



# Louis D. Brandeis High School

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## Pre-AP English I Summer 2018 Reading Requirements

Incoming freshmen enrolled in a Pre-AP English I course are required to complete the summer reading assignments as indicated below. Contact one of our English I Pre-AP teachers at [Lisa.Braddam@nisd.net](mailto:Lisa.Braddam@nisd.net) with any questions, please.

**Please Note:** When selecting/purchasing novels, electronic versions are not acceptable based on our needs in the classroom once school starts.

### Pre-AP English I Reading Requirements:

***Animal Farm*** by George Orwell **AND** a self-selected mystery/thriller novel by one of the following authors\*:

David Baldacci  
Mary Higgins Clark  
Patricia Cornwell  
Sue Grafton  
Tony Hillerman  
Michael Palmer  
John Saul



Agatha Christie\*\*  
Michael Connelly  
Janet Evanovich  
Mark Haddon  
P.D. James  
James Patterson\*\*\*

\*Please be sure the novel you choose by one of these authors is in the mystery/thriller genre.

\*\*If choosing Agatha Christie, you may NOT use *Murder on the Orient Express*.

\*\*\*If choosing James Patterson, you may NOT use "Bookshots" versions or *I Funny* series.

### Written Assignment:



Students in English I Pre-AP do not have a formal written assignment over these two works; however, students are expected to **read and annotate the texts closely** (including using the strategies recommended on the next page) in order to keep track of important story elements such as setting, characterization, conflict, theme, etc.

Students can expect a reading **quiz** during the second week of school, and there will also be **major grade assignments** during the first and second six weeks of school that pertain to the summer reading.

*Students in English I regular classes are encouraged to read a self-selected work for extra credit.*

## English I Pre-AP: Annotation Strategies

**Purchasing new or used physical copies of the novels is highly encouraged so that, wherever possible, students can annotate directly within their books.** However, if novels have been borrowed, students may annotate on notebook paper instead. *(As noted previously, electronic versions of the novels are not acceptable based on our needs in the classroom.)*

**Using all 3 of the following annotation methods would be most beneficial as students read.**

- **General annotations:** While reading, have a pen/pencil in hand and underline anything that stands out as important or interesting. In the margins, briefly note WHY you've marked such passages: what do they reveal about characterization, setting, conflict, theme, point of view, irony, literary elements, foreshadowing, etc? Look up/Define vocabulary you are unfamiliar with as well.
- **Chapter summary:** At the end of each chapter, write a 3-5 sentence summary of that chapter. This will help you read actively, identifying the high points of each chapter. Once school begins, these chapter summaries will also provide you detailed plot reminders when you study for your quizzes and when you extract specific evidence for major projects.
- **Character chart:** Create a character chart for all characters in the novel similar to the one below. This will help you define each character as well as determine his/her purpose in the novel, motives, etc.

Character's Name	Description of Character		Significance of Character to Story <i>(Why is this character important to the story? In other words, how does he/she specifically impact the plot/farm/other characters?)</i>
	<i>appearance</i>	<i>personality</i>	
Old Major	large, oldest pig	wise and spirited patriarch of the farm	Old Major is extremely important to the plot because he is the animal who dreams of a rebellion in the first place, so his speech and his song inspire the animals to carry through with the rebellion after he dies.