Roman font)
2. Beginning on the next line, go to your toolbar and select “Table” and then “insert table.” You will want to have 2 columns and 17 rows.
3. The first column you will label “Question or Key Line,” and the second column you will label “Response/Analysis.”

4. As you read, you will look for 2 key lines in each section and write 2 discussion questions based on a specific aspects of the novel. In the left column under “Question or Key Line,” you will type out the brief passage in quotes and cite the page number in parentheses OR write your original discussion question; in the right column under “Response or Analysis” you will explain HOW the quote/question is important. You will compose 16 entries (4 per each section of the novel – First Marking Period, Second Marking Period, Third Marking Period, and Fourth Marking Period).

5. Directions for Key Lines: Choose two key lines from the section, and for each line or sentence, write a detailed explanation, discussing why you feel the line is important. Look at the individual words and explain why a particular word holds meaning for you, or how the passage contributes to certain aspects of the novel thus far. DO NOT SUMMARIZE THE QUOTE – ANALYZE IT!

6. Directions for Inquiry (questions): List two questions you have about the section of the novel. Work on developing questions that go beyond basic plot (who is…what happened next) but instead, write questions that show you are thinking critically. Answer your own questions in the response column. If you change answers to your own questions as you progress in your reading, make note of your new understandings.

Sample Entry (Sample taken from the novel Zeitoun by Dave Eggers)

<table>
<thead>
<tr>
<th>Question or Key Line (trigger text) (The book says...)</th>
<th>Response/Analysis (I say)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Without someone guiding us,' Zeitoun finished, 'wouldn’t the stars and moon fall to earth, wouldn’t the oceans overrun the land? Any vessel, any carrier of humans, needs a captain, yes?’&quot; (154).</td>
<td>This quote demonstrates the theme of perception because it depicts Zeitoun questioning the role of a potential life ‘guide’. One possible interpretation is that Zeitoun believes in a higher power representing his religious beliefs. It is interesting to consider who is actually the “captain” of Zeitoun’s metaphorical ship – his life journey – him or a higher power? At this point in the novel, it is evident that Zeitoun’s faith is driving most of his decisions.</td>
</tr>
</tbody>
</table>

Example for question:

How might Zeitoun’s perception of faith change throughout the book or as the character ages? Does this change represent wisdom of his age or lack of awareness?

At the beginning of the novel, Zeitoun can be characterized as a devout (deeply religious) individual, as seen in his blind acceptance of all religious preachings. As the novel progresses and he comes up against persecution for his religion and background, he starts to doubt the compassion and understanding in others; to question the very character of others who treat him as a criminal before even knowing his name.

You are responsible for bringing your summer reading novel with annotations and your double entry journal to class on the first day of school. Late work is not acceptable and will receive a letter grade deduction for each day late.
Jean-Dominique Bauby was known and loved for his wit, his style, and his impassioned approach to life. He was also the victim of a rare kind of stroke. After 20 days in a coma, Bauby awoke into a body which had all but stopped working. Only his left eye functioned. Almost miraculously, he was soon able to express himself by dictating a word at a time, blinking to select each letter over and over again. In the same way, he was able eventually to compose this extraordinary book.

Assignment Directions: After reading, follow the link on the website to print and complete the Data Sheet and bring it with you on the first day of class.

GIFTED/Pre-AP: The Diving-Bell & the Butterfly by Jean-Dominique Bauby

While reading the memoir, complete a minimum of 4 Reading Journals as outlined below, then answer the following 2 analytical questions in brief, yet insightful paragraphs (between 5-8 sentences). Bring the memoir along with the completed assignment on the first day of school.

A) Please answer the following 2 questions in a brief paragraph each, being sure to provide knowledge of the memoir as a whole:
1. After reading the entire memoir, what do you think is the symbolic meaning of the title? What is Bauby saying about himself and his experience with Locked-in Syndrome through the use of this title?
2. Based on your glimpse of his life from this memoir, discuss the importance the actual writing of the Diving-Bell & the Butterfly had for Bauby himself. What effect/role would writing this memoir have had on both his daily life and others’ understanding of him?

B) Please use the following format for your reading journal entries:

<table>
<thead>
<tr>
<th>Evidence from Memoir:</th>
<th>Critical Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this space record a passage from the memoir, 4-12 lines long, that specifically fits each category asked for in the critical analysis side. Please do not use the ellipsis mark before or after the quote. Don’t forget to include the page number after the quote.</td>
<td>In this space analyze the author’s use of language and his narrative techniques. Write one entry for each of the categories below.</td>
</tr>
<tr>
<td>1. Discuss the language in a specific passage. How does</td>
<td></td>
</tr>
</tbody>
</table>
Enjoy this compelling memoir!
You will read the play *A Raisin in the Sun* by Lorraine Hansberry and complete the accompanying assignment. In the first week of school, you will be assessed on your knowledge of this book through a test on the play.

You MUST complete the following for your book:

**Quote**

Choose one quotation from the book (this can be a quotation you agree with, disagree with, found powerful, insightful, or representative)

- You must type/write a brief analysis of your quote. The paper should include a heading, book title, the quote with page number in parentheses, and 2 sentences of analysis of the quote.

