

**2024 Summer Reading Requirements for  
12<sup>th</sup> Grade Advanced Placement English IV and Dual Credit Composition English (KISD  
courses ENGLISH 4-AP and ENGLISH 4 DUAL SAC)**

Dear AP Literature and DC Composition students,

Welcome to your senior English class! This year in school will be like no other in your school career in so many ways. I am glad that you have decided to challenge yourself in an advanced English class. You will reap the rewards of your decision in both the college credit offered and the preparation for the pace and rigor of college by taking this class.

You will be reading a variety of literature this year that has been chosen based on literary quality and suitability in forming analytical reading skills and encouraging higher-order thinking.

This year for your summer reading requirements, choose **ONE** of the following novels:

*Wuthering Heights*, by Emily Bronte  
*A Tale of Two Cities*, by Charles Dickens  
*The Mayor of Casterbridge*, by Thomas Hardy

We have copies of these books available for you to check out, or you may purchase your own copy. If you choose to check out a school copy, come by and see me in G 214 to check it out. If you purchase your own copy, any **unabridged** version is fine. Bring your copy of the book to school on the first day of class. During the first grading period, we will have assignments over the summer reading selections using your copies of the works, which will enable you to incorporate textual proof and references into your writing.

I suggest that you annotate as you read. If you use a school copy, don't write in the book, but rather use post-it notes or strips of paper for your annotations. If you purchase your own copy, you may of course annotate any way you see fit. Either way, annotation is a really good way to read carefully and thoughtfully. See the back of this letter for specific annotation suggestions.

I look forward to getting to know each one of you during your senior year in high school!

Please email me if you have any questions at the address listed below.

Josh Tindell  
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## **Annotation Guidelines**

Annotating a text is like having a conversation with a book—it allows the active reader to ask questions, comment on meaning, and mark events and passages he or she wants to revisit. Annotation allows readers to organize their understanding of a text.

### **Annotation Instructions**

(modify if this is a school copy—as noted, use Post-it notes or strips of paper, don't write on the page)

- Make brief notes at the top, bottom, or sides of the page that comment on important topics/themes.
- On the pages, write questions that occur to you about these topics/themes.
- Highlight words, images, and details that relate to these topics/themes.
- Mark key ideas and note your reflections about them.
- When you have an idea while reading the text, note it in the margin.
- If you have a question about one of the topics/themes, that you have been looking at, write it on the page when it first occurs to you.
- Don't mark too much. If you mark everything, nothing will stand out.
- Use brackets, checks, stars, bullets, or asterisks to mark very important items or details you want to return to later. Have a consistent system to your markings.
- Move beyond the text to connect to universal meaning. Ask, "How does this connect with my life—with all human beings—in the world today?" and note these thoughts.
- Connect the themes you found with your own experiences and with universal meaning.

Annotation requirements adapted from: *Laying the Foundation: A Resource and Planning Guide for Pre-AP English Grade 9*. Dallas: Advanced Placement Strategies, Inc., 2004.