

Purpose of the AP ELA III Summer Assignment

The point of the summer reading assignment is threefold: 1) it provides the students with “a taste” of the critical reading and analytical skills that they will need to hone in order to be successful in the course; 2) it reminds the students that they will be expected to read critically outside of class; and 3) it shows the instructor (and district) that the students are responsible and willing to put in the effort to be successful in the course.

The double-entry reading log over *The Great Gatsby* (a short novel) covers TEKS 2, 5, 7, and 15 while the rhetorical devices sheet covers TEK 6. The double-entry reading log is allowing the students to “practice” reflecting and analyzing while reading. Defining and providing examples from the list of rhetorical terms is preparing the students for the AP Language and Composition exam – an exam where they are required to analyze the author/writer’s rhetorical strategies.

TEKS Covered by AP ELA III Summer Reading Assignment:

(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

- (A) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;
- (B) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; and
- (C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.

(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

- (A) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;
- (B) analyze the internal and external development of characters through a range of literary devices;
- (C) analyze the impact of narration when the narrator's point of view shifts from one character to another; and

(D) demonstrate familiarity with works by authors in American fiction from each major literary period.

(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.

(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.

(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(C) write an interpretation of an expository or a literary text that:

(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;

(iv) identifies and analyzes the ambiguities, nuances, and complexities within the text; and

(v) anticipates and responds to readers' questions or contradictory information;