

AP English Language and Composition Summer Reading Assignments For the 2026-27 School Year

Summer Assignment PART I: Use the following list and choose a NONFICTION book from 2018-2024:

<https://www.nationalbook.org/national-book-awards/search/?type=category&search=nonfiction>

- Go to the link above.
- Click on any **nonfiction** book (from 2018-2024) that appeals to you, **with the exception of *Fire Weather* and *Killers of the Flower Moon***. Once you click on it, you can read more about the book and its author to decide if it's the right choice for you.
- Purchase the book because you will annotate it and turn it in.
- **Bring your annotated book to turn in on the first day of class**

❖ **NOTE: if you start reading a book and DISLIKE it, please choose ANOTHER book.**

❖ ANNOTATIONS OF YOUR NONFICTION BOOK CHOICE:

1. Write at least **THREE** comments per chapter. Meaningful fragments are fine; single words are not. (Every comment does not need to be a complete sentence.)

2. **Number each annotation** so that you can keep track of the total number of comments that you have (and to make grading them easier).

3. Follow the guidelines below:

WRITE LEGIBLY, IN BLUE OR BLACK INK, in the book itself. WE READ THESE, SO WRITE NEATLY!

- **Writing in the page margins:** Record your ideas about the text. You might identify a language strategy and attempt to explain its purpose. You might interpret the writer's underlying meaning. You might record your thoughts or emotions in reaction to the text. You might pose important questions to the author. *On occasion*, you might summarize an especially complex passage into a simpler form. (However, **do not summarize** all passages. Annotations for AP Lang should show CRITICAL READING AND CRITICAL THINKING.)
- **Underlining (No highlights!):** Reserved for the use of various language strategies (metaphor, imagery, repetition, allusion, contrast, anecdote, personification, irony, rhetorical question, word choice, reference, among many others), insightful comments made by the writer, or language that – in your mind - clarifies the author's purpose. *An explanatory note in the margin explaining why the text is underlined must accompany all underlined text. Your notes should avoid simplistic labels, such as "simile" or "weird imagery."* The best annotations will include fully developed thoughts and observations about the author's use of language.
- **Circling unfamiliar words or phrases:** Identifies a word or expressions whose meaning you do not understand. LOOK IT UP! Write the meaning in the margin. Do not leave these words undefined. Definitions do NOT count toward your minimum annotations.
- **P, E, L: Label** instances where you see particularly skilled uses of pathos, ethos, and/or logos with **P, E, L** and comment on the author's purpose or the effects on the reader.
- **Blank pages within the book:** Use any blank pages in the book to create a "visual map" of your reading experience. Use bubbles or clouds filled with text and linked by arrows to illustrate your evolving understanding of the chapter or book: its purpose, its central claims, its reoccurring themes, its use of evidence, the author's main objective, and the author's biases, among many others.

Annotation Rubric: Read carefully and refer to this so that you fulfill requirements accordingly.

The following rubric, based on completion, quality, and thoroughness, will be used to evaluate the annotations:

Grade A: Evidence of copious, perceptive, and targeted annotations, many of which are fully developed ideas and guided by all of the assignment directives. The quality and the persistence of these annotations reveal an obvious and uncommon reading ability. This reader sees things other readers fail to see. And this reader articulates what he sees exceptionally well.

Grade B: Marked by numerous, specific, and well-targeted annotations, many of which are guided by the assignment directives, although they might be less perceptive, less developed, or less effectively articulated. While these annotations might be very strong, they lack some degree of perceptiveness, development, or articulation that differentiates them from the finest annotations.

Grade C: Characterized by a fair amount of annotations of various qualities, some of which are guided by the assignment directives, while others are not. Students tend to summarize or to state the obvious. Some annotations consist of simplistic labels, not fully developed ideas. Although the annotations are “finished,” there are noticeable limitations in quality, variety, or in development. Some of the more important passages of the book lack sufficient annotations. These annotations can be improved.

Grade D: Too few annotations or the annotations are consistently unspecific. Annotations serve as simplistic labels or underdeveloped ideas, or they regularly ignore the assignment directives. Gaps might occur. The student might mark the text without annotating in the margins. Generally, the annotations do not fully adhere to the guidelines specified by the assignment.

Grade F: Few annotations are present or annotations are only present at the beginning or ending of the book. Sizable gaps persist. What annotations are present are sporadic, underdeveloped, inconsistent, or merely perfunctory. The teacher questions whether the student read the entire book.

Adapted from <http://www.btcatholic.org/upload/2016APEnglishLanguageCourse128SummerAssignment.pdf>

- ❖ Email your teacher if you have questions. (Allow at least 48 hours for a response.) Please do not wait until the weekend before school begins to email with questions—or to complete this assignment.

Summer Assignment PART II:

Independent Reading Book Review/Analysis

PART II: For your nonfiction choice book reviews/analysis, depending on your teacher, you may be asked to give a presentation, write an essay, or possibly both. **The previously described annotations will help you with these assignments.** For both the presentation and/or the essay you will be responsible for providing the following:

1. Synopsis of book, including how it ends—of course, endings are often *different* with nonfiction works. Many times, there is less resolution.
 - a. If your synopsis contains a “spoiler alert,” warn viewers that it is coming so they can skip ahead if they wish.
2. What you liked specifically
 - a. Vividly discuss the things you enjoyed about your book. Focus specifically on the writer’s style and claim (his or her position on the topic). Consider pathos, ethos, and logos.
3. What you disliked specifically
 - a. Were there things about your book you did not enjoy? Describe them specifically, explaining what aspects you disliked and WHY. Remember if you HATE the book, stop reading it. Choose another!
4. Why others should read your book
 - a. What can readers learn from it?
 - b. What does it make the reader consider?
 - c. How does it help us see things differently?
5. The manner in which the author utilizes ethos, logos, and pathos to achieve his or her purpose.

Note: Presentations and/or essays will not occur during the first week of school. You will be able to ask your teacher questions about them during the first week.

REMINDER: you may NOT choose *Fire Weather* or *Killers of the Flower Moon*.