

West Seneca West Senior High School
3330 Seneca St.
West Seneca, NY 14224

June 2019

Dear AP English Students and Parents / Guardians,

Summer reading is part of West Senior's English curriculum. Reading books during the summer helps develop lifelong reading habits. Also, it assists students in preparing for the New York State Common Core Exam and the Advanced Placement Exam.

Listed below is the summer reading title for AP English. While not a requirement, I highly recommend purchasing the book so students can annotate the text as they read. Books may also be borrowed from the public library. It is also recommended students have a copy of the book for class during the first two weeks of school.

Students should read the text and complete the *Enriched Program Summer Reading Journal* by the end of August. Students will turn in their Enriched Program Reading Journals during the first week of classes. This assignment and additional classwork on the book will be assessed in the first marking period.

AP English with Mrs. Carlone (grade 12 students)

Read *The Scarlet Letter* by Nathaniel Hawthorne and keep a reading journal according to the directions on the *Enriched Program Reading Journal* criteria.

Sincerely,

Mrs. Carlone

Enriched Program Reading Journal Criteria

Complete the following for *The Scarlet Letter* (AP English). Do NOT read “The Custom House.”

As you read, complete journal entries according to the directions below. The number of entries should reflect complexity and length of the text you are analyzing for class; you should have at least 24 entries.

Do not consult online resources or other literature guides for assistance.

Directions:

- In the textual evidence column, you will write exact quotes using ellipses (. . .) for long passages and enclosing text in quotation marks. Document page number, speaker, and any other information necessary for recall.
- In the commentary column, you will record your thoughts and reactions using the reading strategies listed below. Each entry must be labeled according to the strategy used, i.e. (P) for a prediction you are making or (LT) for identification of a literary term and its use.
- Your textual evidence should be collected evenly throughout the book, reflecting consistent journal-keeping effort. The accompanying commentary must demonstrate use of all reading strategies and insight, a focus on details, and the beginning of analysis.

Examples of Journal Entries:

TEXTUAL EVIDENCE	COMMENTARY
1. “I know I fib a good deal. After all, a woman’s charm is fifty percent illusion, but when a thing is important I tell the truth, and this is the truth: I haven’t cheated my sister or you or anyone else as long as I have lived.” (sc. 2, p.41) <i>Blanche to Stanley when he questions her about losing Belle Reve</i>	The word “illusion” seems consistent with Blanche’s character. She is secretive about her age and concerned about how she looks, as if she is trying to be someone she is not. Could illusion be part of the theme of the play? (DS) (Q)
2. Description of “shadows and lurid reflections” and prostitute struggling with drunkard until police officer breaks it up; Negro woman comes along and takes purse that prostitute dropped (sc. 10, p. 128)	Does Blanche see this scene played out or is it only for the eyes of the audience? This scene of struggle might serve as foreshadowing for what is about to happen between Blanche and Stanley. Is the purse symbolic of something Blanche will lose, like the high-class persona she tries to portray? Do the sequins represent Blanche’s false decadence? (LT) (Q) (P)

Reading Strategies:

(C) CONNECT: Relate to a quote, description, character, setting, etc. by connecting it to your own life, another text, or to the larger world.

(P) PREDICT: Anticipate what might happen in the story based on details and plot.

(Q) QUESTION: Address any confusion by posing a question about a quote, passage, character, etc. – Who? What? When? Where? Why? How?

(CL) CLARIFY: Answer questions you raised earlier to aid your understanding of the plot, a character’s motivation, etc. Confirm that earlier predictions you made were true or comment on how the story took a different course than anticipated.

(DS) DETERMINE SIGNIFICANCE: Explain why you think the line, passage, or description is important. How is it connected to other events? What does it reveal about theme?

(LT) LITERARY TERM: Consider techniques, such as symbols and allusions, the author uses to reveal theme. How does the author use diction and dialogue to reveal character? What is the author’s tone?