**PISD 2017-2018 Summer Reading and Writing Plan**

**WHY SUMMER READING AND WRITING:**

* Summer reading is designed to give students an opportunity to foster a love of reading and to further their academic interests.
* **While participating in summer reading and corresponding writing assignments is highly encouraged for all secondary students**, the reading and writing assignments **are not mandatory**, there are no grades for summer reading and writing assignments, and students will not be penalized (i.e. earn a 0) for not completing summer reading and corresponding assignments. For their academic well-being, however, students are encouraged to read and complete a writing assignment from the *WRITE* column (see page that corresponds to the grade and level you will be entering).

**WHAT SUMMER READING AND WRITING IS:**

* While not mandatory, all students are **strongly encouraged to participate in summer reading and writing**.
* Students will benefit from coming to class prepared to discuss connections and findings from their summer reading during the first few weeks of the first quarter.

**HOW TO PARTICIPATE IN SUMMER READING AND WRITING:**

* Find the paper for the grade level your student is entering.
* Students select a book to read. The READ column provides some guidance if that is needed.
* Students should select one activity from the WRITE column to correspond to their reading.
* ***READ*** *COLUMN:*
	+ Students are given a choice of what to read.
	+ Suggested book lists are shared, but students may read any book they have not previously read that is at their reading level.
	+ Some selections may contain mature themes, so families are encouraged to work together to choose selections that are the best fit.
* ***WRITE*** *COLUMN:*
	+ There is no mandatory written work for summer reading (i.e. it is not required and it is not for a grade) for 2017 Summer Reading.
	+ Students are **highly encouraged to complete at least one activity in this column for each book** read for summer reading.

**2017-2018 PISD Summer Reading Middle School Information**

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| ***For students entering 6th Grade*** |
| **New to the District Students***If you moved to PISD over the summer, please see this* ***row****.→* | **Choose one of the following:****Option A** 1. See your grade and class level below.
2. Complete the reading and assignments as listed under the ***Read*** and ***Write*** columns, respectively.

**Option B: Nonfiction**1. Select a magazine article or [TED talk](https://www.ted.com/talks) related to one of the following ideas: family, education, relationships, change, or another topic of your choice.
2. Complete one of the Nonfiction options in the ***Write*** column.

**Option C: Fiction**1. Using whatever resources are available to you (i.e. the library, the internet searching for “short stories for --- grade”, etc.), select and read a short story of your choice.
2. Complete one of the Fiction options in the ***Write*** column.
 |
|  | **READ** | **WRITE***Click the hyperlinks for instructions and rubrics.* |
| **Students entering On-level ELAR in 6th** | Choose at least 1 book to read. For ***suggestions***, see the lists below: * [2017 Lone Star Reading List](http://www.txla.org/sites/tla/files/groups/YART/docs/LoneStar/docs/2017LoneListAnnotated.pdf)
* [2017 Maverick Graphic Novels List (6th-8th grades)](https://drive.google.com/open?id=0B2yjtN0KmHTGUGlQSWlhaWxVdFk)
 | **AFTER READING, complete one of the following for each book you read:*****FICTION or NONFICTION***[Book Talk](https://docs.google.com/document/d/1WM_EUSt2oOkbfZxBM_EBq0R8UID4hACSZ7TQ19MDlWo/edit?usp=sharing) |
| **Students entering Pre-AP ELAR in 6th** | Choose at least 1 book to read. For ***suggestions***, see the lists below: * [2017 Lone Star Reading List](http://www.txla.org/sites/tla/files/groups/YART/docs/LoneStar/docs/2017LoneListAnnotated.pdf)
* [2017 Maverick Graphic Novels List (6th-8th grades)](https://drive.google.com/open?id=0B2yjtN0KmHTGUGlQSWlhaWxVdFk)
 | **AFTER READING, complete one of the following for each book you read:** ***FICTION or NONFICTION***[Book Talk](https://docs.google.com/document/d/1WM_EUSt2oOkbfZxBM_EBq0R8UID4hACSZ7TQ19MDlWo/edit?usp=sharing) |
| **Students entering** **GT ELAR in 6th** | Choose at least 1 book to read*.* For ***suggestions***, see the lists below: * [Past GT Summer Reading Books](https://docs.google.com/document/d/1ClJR8wEZrhzYktHHtziuXkazVu2W8DKCS2rNy7H-mi4/edit?usp=sharing)
* [2017 Lone Star Reading List](http://www.txla.org/sites/tla/files/groups/YART/docs/LoneStar/docs/2017LoneListAnnotated.pdf)
* [2017 Maverick Graphic Novels List (6th-8th grades)](https://drive.google.com/open?id=0B2yjtN0KmHTGUGlQSWlhaWxVdFk)
 | **AFTER READING, complete one of the following for each book you read:** ***FICTION or NONFICTION***[Book Talk](https://docs.google.com/document/d/1WM_EUSt2oOkbfZxBM_EBq0R8UID4hACSZ7TQ19MDlWo/edit?usp=sharing)[Book-to-Movie Reflection](https://docs.google.com/document/d/1J1DRy5J1i_31FRXH-mJ69Z5y4uhcYoZKTIwfk-jJmw4/edit?usp=sharing) |

