Mansfield ISD Reads!

AP English III

Reading during the summer months helps maintain reading fluency, build vocabulary, and enhance comprehension. Athletes, musicians, and dancers know that if they did not practice their skills for several months, their skills might diminish. The same applies to reading. Research shows that if you do not read for several months, you lose some of your skill.

Current research shows that giving students choice in selecting their summer reading books:

- Has a significant impact on their academic success;
- Encourages the joy of reading;
- And combats summer reading loss and promotes reading development.

Every MISD English III student is highly encouraged to read a book of their choice this summer from their grade level title list. Books were chosen for their literary merit and from the district-approved reading list.

Students should be prepared to discuss their reading with classmates and English/Language Arts teachers next school year. While giving students choice is designed to make the reading more fun for students, it will be important for parents to be involved in book selections. Parents and students will want to preview their potential book choice prior to reading and discuss if the book is the “right fit” for the student. One quick way to preview the subject matter is to read reviews from online sites like Barnes & Noble, Amazon, or Goodreads.com. Prior to the end of the current school year, students are also encouraged to seek help from their teachers in making book selections.

Books are available to check out from school libraries and local public libraries. Books can also be purchased at any local book store.

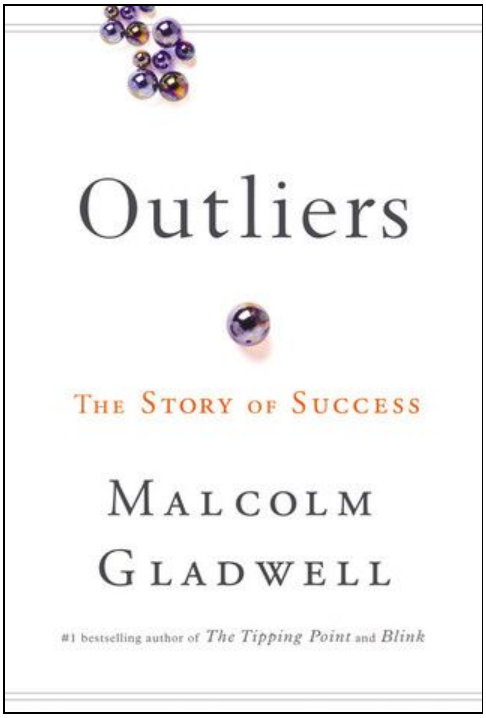
Thank you for supporting reading and creating lifelong learners in our students.

Kristi Gonzales
Secondary ELAR Coordinator

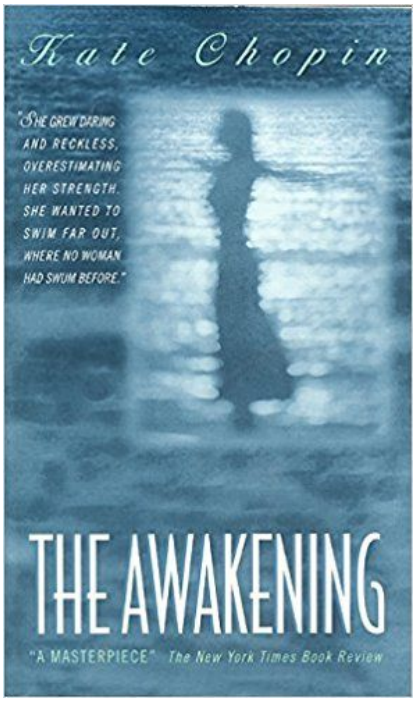
STEPS TO SUCCESS - AP English III
Summer Reading

STEP 1
Select one of the following novels to read over the summer.

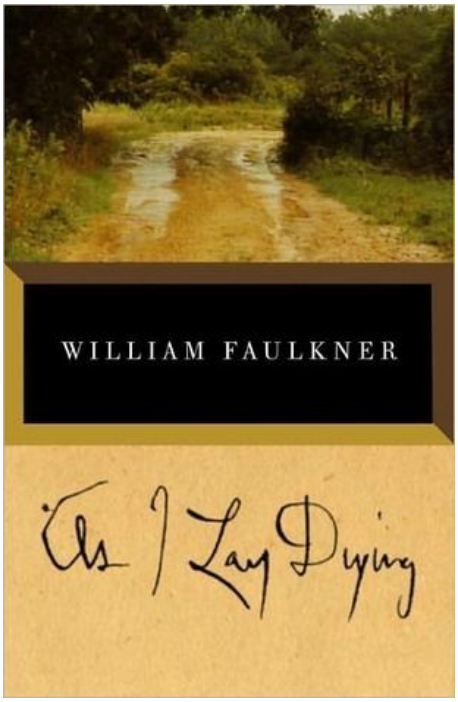
Outliers: The Story of Success by Malcolm Gladwell



The Awakening by Kate Chopin



As I Lay Dying by William Faulkner



STEP 2

While reading, students are encouraged to annotate their chosen novel to assist in their comprehension. If a student is unable to mark up and make notes in their chosen book, they may use sticky notes. If a student is reading a digital copy of their chosen novel, most digital devices have annotation tools for marking up texts.

How do I annotate?

- Underline or highlight the major points.
- Circle keywords or phrases that are confusing or unknown to you.
- Write notes in the margins restating the author's ideas.

What kinds of things should I annotate?

- words and phrases that wowed you or confused you
- important scenes or key sections of dialogue
- character descriptions, key decisions, motivations, and flaws
- questions and inferences that pop into your head as you are reading
- connections you make to other texts, films, t.v. shows, or to your personal life
- figurative language (allusions, alliteration, metaphors, similes, etc.) used effectively

STEP 3

As you are reading and annotating, think about these questions. Be prepared to discuss questions like these during the first week(s) of class:

- What confused you or surprised you in this text?
- As you read this text, describe how you felt. For example, were you bored, caught up, thinking about characters, thinking about how you might react if in the same situation, enjoying the author's writing style, or enjoying the humor or suspense?
- Which events in the text are most connected to the setting?
- Which character or characters did you think learned the hardest or most important lessons in this text? Why did you choose that character?
- Which character changed the most in the text? How did that character change? What did you learn about that character in watching that change? What did you learn about yourself?
- Which passage in the text would you consider most significant or most important? Why? Did that passage help shape what you considered to be the message of this text?
- The plot (the series of events in the text) and the theme (the lesson or message you take away from text) are not the same. Think of the text you just read. What is the plot? What is the theme? How does the plot relate to or affect the theme?
- Why did the author chose the narrator he or she did to tell this story?

If you have any questions or concerns, please contact one of the teachers below. Have a good summer!

Frontier High School: Karen Anthony – karenanthony@misdmail.org
Lake Ridge High School: Linda Rink – lindarink@misdmail.org
Legacy High School: Lisbeth Bennett – lisbethbennett@misdmail.org
Mansfield High School: Cindy Bridges – cindybridges@misdmail.org
Summit High School: Carol Boles – carolboles@misdmail.org
Timberview High School: Peter Downing – peterdowning@misdmail.org
The Phoenix Academy: Desiree Bordonali – desireebordonali@misdmail.org

Mansfield ISD contact: Kristi Gonzales – kristigonzales@misdmail.org