

CORONADO HIGH SCHOOL

1590 West Fillmore Street
Colorado Springs, CO 80904

To: Incoming Coronado Freshman Honors English Students
From: Freshmen Honors English Teacher-Coronado High School
Subject: Summer Reading Assignment
CC: Mr. Smith, Principal, Coronado High School

Welcome to Coronado High School and to the C.H.S. English Honors program. I look forward to rich and rewarding challenges as you transition from middle school to high school. You will soon discover our campus is filled with opportunities for achievement in a wide variety of academic and extracurricular areas. By enrolling in the Honors English program, you have made a commitment to pursue a rigorous study of English language, literature, vocabulary, and composition. Our English department has designed a summer program of readiness that includes one novel, a specific note-taking strategy (OPTIONAL), and a review of major grammar concepts from middle school. Here are the specifics:

1. Read and annotate *Silas Marner* by George Eliot.

I recommend that you purchase your own text because annotating the text will help you to become a better reader. To annotate the text you must interact with the text. Highlight words, phrases, clauses or passages that pertain to the theme, that create an especially vivid image, or with which you can connect. Then make a note in the margins regarding why you highlighted that section. You may check out these books from the PPLD Library system, but there are limited copies. **DO NOT ANNOTATE public COPIES.** Also, keep in mind that used bookstores and Amazon.com often have used copies that are relatively inexpensive.

As you read, you have the **OPTION** to complete a “Dialectal Journal” on the book following the guidelines given on page 3. This will help you prepare for discussions and analytical essays during the school year, but will also give you needed practice in close reading. Should you **CHOOSE** to complete this assignment, you will be allowed to use your journal on the exam over the book that will take place in the first few days of the class.

NOTE: During the first few days of class, you will have a test over the novel to check your comprehension. Slow down and make sure you are reading carefully! Also, be ready to utilize your “Journals” on the test.

Why do I ask you to keep a “Dialectical Journal”? Too often students read passively; therefore, the experience of reading and reflecting on what has been read is missed. We sit down with a book, pass our eyes over the words, and say we have done the reading assignment. At first, you may think completing an assignment while you are reading to be cumbersome, believing, “This is not the way I read.” In time, however, taking notes will

be one way you are actively participating in making meaning of the different works you encounter. Hopefully, you will learn to enjoy the process as you learn to become a more active reader. We want you to have a “Dialogue” with the text.

While you read, record your questions, comments, connections, and ideas in the response column, next to the part of the text that has piqued your interest. These responses will be used in class to clear up any problems that you may have had, and to indicate thoughts and reflections that you had as you were reading. In essence, the “Response” column becomes an intellectual history of your reading experience. Furthermore, this material becomes the basis for much of the writing you will do while analyzing what we have read. Good luck! Don’t be embarrassed by your questions; asking questions is a part of the learning process. Have fun! I look forward to your insightful connections and comments.

2. The second part of preparing for Freshman Honors English is to review the rules for punctuation, capitalization, and parts of speech. You are expected to be proficient in each area and to know the definition and the function of each of the eight parts of speech. Understanding the parts of speech will assist you when we begin talking about sentence structure, especially the more complex sentence structures I expect you to use in your writing.

Note to Parents and Guardians: I appreciate your support with making sure that we as an English department are providing each student with the best educational experience possible. Signing up for an honors class indicates to us that your son or daughter **will be willing to work at a rigorous pace to improve both writing and communication skills.** If you have questions about the appropriate placement for your son or daughter, please contact a counselor or one of us as soon as possible. Also, we are including a list of texts that will be covered during the year so that you may purchase copies ahead of time. Thank you in advance for helping your students have a successful transition from middle school to high school.

Contact Information:

If you have any questions regarding your assignments or expectations, please contact us as soon as possible. You can also access our web pages through CoronadoCougars.com throughout the year to check for helpful links, explanation of major papers and projects, and other useful information.

Mr. Scott Edmund
robert.edmund@d11.org

Materials Needed:

- Blue and black pens, pencils, erasers, white out, highlighters, etc. Colored pens or pencils for proofreading
- Three-ring notebook with loose-leaf paper
- Spiral/Writer’s Notebook
- Flash drive
- Access to college-level dictionary and thesaurus (online versions are acceptable)

Tentative list of texts for the rest of the year:

- (Optional) William Shakespeare’s *Romeo and Juliet*
- Edith Hamilton’s *Mythology*
- Harper Lee’s *To Kill a Mockingbird*
- *Black Like Me* by John Howard Griffin
- *The Strange Case of Doctor Jekyll and Mr. Hyde* by Robert Stephenson

Instructions for The Dialectical Journal:

You may choose to complete this assignment for the novel. First, start by dividing your paper into two columns. The column on the left is where you will put the passages you copy directly from the book. For future references, these passages are called **textual evidence**. Make sure to include the page number of each passage at the end of each quote. The column on the right will be your response to the passage. **You are not just summarizing the plot.** You are analyzing the passages from the text to explore meaning and to prepare to show your insight in class discussions and analytical essays.

Textual Evidence	Response Column
<p>Copy passages from the text. Most passages should be at least 1-2 sentences long. Remember to include page numbers.</p>	<p>For each passage, you may pick one or several of the following ways to respond. Try to stretch yourself and try different categories. The grade will be based on the insight and depth of your reflections.</p>
<p>Look for the following items.</p> <ol style="list-style-type: none"> 1. A passage that describes one of the main themes in the novel. 2. A passage that describes the setting. 3. A passage that includes a strong physical description of one of the characters. 4. A passage with strong imagery that helps to show the tone of the novel. 5. A passage that shows the motivation for a character's action. 6-10. For the next five items, include favorite passages that you think would provoke discussion from the class. Items to look for include foreshadowing, irony, symbolism, good characterization, interesting descriptions, etc. Remember to make comments in the response column about why you think these passages are significant. <p>Example: Jack says, "We've got to have rules and obey them. After all, we're not savages" (42).</p>	<p>To respond you can</p> <ul style="list-style-type: none"> • Make comments or observations about the style or the techniques the author uses. • Ask deep questions that begin with "how" or "why." • Write a poem that retells/responds to the passage. • Connect the passage to an outside source, saying, "this passage reminds me of...because..." Limit the comments about personal connections. <u>Most of your comments should be analyzing the actual passage.</u> • You may also create a drawing that interprets the passage visually, but make sure that your actual analysis is the bulk of your response. <p>Example: This passage seems ironic because the boys are acting more and more like savages. While Jack at this point wants rules, he soon turns into a savage himself as the hunts become more and more graphic and violent---and savage like!</p>

DO NOT JUST SUMMARIZE THE PLOT!
 Students who simply summarize the plot typically miss the authorial purpose of any reading selection.