

# *Honors English 9 Welcome Packet*

Hello and welcome to the Honors English 9 informational meeting! Today you will receive a plethora of content that outlines the specifics of the Honors course you have enrolled in for the next academic year. Before we begin, please note the following:

*Students who fail to attend the informational meeting, turn in their permission slip form, join the Google Classroom, and pick up a book by Monday, May 13th will be removed from this course.*

# *Welcome to Honors English 9!*

**Dear Parents and Students,**

Welcome to Honors English 9! As your student prepares to finalize his/her 9th grade schedule, I wanted to take the time to provide you and your student with a clear outline of the direction and design of Honors English 9. Unlike previous years, students advancing to the 9th grade have the option to enroll in an accelerated course that will, not only challenge them on a day to day basis, but also provide them with the opportunity to obtain honors credit.

That being said, students should be aware that the Honors English 9 curriculum moves at a faster pace and has different expectations than they may have previously had in junior high. Below, you all can find a list of expectations that will help you and your student decide if Honors English 9 is something he/she would like to pursue.

## **Honors English Expectations:**

- Pacing of rigor and curriculum is increased
- Majority of class novels will be read outside of class
- Active participation in discussions on a daily basis
- Frequent writing assignments and one-page responses
- Multiple essays composed of 3-5 pages
- Student-led discussions, debates, and speeches
- Critical-thinking and in-depth analysis of literature
- Assignments are completed on time and of high quality

In order to maximize our time and studies of modern/classic literature, it is imperative that students interested in Honors English 9 understand, digest, and demonstrate the outlined expectations on a daily basis. Please note that if you and your child feel that these expectations may not be obtainable, it is advised that he/she enroll in College Prep English 9. This direction allows students to have access to the same curriculum and receive direct preparation for the collegiate level, but with additional support and resources.

As always, if you or your child have questions, comments, or concerns about the levels of English 9 offered, do not hesitate to reach out via email at [coomje@wapak.org](mailto:coomje@wapak.org). With new opportunities, expectations, and curriculum being introduced at the high school level, I want to ensure that your child is well-informed and prepared for his/her continued education.

Sincerely,

Jenna Coomes  
WHS English Department

## Summer Reading Assignment Guidelines:

While we will not formally meet until the end of August, students signed up for Honors English 9 class are required to complete a summer reading assignment. This assignment is a key piece in the Honors English 9 curriculum, and is intended to introduce students to the types of reading, writing, and thinking skills they will use in class throughout the year. Additionally, the summer assignment is a mandatory part of the curriculum for Honors English, and students must complete all parts of the assignment in order to enroll and remain in the class.

This year, students are being asked to read *Speak* by Laurie Halse Anderson--a novel that follows incoming freshman Melinda Sordino throughout her 9th grade year as she encounters difficult topics such as racism, bullying, sexual assault, and adversity within the halls of her high school. *Speak* will introduce students to the recurring theme of "Coming of Age," which is a well suited message for students embarking on their first year of high school.

All tasks for the summer reading assignment will be completed on Google Classroom. **You will use this code, 9cdjqm to join our Google Classroom where you will find a template for each part of the assignment.** When you are ready to turn in your assignment, you will simply hit the "Turn In" button for each individual part of the assignment. All of your tasks MUST be completed by Friday July 12th, 2019 by 11:59 PM. Students who fail to meet this deadline will receive a one letter grade deduction off of the final grade on the project. Additionally, once the value of the assignment has been exceeded it will no longer be accepted, and students will be placed into a College Preparatory English 9 course.

\*\*Please note that all work submitted must be done independently, and students are not allowed to work together on this assignment. Additionally, cheating, copying or plagiarism in any form will not be accepted and will result in earning a zero on the assignment and a Tuesday school.

If you or your child have any questions, please feel free to contact me throughout the summer at [coomje@wapak.org](mailto:coomje@wapak.org). I will check my email 2-3 times throughout the week Monday-Friday, and I will do my best to get back with you as soon as possible.

Kind Regards,

Jenna Coomes

## Summer Reading Assignment Directions:

Your summer reading assignment has three parts, and will require you to turn in three separate Google Documents. Please read through the following directions and see the handouts below for a more detailed explanation.

1. Return the parent permission slip form to Mrs. Coomes, pick up a copy of the novel, and join our Google Classroom by using the provided code.
2. As you read the novel *Speak* by Laurie Halse Anderson, complete your annotations for each marking period. Remember, there is a template for you on Google Classroom for this.
3. After reading *Speak*, complete the double-column response log on Google Classroom using the template provided.
4. Explore a topic found within the novel in more depth by constructing a 1.5 (minimum) or 2 page (maximum) multi-paragraph response that addresses one topic of your choice. Your responses should be in 12 point Times New Roman font, double-spaced, and use 1-inch margins.. Hint: Use your annotations and double column responses to help you!
6. Remember, all of your work is due by 11:59 PM on **Friday, July 12, 2019**.