- Prepare a 1-2 minute talk about this quotation and how it relates to the book

**Quick Tips:**

- Look at the first and last lines of the book and its acts
- Look at significant things that characters say, especially to each other

---

**EXAMPLE of QUOTE Analysis**

| John Smith |
| Teacher Name |
| English III |
| August 2015 |

*To Kill a Mockingbird*

- Quote: "You never really understand a person until you consider things from his point of view—until you climb into his skin and walk around in it." (30)
- Atticus Finch speaks this line showing him to be non-judgemental.
- Atticus is trying to get his daughter to understand how sometimes you need to consider other people’s feelings and situations.
- This quote is important because it sets up the character of Atticus and allows the reader to understand the kind of decisions he will make for the rest of the novel
English III Honors 2015
Of Mice and Men—John Steinbeck

ASSIGNMENTS:
- A focused reading is required; simply reading on-line information or seeing a film is insufficient.
- During the first week of school, you will take a test on this novel.
- Complete the accompanying assignment below—TYPED—to turn in the first day of school

Suggestions:
1. Keep a character list—including relationships.
2. Keep a list of settings and their importance to the novel.
3. Pay attention to plot AND language (literary devices, diction and syntax) as the test/oral questions will not be simple plot recall.

Authorial Background
John Ernst Steinbeck was born on February 27, 1902 in Salinas, CA. He studied at Stanford University but never earned a degree. In 1929, he published his first novel, Cup of Gold, but he did not have literary success until the publication of Tortilla Flat (1935). In 1937, he published Of Mice and Men to teach him to write for the theater. The novella was produced as a play and won the Drama Critics’ Circle Award. He was a war correspondent, wrote novels, novellas, short stories, nonfiction, and screenplays. He is best remembered for the Pulitzer-Prize-winning Grapes of Wrath, a realistic portrayal of the plight of migratory workers in Depression-era America. He died in 1968.

Questions—The following chapter questions are a guide for your reading--OPTIONAL.

Chapter 1
- Consider the diction of the opening scene. What mood does this set up?
- How does the author convey Lennie’s animal-like qualities?
- What is George’s attitude toward Lennie? Why does he stay with him?
- What is the connection between the mouse and Weed?
- Where are these two men headed and for what purpose?
- What is their “dream”?
- Find examples of foreshadowing.
- You may want to keep a character list for yourself.

Chapter 2
- Why is the stable buck set apart from the other men?
- Why is the boss suspicious of George and Lennie?
- What explanation of Lennie’s condition is given? Is it true?
–What do Candy and George say about Curley’s wife? Are they correct?

–What is the significance of Slim and Carlson’s remarks about the dogs?

–Consider foreshadowing, similes, and conflicts of this chapter. (make note in following chptrs. as well)

Chapter 3

–What does George’s conversation with Slim reveal about his past treatment of Lennie?

–Analyze Carlson’s reasons for and candy’s reasons against shooting the dog.

–Why does George decline Whit’s invitation to the brothel?

–Relate George’s description of the farm to the novel’s thematic subject of a romantic Eden. Is it realistic?

–What comparison does Candy make between himself and the dog? (Links to subj. of responsibility)

–Why does Curley attack Lennie? What is the result?

–Why does Slim protect Lennie after his confrontation with Curley? Characterization?

Chapter 4

–What does the description of Crooks’ room reveal about him?

–What does Crooks say will happen to Lennie if George does not come back?

–Which character’s names are symbolic?

–What is Crooks’ reaction to the dream of the farm?

–Consider how Candy’s comments to Crooks and Lennie relate the dream of the land to Steinbeck’s ideas on economic exploitation.

–What does Curley’s wife say she might have done instead of marrying Curley?

–How is her destructive nature most clearly revealed?

–Some other thematic subjects to consider: Loneliness, Innocence, Discrimination, America
Chapter 5

–How is Lennie’s treatment of the dead puppy typical of his character?

–How does Curley’s wife feel about Curley?

–Consider the events between Lennie and Curley’s wife.

–Compare the reactions of Slim and Curley to this event.

–Why is Curley’s wife never named?

Chapter 6

–Describe Lennie’s two visions. What might they mean?

–Find a parallel between the death in this chapter and a death earlier in the novella.

–Explain George’s last remarks to his friend.

–Why does George lie to the others?

–Explain the significance of the last line of the book.

–Chapter 6 brings us full circle to the setting of Chapter 1. How is the imagery the same or different?

After Reading—You must answer these questions independently—TYPED to turn in (and be prepared to discuss them in class). Each question should be approximately SIX sentences—grammatically sound.

–Compare and contrast the language of the first two pages of Chapter 1 and those of the last chapter. Using details from each, discuss the details and imagery that reveal the tone of each chapter.

–Most definitions of a tragedy focus on Aristotle’s definition of it as a play about a basically good man, important to society, who suffers a fall brought about by something in his nature (flaw), provoking the emotions of pity/fear in the audience. In what way is this a tragedy?