**2017-2018 PISD Summer Reading Middle School Information**

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| ***For students entering 7th or 8th Grade*** |
| **New to the District Students***If you moved to PISD over the summer, please see this* ***row****.→* | **Choose one of the following:****Option A** 1. See your grade and class level below.
2. Complete the reading and assignments as listed under the ***Read*** and ***Write*** columns, respectively.

**Option B: Nonfiction**1. Select a magazine article or [TED talk](https://www.ted.com/talks) related to one of the following ideas: family, education, relationships, change, or another topic of your choice.
2. Complete one of the Nonfiction options in the ***Write*** column.

**Option C: Fiction** 1. Using whatever resources are available to you (i.e. the library, the internet searching for “short stories for --- grade”, etc.), select and read a short story of your choice.
2. Complete one of the Fiction options in the ***Write*** column.
 |
|  | **READ** | **WRITE***Click the hyperlinks for instructions and rubrics.* |
| **Students entering On-level ELAR in 7th or 8th**  | Choose 1-2 total books to read. For ***suggestions***, see the lists below: * [2017 Lone Star Reading List](http://www.txla.org/sites/tla/files/groups/YART/docs/LoneStar/docs/2017LoneListAnnotated.pdf)
* [2017 Maverick Graphic Novels List (6th-8th grades)](https://drive.google.com/open?id=0B2yjtN0KmHTGUGlQSWlhaWxVdFk)
 | **AFTER READING, complete one of the following for each book you read:*****FICTION or NONFICTION***[Book Talk](https://docs.google.com/document/d/1WM_EUSt2oOkbfZxBM_EBq0R8UID4hACSZ7TQ19MDlWo/edit?usp=sharing)[Double-sided journal entry](https://docs.google.com/document/d/1k0vtGk4mZLhCbXlnAPRaO0c20khtdKaZMTCoYDHCo54/edit?usp=sharing)***FICTION*** Alternate Ending* Create an alternate ending for your book.
* Be sure to pay attention to organization, the resolution, and creativity.
* The rubric is [here](https://drive.google.com/file/d/0B2yjtN0KmHTGZWh2cGhPaVowNEk/view?usp=sharing).
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| **Students entering Pre-AP ELAR in 7th or 8th**  | Choose 1-2 total books to read. For ***suggestions***, see the lists below: * [2017 Lone Star Reading List](http://www.txla.org/sites/tla/files/groups/YART/docs/LoneStar/docs/2017LoneListAnnotated.pdf)
* [2017 Maverick Graphic Novels List (6th-8th grades)](https://drive.google.com/open?id=0B2yjtN0KmHTGUGlQSWlhaWxVdFk)
 | **AFTER READING, complete one of the following for each book you read:** ***FICTION or NONFICTION***[Book Talk](https://docs.google.com/document/d/1WM_EUSt2oOkbfZxBM_EBq0R8UID4hACSZ7TQ19MDlWo/edit?usp=sharing)[Double-sided journal entry](https://docs.google.com/document/d/1k0vtGk4mZLhCbXlnAPRaO0c20khtdKaZMTCoYDHCo54/edit?usp=sharing)***FICTION*** Novel Prologue* Create a prologue for your book imagining what would happen in the storyline BEFORE where your book begins.
* Be sure to pay attention to organization, the resolution, and creativity.
