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Summer Reading and Writing for Incoming Advanced Placement/ ECE Senior Students, 2018

Dear Incoming Class,

Here it is: your summer reading and writing for summer 2018.

**The books:** *The Sun Also Rises*, Ernest Hemingway's  
*The Help*, Kathryn Stockett  
*The Catcher in the Rye*, JD Salinger

**Supplies: An annotation binder—This should be in the form of a 1 ½ -2 inch binder to which you can add your own paper. You will use this binder not just for your summer reading but for the class itself.**

**The task:**

- The incoming Advanced Placement English students are expected to read all three assigned novels.
- In addition, you are expected to annotate each book as you read. You need not write in essay form, yet I need to be able to understand your thoughts, comments, and reflections.
- The annotations should include interesting quotes, unique observations, and personal commentary. Please comment on author's writing style, text to text connections, predominant literary devices, and of course, messages or themes forwarded (see rubric and examples attached).
- Please include chapter and page numbers as you write. Citing as you comment will assist me in following your writings. Although I will have major focuses that I would like to discuss, I will use much of your observations as a part of my lessons.
- You may either hand-write your annotations or type them. Please choose the style which is most neat, clear, and organized. I cannot give credit to work that I cannot read or follow.
- Do not forget that these are graded. Review the journal rubric to ensure academic success.

**The reason for the task:** Your success in any English class depends upon the ease with which you read and write. Because you cannot afford to lose any of your skills over the summer, I am assigning mandatory reading and writing. When you come back in August, please come prepared to discuss and write about these books. **Bring your books and completed annotations to class on the first day.** Additionally, the only way to really study for the AP test is to have thorough notes to review. Your class binder will include all of that material.

The journals for each book will count as three separate grades. Plot summaries and surface writing will not earn many points. Late assignments will be read but receive a grade deduction of 10 points per day late.

I hope you will enjoy these books. Have a safe and pleasant summer.  
Please e-mail me with any questions at any time during the summer.

Mrs. Cawley  
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Jessica Cawley  
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English Department

June 2018

Dear Parents,

Today I gave your child three summer reading books and the annotation assignments for their summer reading and writing. As I have explained to the members of the incoming Advanced Placement/ECE class, I am giving them this task in the hope that it will help them to keep their reading and writing skills sharp over the summer. The readier they are to read and write in the fall, the better off they will be.

Please encourage your child to start soon enough so that he or she has the time to read. If students wait until the middle of August to begin, I am afraid that they will not have the time and mental space to read and write reflectively. I am looking forward to a good and productive year with these students next September; your encouragement of their summer reading will help make it so. Thank you.

Sincerely,

Jessica Cawley

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**Please sign and have your son or daughter return to me by June 6th.**

I am aware of the mandatory reading and writing that has been given to my child, \_\_\_\_\_, to help him/her prepare for Advanced Placement/ECE English next year.

Parent name: \_\_\_\_\_; date: \_\_\_\_\_

Parent e-mail \_\_\_\_\_

Student e-mail \_\_\_\_\_

## AP Book Journal and Annotations

Grade Sheet (Numbers will translate to equivalent letter grades.)

**“5” Journal:** This journal is thorough. Although it may not address every aspect of the assigned book, both key facets and important details are noted. Author’s writing style and his use of literary elements and devices are both noted and analyzed. Essential major and minor characters are clearly understood. Historical, social, and/or cultural setting is discussed with regards to the text itself. Additionally, in-depth connections and possible theme(s) are included. Plausible student literary commentary and essential text quotes should be intertwined throughout the journal. Insightful, pertinent questions and topics for discussion must be listed at the end of the journal.

**“3” Journal:** This journal is complete. Although it may not address every aspect of the assigned book, some key facets and important details are noted. Author’s writing style and his use of literary elements and devices are, at times, noted and analyzed, yet analysis may fall to a surface level. Essential major and minor characters are discussed. Historical, social, and/or cultural setting is noted but may not be tied to its importance to the book itself. Additionally, some connections and possible theme(s) are included. Student literary commentary and essential text quotes may be included but are sparing or vague. Questions and topics for discussion are listed at the end of the journal.

**“1” Journal:** This journal is more of a summary rather than an analysis. Author’s writing style and his use of literary elements and devices are, at times, noted and analyzed, yet analysis is superficial. Essential major and minor characters are glossed over. Historical, social, and/or cultural setting is may be noted but is not logically tied to the book itself. Connections and possible theme(s) are may be included but have little being on the academic quality of the work. Student literary commentary and essential text quotes may be included but are sparing or vague. Questions and topics for discussion are listed at the end of the journal but are not very insightful or original.