



## Fort Collins High School Pre-AP English 9: Summer Reading Assignment



Pre-AP English 9 at Fort Collins High School provides an important foundation for future high school Advanced Placement English courses. It is the preparatory class for Pre-AP World Literature and Composition – as well as AP courses in language and literature taken in the junior and senior years. The primary aim of this **honors course** is to build skills in writing, thinking, and speaking about literature and informational texts.

This summer reading assignment is intended to help prepare you for your year of critical thinking in Pre-AP English 9. One of the expectations of this course is that you demonstrate **high-level contemplation** about the literature and information we read. This summer reading assignment is a chance to practice this skill, to keep you reading over the summer months, and to expose you to more non-fictional material.

Your assignment is to read one piece of non-fiction and complete a **reader's log** (see the reader's log assignment expectations below). You may choose any piece of at-grade-level (1,000 lexile level or above – reference [www.lexile.com](http://www.lexile.com)) **non-fiction** - a minimum of 150 pages in length. While you are only asked to read one text, please feel free to read more. *The more you can read over the summer, the better!*

**Examples of appropriate texts (and lexile levels):** *Why We Can't Wait* (lexile: 1,200), *The Glass Castle* (1,010), *The Immortal Life of Henrietta Lacks* (1,140), *Into Thin Air* (1,320), *A Walk in the Woods* (1,210)...

On the first day of class, please be prepared to share your reactions of the piece of **non-fiction** you read and to turn in your reading log.

### - Reader's Log Assignment Expectations -

As you are reading your text, you will be completing this reading log assignment in order to demonstrate **thoughtful analysis** of your text.

The reading log will be similar in nature to a *dialectical journal* (in essence, a dialogue with the text). It will be an opportunity for you to engage thoughtfully with the text and to demonstrate higher-level thinking about what you are reading. This assignment will be formatted into two columns (see below) - one column will be labeled **Text** and the other column will be labeled **Analysis**.

Roughly, every 10-15 pages in the text (for a 150-page text – roughly every 20 for a 200-page text), you will pull out a quotation that you feel is significant to the piece, important to development, helpful in understanding the cultural aspects of the book, an interesting use of figurative language, or vital in connection to the non-fictional concept or event. This quote should be a minimum of 4-5 lines (but not so broad that it encompasses multiple pages), and it should be thoughtfully selected. You will type or write the quote in the column labeled **Text** (and include the page number). In the column labeled **Analysis**, you will be discussing this quote and its implications. Each response should be a minimum of 7-10 sentences. You should be offering your analysis and explaining why you deem it an important quote. **DO NOT JUST SUMMARIZE YOUR QUOTATION**—you will not receive any credit for doing a summary.

**You should include the total number of pages in your book and feature at least 10 entries in your Reader's Log.**

Your reading log will follow the format below:

Title of Book: \_\_\_\_\_

Author of Book: \_\_\_\_\_

Total Number of Pages: \_\_\_\_\_

Text	Analysis
"Quote goes here" (page number).	<p><b>Some guiding questions (don't do the same for every entry):</b></p> <p><b>1.</b> Does this passage offer an alternative <b>cultural portrait</b>—of life in another country or region of your country?</p> <ul style="list-style-type: none"><li>• What <b>observations</b> are made in the book? Does the author examine economics, politics, family traditions, the arts, religious beliefs, language, or food?</li><li>• Does the author <b>criticize or admire</b> the culture? Does he/she wish to preserve or change the way of life? Either way, what would be risked or gained?</li><li>• What is <b>different</b> from your own culture? What do you find most surprising, intriguing or difficult to understand?</li></ul> <hr/> <p><b>2.</b> Does this passage relate to the <b>central idea</b> discussed in the book? What issues or ideas does the author explore? Are they personal, sociological, global, political, economic, spiritual, medical, or scientific?</p> <hr/> <p><b>3.</b> Does this passage capture an issue that <b>affects your life</b>? How so—directly, on a daily basis, or more generally? Now or sometime in the future?</p> <hr/> <p><b>4.</b> Does this passage contain <b>evidence</b> that the author uses to support the book's ideas? Is the evidence convincing, definitive, or speculative? Does the author depend on personal opinion, observation, and experience? Or is the evidence factual—based on science, statistics, historical documents, or quotations from (credible) experts?</p> <hr/> <p><b>5.</b> What kind of <b>language</b> does the author use in this passage? Is it objective and dispassionate? Or passionate and earnest? Is it polemical, inflammatory, sarcastic? Does the language help or undercut the author's premise?</p> <hr/> <p><b>6.</b> What are the <b>implications</b> for the future – based on this segment of the text? Are there long- or short-term consequences to the issues raised in the book? Are they positive or negative...affirming or frightening?</p> <hr/> <p><b>7.</b> Does your selected passage contain <b>controversial</b> issues raised in the book as a whole? Who is aligned on which sides of the issues? Where do you fall in that line-up?</p> <hr/> <p><b>8.</b> In response to your passage, what have you <b>learned</b>? Has it broadened your perspective about a difficult issue—personal or societal? Has it introduced you to a culture in another country...or an ethnic or regional culture in your own country?</p>

**Printed or Handwritten Reader's Log due on Monday, August 26th .**



**Questions? E-mail** Mr. Schneider (mschneid@psdschools.org)  
Mr. Clarke (eclarke@psdschools.org), or Ms. Song (tsong@psdschools.org)