* The rubric is [here](https://drive.google.com/open?id=0B2yjtN0KmHTGSmhvc2dJUjVOcW8).
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| **Students entering** **GT ELAR in 7th or 8th**  | Choose 1-2 total books to read. For ***suggestions***, see the lists below: * [2017 Lone Star Reading List](http://www.txla.org/sites/tla/files/groups/YART/docs/LoneStar/docs/2017LoneListAnnotated.pdf)
* [2017 Maverick Graphic Novels List (6th-8th grades)](https://drive.google.com/open?id=0B2yjtN0KmHTGUGlQSWlhaWxVdFk)
 | **Select ONE of the following to complete either during or after reading for EACH book you read:****DURING READING:** ***FICTION***[Double-sided journal entry](https://docs.google.com/document/d/1k0vtGk4mZLhCbXlnAPRaO0c20khtdKaZMTCoYDHCo54/edit?usp=sharing)**AFTER READING:*****FICTION or NONFICTION***[Book Talk](https://docs.google.com/document/d/1WM_EUSt2oOkbfZxBM_EBq0R8UID4hACSZ7TQ19MDlWo/edit?usp=sharing)***FICTION*** **7th grade**: [Double-sided Journal Entry](https://docs.google.com/document/d/1k0vtGk4mZLhCbXlnAPRaO0c20khtdKaZMTCoYDHCo54/edit?usp=sharing) (focusing on characterization)**8th grade**: [Double-sided Journal Entry](https://docs.google.com/document/d/1k0vtGk4mZLhCbXlnAPRaO0c20khtdKaZMTCoYDHCo54/edit?usp=sharing) (focusing on conflict)**BOTH**: [Book-to- Movie Reflection](https://docs.google.com/document/d/1J1DRy5J1i_31FRXH-mJ69Z5y4uhcYoZKTIwfk-jJmw4/edit?usp=sharing)**BOTH**: [Background Relevance Project](https://docs.google.com/document/d/1mMSMRT-S4_w91tNtc4V8JqxHDTRBd44JObadpKU-G0k/edit?usp=sharing) |

**2017-2018 PISD Summer Reading High School Information**

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| ***For students entering 9th Grade*** |
| **New to the District Students***If you moved to PISD over the summer, please see this* ***row****.→* | **Choose one of the following:****Option A**1. See your grade and class level below.
2. Complete the reading and assignments as listed under the ***Read*** and ***Write*** columns, respectively.

**Option B: Nonfiction**1. Select a magazine article or [TED talk](https://www.ted.com/talks) related to one of the following ideas: family, education, relationships, change, or another topic of your choice.
2. Complete one of the Nonfiction options in the ***Write*** column.

**Option C: Fiction**1. Using whatever resources are available to you (i.e. the library, the internet searching for “short stories for --- grade”, etc.), select and read a short story of your choice.
2. Complete one of the Fiction options in the ***Write*** column.
 |
|  | **READ** | **WRITE***Click the hyperlinks for instructions and rubrics.* |
| **Recommended for** **all rising 9th graders:** | * Read a book or magazine of your choice about world geography.
* *The Economist* is available through the PHS Library site. [Here](https://drive.google.com/open?id=0B2yjtN0KmHTGTG9abVhkRUoxZHM) are instructions for accessing it should you want to use this magazine.
* This can be in addition to or in place of one of the books from the lists mentioned below.

