

# 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. We are looking 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 widely varied 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 1. reading and annotating a novel and 2. a review of major grammar concepts from middle school. Here are the specifics:

## 1. Read *The Secret Life of Bees* by Sue Monk Kidd.

I recommend you purchase your own text because annotating the text will help you to become a better reader. You may check out this book from the CHS library before school is dismissed, but there are limited copies. Also, keep in mind that used bookstores and Amazon.com often have used copies that are relatively inexpensive.

As you read, you will need to annotate the book following the guidelines on page 3 of this letter. This will help you prepare for discussions and analytical essays during the school year, but will also give you needed practice in close reading.

**NOTE: During the first ten days of class, you will have a test over the reading to check your comprehension. Slow down and make sure you are reading carefully!**

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. Have the FANBOYS and “be verbs” memorized! You may be quizzed / tested on these areas at various points in each semester. If you do not score proficient in each area, you will be required to complete extra work to include, but not limited to, additional homework exercises, before / after school tutoring, or tutoring at lunch.

**FANBOYS = for, and, nor, but, or, yet, so**

**“be verbs” = am, is, are, was, were, be, being, been**

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**Note to Parents and Guardians:** We appreciate your support with making sure that we 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 teacher as soon as possible. As the year progresses I will give advance notice to your student of any texts that will be covered so that you may purchase copies ahead of time. Thank you in advance for helping your student's successful transition from middle school to high school.

**Contact Information:**

If you have any questions regarding your assignments or expectations, please contact me as soon as possible.

**Ms. Amber Luttman**  
[amber.luttman@d11.org](mailto:amber.luttman@d11.org)

## Annotating a Text

Annotation is a key component of close reading. Since we will annotate texts all year, you need to develop a system that works for you (within the following guidelines). The techniques are almost limitless.

**Required Annotations-** (Create a list - inside cover, random blank pages)

- A. **Characters:** every time a character is introduced write down his/her name, a description, and the page number. In addition, every time this character undergoes a major change, add the additional page number and notes.
- B. **Settings:** every time a setting is introduced write down a description of both the time and place as well as the page number.
- C. **Vocabulary:** annotate any vocabulary words that you don't know by looking up the definition and writing it in the book.

### Additional Annotations –

What should you annotate?

Again, the possibilities are limitless. Your annotations **must** include comments. I want to see evidence of thinking.

- Have a conversation with the text. Talk back to it. How do you have a conversation with the text?
  - **Ask questions (essential to active reading).**
  - Comment on the actions or development of a character. Does the character change? Why? How? the result?
  - Comment on something that intrigues, impresses, amuses, shocks, puzzles, disturbs, repulses, aggravates, etc.
  - Comment on lines / quotations you think are especially significant, powerful, or meaningful.
  - Express agreement or disagreement.
  - Summarize key events. Make predictions.
  - Connect ideas to each other or to other texts, movies, songs, and/or personal experiences.
  - Note if you experience an epiphany.
  - Note anything you would like to discuss or do not understand.
  - Note how the author uses language. Note the significance if you can.

Literary elements to look for-

- tone/mood
- repetition of words, phrases, actions, events - patterns
- irony
- contrasts
- symbols
- imagery
- themes
- motifs
- allusions
- point of view
- any other figure of speech or literary device

**For the remaining annotations- Use any combination of the following:**

- Make brief comments between or within lines of the text. Do not be afraid to mark within the text itself. In fact, you must.

- Circle or put boxes, triangles, or clouds around words or phrases.
- Use abbreviations or symbols - brackets, stars, exclamation points, question marks, numbers, etc.
- Connect words, phrases, ideas, circles, boxes, etc. with lines or arrows.
- Underline/Highlight – CAUTION: Use this method sparingly. Underline only a few words.

**Always combine** with another method such as comment. Never underline/highlight an entire passage. Doing so takes too much time and loses effectiveness. If you wish to mark an entire paragraph or passage, draw a line down the margin or use brackets.

- Create your own code.

\*If you have checked out a book from the school library, please annotate on paper in a notebook. You may not copy character or setting lists from Spark Notes or enotes. Annotations are personalized per the individual; they should not be the thoughts of a computer website.

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### Book Mark- How to Annotate Before Reading:

- \_ Examine the front and back covers (books)
- \_ Read the title & any subtitles
- \_ Examine the illustrations
- \_ Examine the print (bold, italic, etc.)
- \_ Examine the way the text is set up (book, short story, diary, dialogue, article, etc.)

As you examine and read these, write questions and make predictions and/or connections near these parts of the text.

### During Reading:

Create a list in the text:

- \_ Characters (who)
- \_ When (setting)
- \_ Where (setting)
- \_ Vocabulary (squiggly underline)

Mark in the text:

- \_ Important ideas or information (highlight/underline)

Write in the margins:

- \_ Summarize
- \_ Make predictions
- \_ Formulate opinions
- \_ Make connections
- \_ Ask questions
- \_ Analyze the author's craft
- \_ Write reflections/reactions/comments
- \_ Look for patterns/repetitions

After Reading:

- \_ Reread annotations—draw conclusions
- \_ Reread introduction and conclusion—try to figure out something new
- \_ Examine patterns/repetitions---determine possible meanings
- \_ Determine what the title might mean

### Annotation Instructions

Print this page and cut out the attached bookmark. Use it to help you read for important information.

Obviously, annotation is as personal as reading, and there are *MANY* ways to annotate a book. This system is just a suggestion. For example, some people prefer to use colors to differentiate elements, and some prefer to use "Post Its."

If you already have a system, feel free to use what you are comfortable with.