–How does this book relate to the theme of the American Dream? American Dream: the ideals of freedom, equality, and opportunity traditionally held to be available to every American and a life of personal happiness and material comfort as traditionally sought by individuals in the U.S.

This is due the first week of school on Tuesday. We will test the first Friday; be prepared!!!

APLAC Summer Reading Assignment 2015 (10 AP Lang Cohort also)

The Kite Runner by Khaled Hosseini
Growing up in pre-Civil War Afghanistan is ideal for Amir; but a shameful secret and the Soviet invasion cause Amir and his father to flee to America. When he returns years later to right a wrong, the country of his birth, now under the infamous Taliban rule, is hardly recognizable.

• We require a focused reading; simply reading on-line information /seeing a film is insufficient for A.P. study
• During the first week of school, you will complete a written assessment, take a reading assessment test, analyze specific diction and syntax, and actively contribute to class discussion. This novel results in multiple grades—opting to not read it or find an easy way around reading it may be an unwise choice.
• You have NO written assignment—BUT, it is our strong suggestion that while reading you:
1. Take note of characters— their traits, relationships, and actions (do not dismiss minor characters’ roles)
2. Take note of settings and their importance.
3. Pay attention to authorial style— his diction, syntax, symbolism, figurative language, etc. Consider the effect of these choices.

Enjoy this wonderful novel— Any questions? Let us know.

Mrs. Weger— lisa_weger@scps.us
Mrs. Ling— jaimie_ling@scps.us

English IV Standard

The Five People You Meet in Heaven by Mitch Albom


Rationale: This novel sparks students’ interest and affords accessibility for all levels of readers. During the first quarter of the course, students develop an ability to use reading strategies by exploring short fiction. The Five People You Meet in Heaven is structured in a way that allows an individual analysis of each chapter as a new narrative. The ideas that emerge in discussion lead into the essential questions of the first quarter.

Assignment: As you read the novel, complete the following journal entries:

a) Summarize the chapter in one or two paragraphs.
b) List at least two questions you have after reading the chapter. Include unfamiliar vocabulary words.

c) Choose one key line from the chapter. Write out the entire line and explain in detail why you feel the quotation is important.

d) Predict what you think will happen in the next chapter.

After you read the novel, write a short essay: Which character that Eddie meets in Heaven had the greatest influence on what he learns during his journey and why? Give specific reasons and examples from the novel to support your position. Your essay should have an introductory paragraph, at least two supporting paragraphs and a concluding paragraph.

Be prepared to discuss the novel on the first day of class.

English IV Honors

The Things They Carried by Tim O’Brien


Assignment: As you read the novel, create a character chart for all of the characters in the novel. Identify the character’s background or history, actions, personality traits, key lines from the text that describe the character, and an analysis of those lines. Cite the lines with page number. Be very thorough. This assignment will serve as a study guide for the test you will take on the first day of class.

Mock Example: (not a character in the novel)

<table>
<thead>
<tr>
<th>Name</th>
<th>Background</th>
<th>Personality Traits</th>
<th>Key Lines</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam</td>
<td>Very religious family</td>
<td>Sensitive and caring</td>
<td>“I prayed and cried at night when others would not know my guilt and weaknesses” (845)</td>
<td>Sam feels that killing is wrong even in war. He repents but wants respect from the men. He faces a moral dilemma—respect from soldiers or following his religious beliefs</td>
</tr>
</tbody>
</table>

Advanced Placement English Literature and Composition

Required Texts

2015-16 Edition 5 Steps to a 5 (Rankin and Murphy), ISBN-978-0071803793

One Flew Over The Cuckoo’s Nest (Ken Kesey)


Ken Kesey’s One Flew Over The Cuckoo’s Nest is set in a mental institution during the 1960’s. A robust and rebellious Randall Patrick McMurphy enters the men’s ward of the hospital in an attempt to avoid prison and changes the lives of those who live under the domineering rule of Nurse Ratchet. McMurphy, a modern tragic
hero, battles an institution that destroys individuality and manipulates the greatest weaknesses of those under its control.

*The Bell Jar* (Sylvia Plath)

ISBN: 0780060837020

*The Bell Jar*, a novel that describes a young woman’s conflicts with her 1950’s society and self-understanding, presents many questions to explore concerning relationships between children and parents, relationships between men and women, the search for self-actualization and meaning in life. Similar to *One Flew Over the Cuckoo’s Nest*, Plath presents the issues of alienation, mental illness, and the consequences for people who define themselves contrary to established norms.

**Assignment**

As you read and explore each novel, analyze literary elements such as symbol, imagery, character, theme, motif, figurative language, and narrative perspective. It is not enough to merely identify a device or write a generalization; instead, consider how the device affects the meaning of the text or how your observations shape relationships or connects to the historical or social aspects of the time period in which the text is set.

Your AP Literature teacher expects you to annotate each text and/or take notes in any form you prefer. You do not have to complete a formal journal, but you will be required to have a deep understanding of both texts in order to write a comparative analysis as well as complete an AP style multiple choice test. Bring both texts and self-generated notes or annotations to class. DO NOT use outside sources. You will be evaluated on the first two days of school prior to class discussion.