In Conroe ISD, we encourage all students to read over the summer in order to enrich learning and provoke thought. Summer reading strengthens reading skills, increases academic achievement, fosters a love for reading, and empowers students to become life-long learners.

Additionally, students who enroll in a Pre AP or AP English course are expected to engage in summer reading as it prepares students for the upcoming school year and creates an initial common framework for classroom discussion and instruction.

Welcome to Pre-AP English I at CCHS! You will be responsible for reading one book this summer and completing the following activity. The assignment must be completed two weeks after the start of the school year (August 28th, 2019) and will be counted for at least one major grade and the books will be used throughout the first semester.

**Novel Selection**
First things first, pick one of the following ten novels to read over the summer. I would recommend/suggest that you complete your reading at the end of July or the first week of August, so the story is fresh in your mind. You can either buy the book, download it on an e-reader (if you have one), get it from the library, or borrow it from someone you know who has the book. Get a synopsis of each book, and then decide which one you would like to read.

- Looking for Alaska by John Green
- The Fault in Our Stars by John Green
- Ender’s Game by Orson Scott Card
- Ready, Player One by Ernest Cline
- The Secret Life of Bees by Sue Monk Kidd
- The Book Thief by Markus Zusak
- The Giver by Lois Lowry
- Animal Farm by George Orwell
- The Bean Trees by Barbara Kingsolver
- The Perks of Being a Wallflower by Stephen Chbosky

**Assignment**
For your assignment, you will be adopting the **persona** of one character in your selected novel and writing a formal letter to one of the other characters or your parents in the novel **explaining** your actions, your change in attitude, change in mindset, something (multiple things) that your character does, etc. or a combination of all of these. Write as if you were the character – how they would talk. Use text evidence (quotes and lines) from the novel to support what you are saying and include page number in parenthesis (56). Your letter should be **1.5 to 2 pages typed** and follow the format listed below. You will need to pay attention to spelling, grammar, and mechanics.
Format
12-Point Times New Roman or Arial **ONLY**
Do not bold the font or increase the font
Double Spaced
1-Inch Margins (this is a default setting)
Formal Salutation then hit enter once (for example...Dear father/mother/etc.)
Each paragraph should be indented (hit the tab key on the first paragraph and then every paragraph from there should indent)
Actually sign the letter from your character with *pen*
Include a proper MLA heading (this is not in the header section – start this on the first line of your letter)
- First and Last Name
- Teacher’s Last Name
- Class Title (Pre-AP English I)
- Assignment Due Date – in day month year format (28 August 2018)

Helpful Hints
Please consider the following when planning out your letter:
- Identify key elements in the plot and subplot that you want to include in your letter. Make note of where they are in the book. You will need these selections in the letter. Annotate or use sticky notes.
- Adopt accurate character traits of your selected character.
  - Identify character trait/qualities and motives
  - Make inferences about character trait/quality and check for verification
  - What special relationships do the characters have with each other and to the plot?
  - What important things would your character have to say to the other characters?
  - How will you capture the feelings of the character and apply it to your letter?
  - Will you mention other characters from the text in your letter?
Make complex inferences about the character, their actions, and what drives their actions.

*If you have questions, please do not hesitate to email Ms. Savage at jmsavage@conroeisd.net or Ms. Otto at hotto@conroeisd.net at any point this summer.*

*Please make the time to read throughout the summer! Do not just read for this assignment, but read other books that you want to read.*
<table>
<thead>
<tr>
<th>Rubric for Grading</th>
<th>4 Points</th>
<th>3 Points</th>
<th>2 Points</th>
<th>1 Point</th>
<th>0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character Discussion</td>
<td>In depth analysis of how authors develop complex yet believable characters in a work of fiction; strong text evidence included to support analysis</td>
<td>Analysis of how authors develop complex yet believable characters in a work of fiction; text evidence included to support analysis</td>
<td>Limited analysis of how authors develop complex yet believable characters in a work of fiction; limited text evidence included to support analysis</td>
<td>Very limited analysis of how authors develop complex yet believable characters in a work of fiction; very limited text evidence included to support analysis</td>
<td>No analysis of how authors develop complex yet believable characters in a work of fiction; no text evidence included to support analysis</td>
</tr>
<tr>
<td>Plot Analysis</td>
<td>In depth plot analysis of non-linear plot development; strong text evidence included to support analysis</td>
<td>Analysis of non-linear plot development; text evidence included to support analysis</td>
<td>Limited analysis of non-linear plot development; limited evidence included to support analysis</td>
<td>Very limited analysis of non-linear plot development; very limited text evidence included to support analysis</td>
<td>No analysis of non-linear plot development; no text evidence included to support analysis</td>
</tr>
<tr>
<td>Complex Inferences</td>
<td>In depth, complex inferences made about the text; strong text evidence included to support analysis</td>
<td>Complex inferences made about the text; text evidence included to support analysis</td>
<td>Limited complex inferences made about text; limited text evidence included to support analysis</td>
<td>Very limited complex inferences made about text; very limited text evidence included to support analysis</td>
<td>No complex inferences made about text; no text evidence included to support analysis</td>
</tr>
<tr>
<td>Correspondence</td>
<td>Formal correspondence is organized and accurately conveys information; and has reader-friendly formatting techniques</td>
<td>Formal correspondence that is mostly organized and mostly conveys information; has mostly reader-friendly formatting techniques</td>
<td>Formal correspondence is limited in organization and limited in the way information is conveyed; has somewhat reader-friendly formatting techniques</td>
<td>Formal correspondence is lacking organization or conveying information; and to an extent has reader-friendly formatting techniques</td>
<td>Correspondence is not formal, is not organized, does not convey any information and is not reader-friendly</td>
</tr>
<tr>
<td>Conventions</td>
<td>Written legibly and uses appropriate capitalization, punctuation, and spelling</td>
<td>Mostly written legibly and mostly uses appropriate capitalization, punctuation, and spelling; errors do not take away from the flow of the correspondence</td>
<td>Mostly written legibly and mostly uses appropriate capitalization, punctuation, and spelling; errors detract the flow of the correspondence</td>
<td>Somewhat written legibly and somewhat uses appropriate capitalization, punctuation, and spelling; errors detract from the flow of the correspondence</td>
<td>Not written legibly and has many errors in capitalization, punctuation, and spelling; errors make it difficult to read correspondence</td>
</tr>
</tbody>
</table>