\*\*\*Remember, teachers are just an email away. Feel free to contact me during the summer, and I will get back to you as soon as I can. You can email me at [coomje@wapak.org](mailto:coomje@wapak.org).

### Annotations:

One of your requirements for the summer reading assignment is to annotate the text while you are reading. Annotating allows you to have a conversation with the text, and think deeply about what you are reading. On Google Classroom you will be provided a template that requires you to keep track of four different types of annotations while you are reading including unfamiliar words, questions, important details, and “ah ha” moments. You will be filling out sixteen rows of annotations (4 for each marking period). **In order to receive full credit you must fill in all boxes for each marking period of the book. Points will be deducted for incomplete boxes or boxes lacking description/important details.**

### Example of Annotations:

Marking Period:	Unfamiliar Words: (Include a page number and definition)	Questions	Important details, images, or passages	Notes and “ah ha” moments
Marking Period #1 Pages 1-12 “Welcome to Merryweather High” - “Sanctuary”	Inconspicuous (page 7) – Not clearly visible or attracting attention	Why is Melinda fighting with all of her “ex-friends?”	“Sanctuary” - Melinda refers to her art class as a sanctuary indicating that it is a safe place for her. She must feel comfortable here and like this class.	Melinda chooses a tree as her object to work with for the rest of the year. Will this continue to be referenced throughout the book? Will this be significant?

### Annotating Tips and Tricks:

- Don't mark too much. If you mark everything, nothing will stand out.
- Make brief notes to mark important plot events.
- Write down words that are unfamiliar or unusual. Try to figure out what the words mean through the way they are used; supplement your guesses by consulting a dictionary.
- Write down words, images, and details that seem to form a pattern throughout the text
- Write down passages you think might be symbolic.
- Mark key ideas and note briefly your reflections about them in the margins.
- When you get an idea while reading the text, note it in brief form. You may never think of this idea again unless you write it down.
- If you have a question about something in the text, write it on a post it and put it on the page when it first occurred to you.

## Double Column Response Logs:

One of your requirements for the summer reading assignment is to complete a reader's response journal in the form of double-column response logs. For this part of the assignment, you will select **FOUR (4)** significant passages from the novel, each should be **at least three lines or more**, and analyze each passage you selected. Since there are four marking periods in the novel *Speak*, you are required to find **one significant passage from each marking period**. You will be provided a blank template on Google Classroom to complete this part of the assignment. I have added a specific guidelines sheet for more information and an example from a poem so you can see what I expect.

Passage from the text (cite with page #)	Analysis, interpretation, thoughts, connections, questions, clarifications, visualization, etc.
Two roads diverged in a yellow wood, And sorry I could not travel both And be one traveler, long I stood And looked down one as far as I could To where it bent in the undergrowth; (Frost 1-5)	The author uses several literary devices in this stanza. First, the road is a metaphor for choices that people make. The author probably chose to use the road as a metaphor because it helps readers visualize what it means to make choices, since the concept of making choices is so abstract.  Second, the author uses the color yellow to symbolize the hopefulness the speaker might feel at being faced with this decision. Yellow tends to symbolize hopefulness or happiness, although this contradicts the sadness that the speaker feels later in the stanza. Why would the woods be yellow and hopeful if the speaker dreads this decision? Maybe the color yellow is simply used to signal that the season is autumn, a time of change.

### Text Citations

- Cite passages that are significant in theme, characterization, setting, tone, or style (diction, detail, imagery, symbol, motif, syntax, etc.)
- Cite the entire passage completely, **documenting using MLA format with an in-text citation**. I know you learned basic MLA style in 8<sup>th</sup> grade with Mrs. Haag, Mrs. LaMarr, Mrs. Eley, or Mrs. Johnston.
- Quotations should come from each marking period in the novel. (You should have one quote per marking period).

### Passage Analysis

- Explain how the passage makes a connection with a literary element.
- Discuss words, ideas, or actions in the passage
- Discuss the author's style—what is his/her purpose/effect and how does he/she achieve it?
- Avoid mere plot summary or only personal responses! You will be penalized for not analyzing style or literary devices.

### Grading

- Points will be deducted on the TEXT side for failure to document accurately and completely according to the model provided. You used MLA style with Mrs. Haag, Mrs. LaMarr, Mrs. Eley, or Mrs. Johnston. If in doubt, contact me.
- Points will be deducted on the ANALYSIS side for superficiality and lack of original, thoughtful commentary.

