



EST. 1946

THE KING'S
CHRISTIAN SCHOOL

June 2026

Dear Junior parents/guardians and student,

I am excited that you are joining AP Language and Composition for the 2026-27 school year. Please read through the following summer reading instructions carefully.

Instructions

This class will have unique summer requirements.

- **Be prepared** to write and speak about the required text(s) on the first day of school.
- **Not rely** on SparkNotes or Cliffs Notes or other means of short-cutting these texts.
- **Review** the instructions below for details about the requirements for your class.

Grade 11

Advanced Placement English Language and Composition

Instructions:

1. Purchase and annotate the required book in detail, according to the King's annotation instructions (see last 2 pages of this document) for all grades: *The Crucible* by Arthur Miller.
2. Purchase or borrow a memoir of choice and complete the organizer below as you read the text. This memoir should align with the standards and mission of TKCS, and it is recommended that you purchase from a Christian book store or website. [Here is a link](#) to a list from christianbook.com.
3. Be prepared to write about the required text(s) and choice text(s) on the first day of school.
4. Do not rely on Sparknotes or Cliffnotes or other means of short-cutting these texts.
5. Submit the annotated book and written assignments on the first day of school.



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Summer Reading Organizer

Complete the following items in the organizer as you read your choice *memoir only*. Please complete this thoroughly and thoughtfully.

SOAPStone: an acronym for a series of questions to ask regarding any given text.

Speaker: Who is the speaker of this text? Don't just state the speaker's name. What do you know about him/her?

Occasion: What is the time, place and context that prompted the writing of this text?

Audience: Who is the intended audience of this text? Who would benefit from reading this? Based on the tone, vocabulary, and subject matter, what audience is this book appropriate for?

Purpose: What is the author's ultimate purpose in writing this text? What does he/she want the audience to learn or understand better? Is it persuasive in any way?

Subject: What is the topic of this text? Don't just provide the central topic; list some secondary topics.

Tone: What are some specific tones used in this text? Do they change/vary? Why does the tone change or not change?

S	
O	
A	
P	
S	
Tone	



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Quote Analysis:

As you read your chosen memoir, please select 10 meaningful quotes to discuss in the table below. Record the page number, carefully write your quote, and use the "Analysis" tab to discuss why this quote is meaningful to the overall message and purpose of the text.

Pg. Number	Quote	Analysis



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Annotations (for *The Crucible* only, not the memoir)

Annotating a text is NOT simply underlining or highlighting important sentences. It means MAKING NOTES to yourself. The purpose is to help digest the information you are reading. One of the most common complaints about annotating is that it slows down the reading process. That is the point! Slow down so you can really process the information. By taking the time to underline, question, predict, etc, as you read, you understand the text on a much deeper level! If you annotate texts as you read, you cannot help but pay attention to what you are reading. Also, it will be easier to find the important information if it is marked. Once you get in the habit of annotating, reading will become a much more **meaningful** and **memorable** experience.

Where should I start?

As you read, view the text as if it were a person talking to you. If you are confused, stop and write a question in the margins about what confuses you. If you passionately agree with a statement (or disagree), tell the author how you feel by writing your opinion next to the passage. Use the margins and white space to make your notes.

What should I mark ?

Characterization: What are the characters' key traits? How do you know this? As you read, look for clues in the characters' actions, words, thoughts, and other details. Does the character grow and change? How? MARK IT! Highlight key quotes that identify characters.

Figurative Language: Look for examples of imagery, simile, metaphor, personification, symbolism, allusion, hyperbole or any other type of figurative language you notice.

Setting: What do you learn about the time, the place, the culture and the atmosphere?

Plot events: Identify elements of plot including the inciting force, rising action, climax, falling action, resolution.

Make connections: If there are words, phrases, or ideas that connect, draw an arrow to physically connect the two ideas. If a particular part reminds you of something, make note of it next to the passage. Ask questions.

New Vocabulary: Circle new words and define them.

It's often helpful to use symbols or colored highlighters to mark each of these items; if you do, make a key that identifies your symbols/color code, and use it as a bookmark or copy it into the front cover of your book.

Attached is an example of a well-annotated page.

Taken from "How to Mark a Book" by Peter Stephens, *Slowreads.com*



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= Characterization

= Setting

= Plot

= Theme

= Figurative Language / Conflict

joana

The wandering boy found a deserted barn a ways off the road. We decided to settle there for the night. We had been walking for days and both strength and morale waned. The bombs had set nerves on edge. I moved from body to body, treating blisters, wounds, frostbite. But I had no treatment for what plagued people the most.

Is she a nurse?

Fear.

Germany had invaded Russia in 1941. For the past four years, the two countries had committed unspeakable atrocities, not only against each other, but against innocent civilians in their path. Stories had been whispered by those we passed on the road. Hitler was exterminating millions of Jews and had an expanding list of undesirables who were being killed or imprisoned. Stalin was destroying the people of Poland, Ukraine, and the Baltics.

The brutality was shocking. Disgraceful acts of inhumanity. No one wanted to fall into the hands of the enemy. But it was growing harder to distinguish who the enemy was. An old German man had pulled me aside a few days earlier.

"Do you have any poison? People are asking for it," he said.

"I will not administer poison," I replied.

desperation

stipulative with