***Rationale***: *As students enter high school, their study of history will require a working knowledge of world regions. This summer reading and writing activity helps prepare students for what they will encounter in the high school social studies curriculum.*  | **Label and Color*** Find a blank map (world, country, etc.) and label the major areas on the map.
* Color-code the map using a set of criteria determined by you.
* Provide a brief explanation that tells why you chose to organize the groups as you did.

**Summary*** Write a paragraph summarizing the piece.
* Instructions and rubric are located [here](https://drive.google.com/open?id=1nevpYlv_S8mah4uVm_ppcrFDlhkwOHY_w0X76cPmh7k).
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| **Students entering On-level English I** | Choose 1-2 total books to read. For ***suggestions***, see the lists below: * [Pearson Prentice-Hall Suggested High School Reading List](http://www.phschool.com/curriculum_support/reading_list/high_school.html)
* [2017 TAYSHAS List](http://www.txla.org/sites/tla/files/groups/YART/docs/Tayshas/docs/2017TayshasAnnotated.pdf)
* [2017 Maverick Graphic Novels List (6th-12th)](https://drive.google.com/file/d/0B2yjtN0KmHTGcWJvdVE1TndKTlk/view?usp=sharing)
* [2017 Maverick Graphic Novels List (9th-12th grades)](https://drive.google.com/file/d/0B2yjtN0KmHTGaHlOakFZT3NJR3c/view?usp=sharing)
 | **Select ONE of the following to complete either during or after reading for EACH book you read:****DURING READING:** ***FICTION or NONFICTION***[Double-sided journal entry](https://docs.google.com/document/d/1k0vtGk4mZLhCbXlnAPRaO0c20khtdKaZMTCoYDHCo54/edit?usp=sharing)**AFTER READING:** ***FICTION***[Book Talk](https://docs.google.com/document/d/1aw64pLQ8Xf4B_CRKSZ2-L5jMMaC-rXxaanljkUA_FXY/edit?usp=sharing)Short-answer* Write a short-answer paragraph using embedded quotes to explain how a character changes throughout the book.
* Rubric is located [here](https://docs.google.com/document/d/1nevpYlv_S8mah4uVm_ppcrFDlhkwOHY_w0X76cPmh7k/edit?usp=sharing).

***NONFICTION***Application* Write a paragraph summarizing the piece.
* Apply the main concept from the nonfiction piece to a fictional work. [Short Answer Example Prompt](https://docs.google.com/document/d/1MxM8jjUpA5Oahl0eJj774eKE89r9acRdzeEiBEDQkVc/edit)
* Rubric is located [here](https://docs.google.com/document/d/1nevpYlv_S8mah4uVm_ppcrFDlhkwOHY_w0X76cPmh7k/edit?usp=sharing).

Short-answer* Write a short-answer paragraph using embedded quotes to explain author’s purpose.
* Rubric is located [here](https://docs.google.com/document/d/1nevpYlv_S8mah4uVm_ppcrFDlhkwOHY_w0X76cPmh7k/edit?usp=sharing).
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| **Students entering** **Pre-AP English I and** **GT Humanities** | Choose 2-3 total books to read. For ***suggestions***, see the lists below: * [Pearson Prentice-Hall Suggested High School Reading List](http://www.phschool.com/curriculum_support/reading_list/high_school.html)
* [2017 TAYSHAS List](http://www.txla.org/sites/tla/files/groups/YART/docs/Tayshas/docs/2017TayshasAnnotated.pdf)
 | **Select ONE of the following to complete either during or after reading for EACH book you read:****DURING READING:** ***FICTION or NONFICTION***[Double-sided journal entry](https://docs.google.com/document/d/1k0vtGk4mZLhCbXlnAPRaO0c20khtdKaZMTCoYDHCo54/edit?usp=sharing)**AFTER READING:** ***FICTION***[Book talk](https://docs.google.com/document/d/1aw64pLQ8Xf4B_CRKSZ2-L5jMMaC-rXxaanljkUA_FXY/edit?usp=sharing)Character Comparison Essay* Choose two characters who share a characteristic or other commonality (background, social class, family, physical traits, values, motivations).
* Define the commonality and address the differences.
* Explain how differences reflect author’s purpose.
* Rubric is located [here](https://docs.google.com/a/prosper-isd.net/document/d/1GCKoDt8VA6C3yqBRTtGWrR9VCxQbVVLjc0LCFpLEZkc/edit?usp=sharing).