## Double Entry Reading Log Guidelines

Passage from the text (cite with page #)	Analysis, interpretation, thoughts, connections, questions, clarifications, visualization, etc.
<p>1. Choose a passage from the text that strikes you as important. A quote from the text might be especially important if...</p> <ul style="list-style-type: none"> <li>o It connects to a major <b>theme</b></li> <li>o It shows <b>character development</b> (how the character changes)</li> <li>o It includes <b>symbolism</b></li> <li>o It uses <b>figurative language</b></li> <li>§ Simile</li> <li>§ Metaphor</li> <li>§ Hyperbole</li> <li>§ Alliteration</li> <li>o It depicts <b>imagery</b> (descriptive language that appeals to sight, smell, sound, taste, or touch)</li> <li>o It explores a major <b>conflict</b> within the story</li> <li>o It involves <b>irony</b> (dramatic, situational, or verbal)</li> <li>o It includes an <b>allusion</b> to another story, painting, or famous person.</li> </ul> <p>2. A passage from the story might also be important if it simply <b>catches your attention, makes a sudden change, or deviates from the norm</b>. Ask yourself:</p> <ul style="list-style-type: none"> <li>o Has the punctuation or capitalization suddenly changed?</li> <li>o Does this passage contradict something earlier in the story?</li> <li>o Does this passage quicken or slow the pace of the reading?</li> <li>o Did something completely unexpected just happen?</li> <li>o Does this part relate to another story that I have read?</li> <li>o Does this part relate to my life or the world around me?</li> <li>o Does this part confuse me?</li> <li>o Does this part make me feel a strong emotional response?</li> </ul>	<p><u>DO:</u></p> <ul style="list-style-type: none"> <li>· <b>Explain</b> why the passage is significant.</li> <li>· <b>Analyze</b> the literary device used in the passage. Ask yourself: <ul style="list-style-type: none"> <li>o Why did the author use figurative language? What effect does it have on the overall meaning of the story?</li> <li>o What does this symbol represent? How does it enhance the meaning of the overall story?</li> <li>o How did the character change? Why is this change important?</li> </ul> </li> <li>· <b>Make connections</b> <ul style="list-style-type: none"> <li>o Connect the quote to major themes, topics, or ideas in the story.</li> <li>o Connect the quote to your own life.</li> <li>o Connect the quote to an article, novel, poem, or meme.</li> </ul> </li> <li>· <b>Ask questions</b> <ul style="list-style-type: none"> <li>o Question why the author chose to use a literary device or make a change – try to answer your own questions!</li> <li>o Do you agree or disagree with the message of the quote?</li> </ul> </li> <li>· <b>Clarify</b> <ul style="list-style-type: none"> <li>o Define words that you do not know. Explain why the author may have chosen that word.</li> <li>o Research unfamiliar allusions to literature and history. How does research enhance your understanding of the story?</li> </ul> </li> <li>· <b>Visualize</b> <ul style="list-style-type: none"> <li>o Illustrate your interpretation of the quote. Provide some sort of written analysis to support your picture.</li> </ul> </li> </ul> <p><u>DO NOT:</u></p> <ul style="list-style-type: none"> <li>· Simply state a fact, summary, or opinion without supporting it with detailed analysis and reflection of some sort.</li> </ul>

## Short Response Paper:

After finishing the novel, you will be given the option to choose one prompt from the list below and write a 1.5-2 page multi-paragraph response addressing the prompt you select. Your response should be in Times New Roman, 12 point, double-spaced font, and use 1 inch margins. Additionally, you should also use an MLA header, and center a title in the middle of the page. Be sure to include at least three properly cited quotes within your writing, and be sure to explain how they go back to the prompt you have selected. \*\*Please Note: You should not be conducting research from other sources to help you with this response paper.

**Topic #1:** Construct a multi-paragraph response in which you analyze how Melinda changes throughout the course of the novel. Be sure to include information from the beginning, middle, and end of the novel.

**Topic #2:** Construct a multi-paragraph response in which you analyze one theme that is developed throughout the course of the novel *Speak*. Be sure to specifically state what this theme is and cite evidence to support your response.

**Topic #3:** Construct a multi-paragraph response in which you analyze at least two important symbols throughout the novel *Speak*. Then, discuss the significance of those symbols and how they impact the novel.

## Parent Permission Slip Form:

After carefully reviewing the summer reading assignment and expectations, I have decided to enroll in Honors English 9 next year and acknowledge that I have joined the Google Classroom for the summer reading assignment.

By signing below, I give my child permission to enroll in the Honors English 9 course next year, and read the novel *Speak* by Laurie Halse Anderson.

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Student's Name

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Parent/Guardian's signature

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Date

**\*\*Please return this slip to Mrs. Coomes in room B209 by Monday, May 13th.**

**\*\*Students who fail to turn in their permission slip form, join the Google Classroom, and pick up a book by Monday, May 13th will be removed from this course.**