AP Lit Summer Reading 2026
I have chosen summer reading books that will be both entertaining and useful to your future studies. Please plan to purchase your own copies of each of these books so that you can take copious margin notes, while reading. You should be marking passages that demonstrate themes, literary devices, important quotes, etc. When you read the novels, apply any note ideas that appear in *How to Read Literature Like a Professor*.

Works:
Read this book first:
How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines by Thomas C. Foster **PLEASE BE SURE TO GET THE REVISED EDITION**. The older edition is quite different from the new one that we will use. See below for the corresponding assignment.

<u>Paired Assessment with</u> *How to Read Literature Like a Professor*

Directions: Part 1: While you are reading *How to Read Literature Like a Professor*, please take notes on each chapter and be prepared to discuss your findings, with the class, during the first few days of school. Taking thorough notes on this book will better prepare you for the discussions that will take place throughout the year, and help you grasp a better understanding of the type of critical thinking needed to be successful in this class and college next year. Please type 25 (total) specific ideas that you find interesting in the book. These should be a sentence or two in length. Please also include quotes in your responses- I will be collecting this for credit on the first day of school.

Part 2: You will be required to read one book of your choice from the list below. AP students should always be annotating, while they read, to better understand a text. I encourage you to purchase a copy of these books, so you can annotate and make notes accordingly.

Next, read ***<u>any one</u>*** of the following

- *1984* by George Orwell
- *The Road* by Cormac McCarthy
- *Never Let Me Go* by Kazuo Ishiguro
- *Native Son* by Richard Wright
- *The Poisonwood Bible* by Barbara Kingsolver
- *Crime and Punishment* by Fyodor Dostoevsky
- *Great Expectations* by Charles Dickens
- *Wuthering Heights* by Emily Bronte

Part 3: Explain how **SEVEN** chapters from *How to Read Literature like a Professor* apply to your literary fiction choice.

*As you read, respond to 7 of the following questions/prompts thoughtfully, applying the ideas to your reader's choice novel. Some questions may not fit your chosen novel, so only choose questions that do for that specific text. For each of the chapters you choose, write a well-crafted one page response, explaining how the ideas in your selected chapter can be applied to your literary fictional pick. Each response should be in complete sentences and, at minimum, one page in length double spaced. This assignment should be typed, 12 point font, and in Times New Roman. Support your claims with carefully formatted quotations and details.

Your seven one-page responses will be due at the start of the 2026-2027 school year.

-Chapter 5 (Chapter 4 Revised 2013 ed.) – Now, Where Have I Seen Her Before?

1. Define intertextuality. Discuss three examples that have helped you in reading your student choice novel.

-Chapter 8 (Chapter 7 Revised 2013 ed.) – Hanseldee and Greteldum

2. Think of how your student choice novel reflects a fairy tale. Discuss the parallels. Does it create irony or deepen appreciation?

-Chapter 10 (Chapter 9 Revised 2013 ed.) – It's More Than Just Rain or Snow

3.Discuss the importance of weather in your student choice novel, not in terms of plot.

Chapter 10 Revised 2013 ed. — Never Stand Next to the Hero

4.What is the "surrogacy phenomenon" and what purpose does it serve in a narrative? Give an example from your student choice novel and explain how it fits the surrogacy phenomenon.

Chapter 11 – …More Than It's Gonna Hurt You: Concerning Violence

5.Present examples of the two kinds of violence found in your student choice novel. Show how the effects are different.

Chapter 15 – Flights of Fancy

6.Explain how flight signifies escape or freedom in your student choice novel. Explain in detail.

Chapter 18 – If She Comes Up, It's Baptism

7. Think of a "baptism scene" from your student choice novel. How was the character different after the experience? Discuss.

Chapter 19 – Geography Matters…

8. Discuss at least four different aspects of your student choice novel that Foster would classify under "geography."

Chapter 21 – Marked for Greatness

9.Select a character with a physical imperfection from your student choice novel and analyze its implications for characterization.

Chapter 25 (Chapter 24 Revised 2013 ed.) – Don't Read with Your Eyes

10.After reading Chapter 25, choose a scene or episode from your student choice novel. Contrast how it could be viewed by a reader from the time when it was published with how it might be viewed by a contemporary reader. Focus on specific assumptions that the author makes, assumptions that would not be made in this century.

Chapter 25 (Revised 2013 ed.)— It's My Symbol and I'll Cry If I Want To

11. What are some strategies for dealing with non-standard or "private" symbols in texts? Give an example of odd or uncommon symbolism from your student choice novel. How did you figure out the meaning of the text and the symbolism?

Chapter 26 – Is He Serious? And Other Ironies

12. Explain the multivocal nature of the irony in your student choice novel.

Part 4: As a heads up: There will be an AP-style timed writing prompt assigned to you in the first few days of school. You will use your fictional summer reading text to respond to the prompt. You will not know the prompt until the day of the assessment; this will help me gauge where your writing falls on the statewide rubric.

Please feel free to reach out via email if you have any further questions regarding the work or the structure of the class in general. I'm happy to help, and I look forward to a wonderful year of learning together.

Best regards,

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