***NONFICTION***Application* Write a paragraph summarizing the piece.
* Apply the main concept from the nonfiction piece to a fictional work.
* Rubric is located [here](https://docs.google.com/document/d/1nevpYlv_S8mah4uVm_ppcrFDlhkwOHY_w0X76cPmh7k/edit?usp=sharing).
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| ***For students entering 10th Grade*** |
| **New to the District Students***If you moved to PISD over the summer, please see this* ***row****.→* | **Choose one of the following:****Option A**1. See your grade and class level below.
2. Complete the reading and assignments as listed under the ***Read*** and ***Write*** columns, respectively.

**Option B: Nonfiction**1. Select a magazine article or [TED talk](https://www.ted.com/talks) related to one of the following ideas: family, education, relationships, change, or another topic of your choice.
2. Complete one of the Nonfiction options in the ***Write*** column.

**Option C: Fiction**1. Using whatever resources are available to you (i.e. the library, the internet searching for “short stories for --- grade”, etc.), select and read a short story of your choice.
2. Complete one of the Fiction options in the ***Write*** column.
 |
|  | **READ** | **Write***Click the hyperlinks for instructions and rubrics.* |
| **Students entering On-level English II**  | Choose 2-3 total books to read. For ***suggestions***, see the lists below: * [Pearson Prentice-Hall Suggested High School Reading List](http://www.phschool.com/curriculum_support/reading_list/high_school.html)
* [2017 TAYSHAS List](http://www.txla.org/sites/tla/files/groups/YART/docs/Tayshas/docs/2017TayshasAnnotated.pdf)
* [2017 Maverick Graphic Novels List (9th-12th grades)](https://drive.google.com/file/d/0B2yjtN0KmHTGaHlOakFZT3NJR3c/view?usp=sharing)
 | **Select ONE of the following to complete either during or after reading for EACH book you read:****DURING READING:** ***FICTION or NONFICTION***[Double-sided journal entry](https://docs.google.com/document/d/1k0vtGk4mZLhCbXlnAPRaO0c20khtdKaZMTCoYDHCo54/edit?usp=sharing)**AFTER READING:** ***FICTION***[Book talk](https://docs.google.com/document/d/1aw64pLQ8Xf4B_CRKSZ2-L5jMMaC-rXxaanljkUA_FXY/edit?usp=sharing)Sensory Language Paragraph* Write a paragraph using embedded quotes to explain how the author’s use of sensory language contributes to the overall effect of the book.
* Rubric is located [here](https://docs.google.com/document/d/1nevpYlv_S8mah4uVm_ppcrFDlhkwOHY_w0X76cPmh7k/edit?usp=sharing).

***NONFICTION***Application* Write a paragraph summarizing the piece.
* Apply the main concept from the nonfiction piece to a fictional work.
* Rubric is located [here](https://docs.google.com/document/d/1nevpYlv_S8mah4uVm_ppcrFDlhkwOHY_w0X76cPmh7k/edit?usp=sharing).

