

Advanced Placement English Language and Composition
Summer Reading Assignment
James Clemens High School 2025-26

AP Language and Composition has two books required for summer reading and assignments: *In Cold Blood*, by Truman Capote, and *Into the Wild*, by Jack Krakauer. **Students must purchase their own, physical copies of both books. E-reader versions will not work for the assignment.** Students may purchase older copies at used bookstores (or on Ebay), since they will be annotating/highlighting these texts.

Due on the first day of class:

1. Turn in your physical copy of Truman Capote's *In Cold Blood (ICB)*. Each page should have one highlight and margin annotation from DIDLS (see attached sheet on DIDLS).
2. Turn in printed or handwritten paragraphs for DIDLS based on Jack Krakauer's *Into the Wild* (see attached sheet on DIDLS). These five paragraphs should come from Chapter 6. Students should expect a test on *Into the Wild* at some point during the first two weeks of the course.

Both assignments must be hardcopy and ready for turn in on the first day of class. No electronic copies of texts or assignments will be accepted.

DIDLS (*In Cold Blood*)

1. Highlight text.
2. In margin, identify type of DIDLS
3. Write words/phrase of commentary explaining WHY the DIDLS is important
4. One per page.
5. **You will not receive full credit for simply highlighting and/or labeling. You MUST give an explanation of the importance/significance.**

D	diction: word choice	<ul style="list-style-type: none"> • what is the connotation of the word choice? • why is the word choice important? • why did the author use this word?
I	Imagery: description that appeals to any of the senses	<ul style="list-style-type: none"> • how does the imagery appeal to the reader? • why is the imagery important or significant? • what abstract concepts does the imagery represent?
D	detail: precise words and phrases that show exactness	<ul style="list-style-type: none"> • why is the fact or moment important or significant? • what does the moment reveal about a person/character? • does the fact or moment foreshadow? is it ironic?
L	language: words and phrases that reveal character (slang, jargon, dialect, etc.)	<ul style="list-style-type: none"> • what does the language reveal about a person or character? • what does the language reveal about the setting?
S	syntax: sentence structure for effect (short, long, cause/effect, problem/solution, progression of ideas, etc.)	<ul style="list-style-type: none"> • how does the sentence structure reveal the author's attitude? • how does the sentence structure reveal characterization?

DIDLS Paragraphs (*Into the Wild*, Chapter 6 “Anza-Borrego”)

1. Write a CDC paragraph (claim, data, commentary) on Krakauer’s **diction** in Ch 6.
2. Write a CDC paragraph (claim, data, commentary) on Krakauer’s **imagery** in Ch 6.
3. Write a CDC paragraph (claim, data, commentary) on Krakauer’s **detail** in Ch 6.
4. Write a CDC paragraph (claim, data, commentary) on Krakauer’s **language** in Ch 6.
5. Write a CDC paragraph (claim, data, commentary) on Krakauer’s **syntax** in Ch 6.

You are NOT writing an introduction or conclusion paragraph. This is NOT an essay—this is FIVE separate paragraphs. Try to include at LEAST two pieces of textual evidence per paragraph (two for diction, two for imagery, two for detail, two for language, and two for syntax). Make sure your commentary doubles your data/evidence. You must use in-text citations for all data. Example: (Krakauer 19).

Final Notes/Expectations:

1. Expect a content/vocab test on *Into the Wild* and/or *In Cold Blood* somewhere within the first 2-3 weeks of class.
2. Expect an essay (timed) for each novel (prompt will be provided).
3. Expect to revisit these novels throughout the semester.