

## 11 AP English Language and Composition

### Summer Reading 2026

**Purpose:** The purpose of your summer reading assignment is to begin working towards the main goals of this course - to develop critical literacy and to become a global citizen. The books you choose, and the resources presented in the assigned text, will give you exposure to new knowledge and ways of thinking, which are both essential for an AP Language and Composition student.

#### **Your Tasks:**

- **Read the Introduction and Chapter 1 of *They Say, I Say*** — you can find these chapters as a PDF on your school’s summer reading website (shared in your English classes and linked on your school’s website). Please read these two chapters and be prepared to discuss and work with the content in them. You do not have to complete the exercises at the end of the chapters, but you should take notes in a format that works for you as you read so that you’re prepared to thoughtfully engage with these chapters.
- **Read two books** — one from each of the lists on the next page. These are memoirs and informative non-fiction books that explore different components of our world. There is no assignment with this reading; please read with intention and be ready to work with both books when we return to school. You might choose to mark passages that stand out to you with sticky notes while you read. Please keep in mind that these books have all been published at various times; if you are seeking something current or something older, please check the publication date to help you select your book.

#### **Controversial Text Content Note from the College Board:**

*Issues that might, from particular social, historical, or cultural viewpoints, be considered controversial, including references to ethnicities, nationalities, religions, races, dialects, gender, or class, may be addressed in texts that are appropriate for the AP English Language and Composition course. Fair representation of issues and peoples may occasionally include controversial material. Since AP students have chosen a program that directly involves them in college-level work, participation in this course depends on a level of maturity consistent with the age of high school students who have engaged in thoughtful analyses of a variety of texts. The best response to controversial language or ideas in a text might well be a question about the larger meaning, purpose, or overall effect of the language or idea in context. AP students should have the maturity, skill, and will to seek the larger meaning of a text or issue through thoughtful research.*

MEMOIRS (CHOOSE ONE):	INFORMATIVE NON-FICTION (CHOOSE ONE):
<ul style="list-style-type: none"> <li>• Maya Angelou, <i>I Know why the Caged Bird Sings</i></li> <li>• Ta Ne-hisi Coates, <i>Between the World and Me</i></li> <li>• Hua Hsu, <i>Stay True</i></li> <li>• Stephen King, <i>On Writing: A Memoir of the Craft</i></li> <li>• Maxine Kingston, <i>The Woman Warrior: Memoirs of a Girlhood Among Ghosts</i></li> <li>• Kiese Laymon, <i>Heavy</i></li> <li>• Ann Lamott, <i>Bird by Bird</i></li> <li>• James McBride, <i>The Color of Water</i></li> <li>• Frank McCourt, <i>Angela’s Ashes</i> or <i>Teacher Man</i></li> <li>• Jenette McCurdy, <i>I’m Glad My Mom Died</i></li> <li>• David Sedaris, <i>Me Talk Pretty One Day</i></li> <li>• Tracy K. Smith, <i>Ordinary Light</i></li> <li>• G.B. Tran, <i>Vietnamerica</i></li> <li>• Qian Julie Wang, <i>Beautiful Country</i></li> <li>• Richard Wright, <i>Black Boy</i></li> <li>• Malala Yousafzai, <i>I Am Malala</i></li> </ul>	<ul style="list-style-type: none"> <li>• Katherine Boo, <i>Behind the Beautiful Forever: Life, Death, and Hope in a Mumbai Undercity</i></li> <li>• James Brown, <i>The Boys in the Boat</i></li> <li>• Truman Capote, <i>In Cold Blood</i></li> <li>• Susan Cain, <i>Quiet: The Power of Introverts in a World That Can’t Stop Talking</i></li> <li>• Caroline Criado Perez, <i>Invisible Women: Data Bias in a World Designed for Men</i></li> <li>• Barbara Demick, <i>Nothing to Envy: Ordinary Lives in North Korea</i></li> <li>• Barbara Ehrenreich, <i>Nickel and Dimed: On (Not) Getting By in America</i></li> <li>• David Epstein, <i>The Sports Gene: Inside the Science of Extraordinary Athletic Performance</i></li> <li>• Sheri Fink, <i>Five Days at Memorial: Life and Death in a Storm-Ravaged Hospital</i></li> <li>• Linda Flanagan, <i>Take Back the Game: How Money and Mania Are Ruining Kids Sports—and Why It Matters</i></li> <li>• Malcolm Gladwell, <i>Blink, David and Goliath, or Outliers</i></li> <li>• John Green, <i>Everything is Tuberculosis: The History and Persistence of our Deadliest Infection</i></li> <li>• Jonathan Haidt, <i>The Anxious Generation</i></li> <li>• Laura Hillenbrand, <i>Unbroken</i></li> <li>• Patrick Keefe, <i>Empire of Pain: The Secret History of the Sackler Dynasty</i></li> <li>• Jon Krakauer, <i>Missoula: Rape and the Justice System in a College Town</i></li> <li>• Steven Levitt &amp; Stephen J. Dubner, <i>Freakonomics</i> or <i>Think Like a Freak</i></li> <li>• W. David Marx, <i>Status and Culture: How our Desire for Social Rank Creates Taste, Identity, Art, Fashion, and Constant Change</i></li> <li>• Christopher McDougall, <i>Born to Run</i></li> <li>• Daniel H. Pink, <i>When: The Scientific Secrets of Perfect Timing</i></li> <li>• Ben Rawlence, <i>City of Thorns: Nine Lives in the World’s Largest Refugee Camp</i></li> <li>• Rebecca Skloot, <i>The Immortal Life of Henrietta Lacks</i></li> <li>• Margaret Shetterly, <i>Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race</i></li> <li>• Bryan Stevenson, <i>Just Mercy</i></li> </ul>