Short-answer* Write a short-answer paragraph using embedded quotes to explain author’s purpose.
* Rubric is located [here](https://docs.google.com/document/d/1nevpYlv_S8mah4uVm_ppcrFDlhkwOHY_w0X76cPmh7k/edit?usp=sharing).
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| **Students entering** **Pre-AP English II and GT Humanities** | Choose 2-3 total books to read. For ***suggestions***, see the lists below: * [Pearson Prentice-Hall Suggested High School Reading List](http://www.phschool.com/curriculum_support/reading_list/high_school.html)
* [2017 TAYSHAS List](http://www.txla.org/sites/tla/files/groups/YART/docs/Tayshas/docs/2017TayshasAnnotated.pdf)
 | **Select ONE of the following to complete either during or after reading for EACH book you read:****DURING READING:** ***FICTION or NONFICTION***[Double-sided journal entry](https://docs.google.com/document/d/1k0vtGk4mZLhCbXlnAPRaO0c20khtdKaZMTCoYDHCo54/edit?usp=sharing)**AFTER READING:** ***FICTION***[Book Talk](https://docs.google.com/document/d/1aw64pLQ8Xf4B_CRKSZ2-L5jMMaC-rXxaanljkUA_FXY/edit?usp=sharing)Character Comparison Essay* Choose two characters who share a characteristic or other commonality (background, social class, family, physical traits, values, motivations).
* Define the commonality and address the differences.
* Explain how differences reflect author’s purpose.
* Rubric is located [here](https://docs.google.com/a/prosper-isd.net/document/d/1GCKoDt8VA6C3yqBRTtGWrR9VCxQbVVLjc0LCFpLEZkc/edit?usp=sharing).

***NONFICTION***Application* Write a paragraph summarizing the piece.
* Apply the main concept from the nonfiction piece to a fictional work.
* Rubric is located [here](https://docs.google.com/document/d/1nevpYlv_S8mah4uVm_ppcrFDlhkwOHY_w0X76cPmh7k/edit?usp=sharing).
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***Students entering dual credit should strongly consider reading both nonfiction and fiction pieces to engender success in the classroom.***

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| ***For students entering 11th or 12th Grade*** |
| **New to the District Students***If you moved to PISD over the summer, please see this* ***row****.→* | **Choose one of the following:****Option A**1. See your grade and class level below.
2. Complete the reading and assignments as listed under the ***Read*** and ***Write*** columns, respectively.

**Option B: Nonfiction**1. Select a magazine article or [TED talk](https://www.ted.com/talks) related to one of the following ideas: family, education, relationships, change, or another topic of your choice.
2. Complete one of the Nonfiction options in the ***Write*** column.

**Option C: Fiction**1. Using whatever resources are available to you (i.e. the library, the internet searching for “short stories for --- grade”, etc.), select and read a short story of your choice.
2. Complete one of the Fiction options in the ***Write*** column.
 |
|  | **READ** | **Write***Click the hyperlinks for instructions and rubrics.* |
| **Students entering On-level ELAR English III or English IV**  | Choose 2-3 total books to read. For ***suggestions***, see the lists below:  * [Pearson Prentice-Hall Suggested High School Reading List](http://www.phschool.com/curriculum_support/reading_list/high_school.html)
* [2017 TAYSHAS List](http://www.txla.org/sites/tla/files/groups/YART/docs/Tayshas/docs/2017TayshasAnnotated.pdf)
* [2017 Maverick Graphic Novels List (9th-12th grades)](https://drive.google.com/file/d/0B2yjtN0KmHTGaHlOakFZT3NJR3c/view?usp=sharing)
 | **AFTER READING, complete one of the following for each book you read:*****FICTION***[Crisis Comparison Essay](https://docs.google.com/document/d/1O4R2NR2CoiAwKAn-u-doL2HjdbsTZcGlUDCDojcNQfM/edit?usp=sharing)[Moral Gradient Essay](https://docs.google.com/document/d/1OiKmuG6DPs8mfIqCygNHpkOk3q-QKBCe2oF8164ZpX4/edit?usp=sharing)***NONFICTION***Application* Write a paragraph summarizing the piece.
* Apply the main concept from the nonfiction piece to a fictional work.
* Rubric is located [here](https://docs.google.com/document/d/1nevpYlv_S8mah4uVm_ppcrFDlhkwOHY_w0X76cPmh7k/edit?usp=sharing).

