

# 11<sup>th</sup> Grade English III Honors and AP English Language & Composition

## 2025-2026 Summer Reading Assignments

Dear Students and Parents:

*The following is the Summer work for all incoming 11<sup>th</sup> graders for the 2025-2026 school year. The evaluation rubrics and scales, as well as some follow up activities in class, will vary depending on whether the student is in AP or Honors.*



For **ALL** ASSIGNED BOOKS:

Annotate in the book as you read. I've included a couple annotation strategies on a separate page. An "A" for your annotations will require at least one annotation per page, plus a short analysis at the end of each chapter—highlights and underlining will not count toward your per-page requirement (you have to write actual words!). End-of-chapter analysis should try to look for layers of meaning in the author's choices—there are no wrong answers, only answers with no evidence. You won't need to write more than three of four sentences. SparkNotes or ChatGPT summaries will not count toward your grade!

You can write directly in the book, use sticky notes, or write them in a separate composition book. Bring your book with you so that I may check that you have annotated as you read. You will also need these annotations for the first several weeks of class, as we will spend time with each book at the beginning of the year.

### All English III Honors Students

You must read both *Kindred* **AND** *1984*

#### ***KINDRED***

This is a science fiction novel that explores the consequences of history, both social and familial. We'll use this novel to start our exploration of American literature through the development of our society.

#### ***1984***

We'll start the year with this novel, so be sure it's fresh in your mind. While the book isn't American or historical, we'll use Orwell's dystopia to prime our thinking for the significance of literature and analysis in understanding our own culture and its trajectory.

### All AP Language Students

You must read both *Kindred* **AND** *Jane Eyre*

#### ***JANE EYRE* (for AP students only)**

We'll use this novel and *Kindred* to start to familiarize ourselves with the Rhetorical Analysis essay on the AP exam.

If you have any questions or concerns, please email me: Ms. Estape, [341802@dadeschools.net](mailto:341802@dadeschools.net)

# Annotation Strategies

Annotating is an important skill for reading critically and retaining information for deeper analysis. While you can look up tons of different annotation strategies online, here are a couple I suggest based on the course work we will be doing:

## 1. Literal vs. Implied Information

A typical mistake students make is confusing summary for analysis. Consciously summarizing can help you learn to distinguish between re-stating a story and interpreting a story. This is the first step to understanding the broader significance of a text, giving you the tools to de-code the messages you're bombarded with every day. For this strategy, make a habit of summarizing on one side of the page and positing interpretations of the text on the other side of the page, to better organize your thoughts.

One the left side:  The <i>literal information</i> of a text is always going to be summary. In complex texts like novels, it's useful to sometimes summarize, in simpler terms, what's happening. You can also distill information or draw out what's most important from a portion of the text. It's OK if this side of the page feels silly or like you're stating the obvious.	On the right side:  The <i>implied information</i> of a text is what gets us to underlying messages and layers of meaning. Any figurative language is like a signal that there's more to what's happening than what appears on the surface. When you see these, note the mood they create or connotations they bring up. If you feel like you can write enough to interpret the underlying message, great – but even just noting possibilities can be helpful.
---	--

## 2. Noticing What You Notice

Allen Ginsberg wrote, "Ordinary mind includes eternal perceptions/ Observe what's vivid/ Notice what you notice/ Catch yourself thinking." However the text is affecting you – whether it's a particularly boring passage, one that feels hard to understand, a word or phrase that feels out of place – trust your senses. There can be endless interpretations of a text, but the validity of your interpretation will come from a process of noticing your reactions to the text, analyzing the reaction alongside the context of the text, and defending interpretations with claims and evidence. Try not to worry yourself with the "correct" interpretation – instead, think about how you can back up the conclusions you're coming to with sustained, critical reading.

To annotate your "noticing," try writing in the margins when you:

- Feel shifts in the text's mood or tone
- Think a character's actions are strange or unlike how you understand them
- Notice a passage feels unusually long or unusually detailed
- Think a moment or scene is a turning point of some kind

Return to these notes when you're stuck on coming to analytical conclusions – they can be the start to arriving to your own unique claims about the text!