Welcome Rising Sophomore English Students!

The summer reading assignment is to select one of the below books and read it prior to the first day of school. While you read, annotate your book to track your thinking. See the attached suggestions on how to annotate and the list of thematic questions to consider below. You should also annotate to reflect your personal thoughts and connections. This will assist you in the essay we will complete at the beginning of the school year.

In other words, you will need to read this book to gain a full understanding of the plot, characters, literary devices, symbols/motifs and themes. For this assignment you will be required to bring your book and be prepared for an assessment the first full week of class. **This assignment will be worth 25 points in the Literature & Language category of your first quarter grade**.

In class, you will demonstrate your knowledge with an essay. I will be asking you to reflect on one of the following questions, all of which are thematic questions from each unit of English II and AP Seminar:

- What has this work taught you about portrayals of fear?
- What have you learned about the nature of being an outsider from this work?
- What has this work taught you about power and freedom?
- What have you learned about forgiveness from this work?

Book title options for Sophomores:	**Author:**
Patron Saint of Nothing	Randy Ribay
Purple Hibiscus *	Chimamanda Ngozi Adiche

**Purple Hibiscus* has been used in AP Lit exams. If you are in AP Sem or wanting to be, you must read *Purple Hibiscus*

If you have any questions during the summer, please send me an e-mail (but be patient in waiting for a response; I am only checking work email once a week during the summer). This assignment is also available on Google Classroom along with other resources that may be helpful. Please join the Summer Reading Class of 2029 class with code **5d6okvf**.

Best regards,

Mrs. Alison Nichols
English Department
Athletics Department
nichols@cchsca.org

Assignment: Read one of the Sophomore summer books before the first day of school. We will take a comprehension/reading quiz the first week of school for English II and an in class essay for AP Seminar. Annotating your book or taking notes on literary devices, connections, questions and/or analysis for the thematic questions listed above will help you with your understanding and assist you with completing a project on your novel. Highlighting by itself is not considered annotating.

Annotation Guide Suggestions

Your annotations may include the following topics but should also include your own ideas, thoughts, questions and connections.

- Thematic Ideas: see questions on previous page
- Historical context or implications: note what in history has impacted the story. (i.e. military coups, post-colonialism, Philippine drug wars, freedom of press
- Literary Devices: explain the significance of literary devices. Some examples are:
    - Figurative Language (simile, metaphor, hyperbole, personification, allusion, irony, etc)
    - Diction (Choice of words, speech: colloquial, formal, dialogue, etc)
    - Point of view (first-person, third-person, etc)
    - Tone (the attitude of the author toward the subject such as humorous, serious, sarcasm, grave, serious, etc.)

- Symbols or Motifs
- Plot: Exposition Rising Action, Climax, Falling Action, Resolution

Three methods for annotations

Sticky note method - Students use sticky notes directly on the page or they use page markers or tabs at the edge of the pages to write out their label and significance. (*my personal preference)

In book method - Students highlight and write in the margin area in the book, label the topic of the annotation, and write out the significance directly on the page.

Annotation sheet method - Students can use an annotation sheet and hand write the page number in the margin of their binder paper. Then, label the topic and have handwritten commentary (significance).