Short-answer* Write a short-answer paragraph using embedded quotes to explain author’s purpose.
* Rubric is located [here](https://docs.google.com/document/d/1nevpYlv_S8mah4uVm_ppcrFDlhkwOHY_w0X76cPmh7k/edit?usp=sharing).
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| **Students entering AP English III:** | *In order to do well in AP English Language and Composition (AP English III), students need a thorough, working knowledge of nonfiction texts. Read* [*this article*](http://apcentral.collegeboard.com/apc/members/courses/teachers_corner/46971.html) *from College Board to find out a bit more about the importance of nonfiction in AP Language and Composition. With that in mind students should:* Read/view **two total items** from any of the following:* [Suggested AP Language nonfiction reading list](https://drive.google.com/open?id=0B2yjtN0KmHTGWW93TGhweURYcUE)
* [Current New York Times nonfiction bestsellers list (paperback](https://www.nytimes.com/books/best-sellers/paperback-nonfiction/?module=DropDownNav&action=click&region=navbar&contentCollection=Books&version=Nonfiction&referrer=https%3A%2F%2Fwww.google.com%2F&pgtype=Reference&_r=0))
* [Current New York Times nonfiction bestsellers list (hardcover)](https://www.nytimes.com/books/best-sellers/hardcover-nonfiction/?module=DropDownNav&action=click&region=navbar&contentCollection=Books&version=Nonfiction&referrer=https%3A%2F%2Fwww.nytimes.com%2Fbooks%2Fbest-sellers%2Fpaperback-nonfiction%2F&pgtype=Reference)
* Read a magazine article or view/read a [TED talk](https://www.ted.com/talks) related to one of the following ideas: family, education, relationships, change, or another topic of your choice.
* Another book of your choice approved by your 2017-2018 teacher or department chair (Discuss whether you should choose 1 or 2 after speaking with your teacher/department chair.)
 | **Select ONE of the following to complete either during or after reading for EACH book you read:****DURING READING:** ***NONFICTION**** Double-sided journal entry
	+ Instructions and rubric are located [here](https://docs.google.com/document/d/1k0vtGk4mZLhCbXlnAPRaO0c20khtdKaZMTCoYDHCo54/edit?usp=sharing).

**AFTER READING:** ***NONFICTION**** Write 750 words explaining how the author uses rhetorical strategies to accomplish his/her purpose or reach his/her audience.
* Rubric is located [here](https://docs.google.com/document/d/1C3GcIubw6v2Vhhwvw26yqNZGEnEuJGVUD5OFg-pMadQ/edit?usp=sharing).
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| **Students entering AP English IV:** | *The focus in AP Literature (AP IV) is largely “classic” works of fiction. As a result, students should be well-read in books that are a part of the traditional English canon and should:* Read **two total books** from either of the following:* [CollegeBoard.com Suggested Reading List](https://drive.google.com/file/d/0B2yjtN0KmHTGLTdfZ3MwMWlsWGs/view?usp=sharing)
* Another book of your choice approved by your 2017-2018 teacher or department chair (Discuss whether you should choose 1 or 2 after speaking with your teacher/department chair.)
 | **Students entering AP English IV:****DURING READING:** ***FICTION**** Double-sided journal entry
	+ Instructions and rubric are located [here](https://docs.google.com/document/d/1k0vtGk4mZLhCbXlnAPRaO0c20khtdKaZMTCoYDHCo54/edit?usp=sharing).

**AFTER READING:** ***FICTION**** Write 750 words explaining how the author uses figurative language to communicate the theme of the novel.
* Rubric is located [here](https://docs.google.com/document/d/1C3GcIubw6v2Vhhwvw26yqNZGEnEuJGVUD5OFg-pMadQ/edit?usp=sharing).
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