



May 30, 2023

Dear Honors English 10 Student,

Welcome to Honors English 10. Starting now, you are part of a rigorous but rewarding English course that will build on the reading, writing, and analysis skills learned during freshman year. This class is designed for students with intellectual curiosity, a strong work ethic, and a willingness to participate in lively discussion.

There are **two novels**, which are **required summer reading** in preparation for Honors English 10. Both novels are available in local libraries, for purchase at a major bookstore (e.g. Barnes and Noble, Half-Price Books), or through an online vendor (e.g. Amazon.com).

1. *Lord of the Flies* by William Golding paperback ISBN: 978-0-399-50148-7
2. *The Nickel Boys* by Colson Whitehead paperback ISBN: 978-0-345-80434-1

The intent of this assignment is not to create busy work but rather to put into practice reading skills that will encourage you to . . .

- learn to read more carefully and critically.
- become engaged with the subject matter—question it, agree with it, disagree with it, compare it to other issues, make connections.
- come to see reading and writing as a way of exploring and learning about a subject, rather than just a product to be judged.
- move from merely summarizing material into analyzing, interpreting and evaluating material.
- make meaning for yourself rather than look to teachers for the “right answers.”
- and become a more effective reader and thinker.

I recommend reading the novels close to the start of school so the material is fresh in your mind when you begin class. Expect a test and writing a compare and contrast essay within the first couple weeks of class to demonstrate your understanding of the novels and effectiveness of your reading strategies.

*See attached page for more details on the test.

The summer reading aside, take time to laze and linger about so you come to class refreshed and eager to read, write, and discuss. Please feel free to email me if you have any questions or concerns. I look forward to our time together in the fall.

Sincerely,

Ms. Dominguez

AP Literature and Composition Teacher

Model UN Co-Advisor

adominguez@bsmschool.org

BSM Book Policy Update

Beginning in the fall of 2023, the English Department at BSM is *strongly recommending* that students purchase their own copies of books. As a department, we have noticed a drastic increase in reading comprehension and analytical skills when students engage in active reading by annotating their texts. This observation is supported by countless studies.

For instance, annotating develops metacognition, writing growth, and deeper understanding while improving student learning outcomes (Johnson). Additionally, annotating can help students break down complex texts (Lloyd et al).

Although we recognize that buying books poses an additional expense for families, we believe the benefits are worth the investment. With that said, we will have books available for families who choose not to purchase them; however, in most cases, students will not be able to annotate the texts, although we will provide transparent post-it notes.

Book lists and purchase information will be available the first day of class.

For further reading:

Corrigan, Paul T. "[Attending to the Act of Reading: Critical Reading, Contemplative Reading, and Active Reading.](#)"

Johnson, Matthew. "[How Students and Teachers Benefit from Students Annotating Their Own Writing.](#)"

Lloyd, Zena, et. Al. "[Using the Annotating Strategy to Improve Students' Academic Achievement in Social Studies.](#)"

Active Reading Strategies and Test Preparation

Choose the strategies that work best for you or that best suit your purpose.

- **Identify and define any unfamiliar terms.**
- **Bracket the main idea or thesis of the reading, and put an asterisk next to it.** Pay particular attention to the introduction or opening paragraphs to locate this information.
- **Put down your highlighter. Make marginal notes or comments instead.** Every time you feel the urge to highlight something, write instead. You can summarize the text, ask questions, give assent, protest vehemently. You can also write down key words to help you recall where important points are discussed. Above all, strive to enter into a dialogue with the author.
- **Write questions in the margins, and then answer the questions in a reading journal or on a separate piece of paper.**
- **Make outlines, flow charts, or diagrams that help you to map and to understand ideas visually.**
- **Write a summary of an essay or chapter in your own words.** Do this in less than a page. Capture the essential ideas and perhaps one or two key examples. This approach offers a great way to be sure that you know what the reading really says or is about.
- **Write your own exam question based on the reading.**
- **Teach what you have learned to someone else!** Research clearly shows that teaching is one of the most effective ways to learn. If you try to explain aloud what you have been studying, (1) you'll transfer the information from short-term to long-term memory, and (2) you'll quickly discover what you understand — and what you don't.

Taken from The McGraw Center for Teaching and Learning at Princeton University, 2016.

The test on the summer reading will assess the following:

- student's ability to organize details and provide logical reasoning to support their interpretation of a quotation from the text
- student's understanding of 4 types of sentence structure and how to use them effectively
- student's ability to interpret meaning from basic literary devices (metaphor, symbolism, personification, and irony) and types of character development
- student's recall and comprehension through active reading strategies (e.g., annotation, understanding words in context, using inference to glean knowledge from what is written in the text and unwritten in the text, questioning ideas in the text, summarizing chapters, etc.)

Honors English 10 Student Expectations 2023

Below is a description of the pace of class, the homework load, essential class policies, and actions that hinder students from doing their best in the class. Please read carefully and provide signatures at the bottom of the page. Students need to turn this in on the first day of class.

1. Students in this class will read approximately 7 texts (both novel and drama) of varying length and difficulty spread over 2 semesters.
2. While dramas will be read aloud in class, novels will be required reading for homework. Most times students will have 2 nights to complete reading up to 50-60 pages. Students are expected to complete all the reading which occasionally will be checked with announced quizzes.
3. Original essays will be assigned intended for students to explore and analyze themes in the texts as well as correlations and relevance to other writers' work or real-world issues. Rough drafts will be required where students focus on particular writing skills to develop into a final draft for a summative assessment.
4. In addition to essays, students are required to deliver a 5-6 minute speech in front of the class as part of a research and writing unit. A late penalty of 10 % will be given if students fail to give their speech on the assigned day resulting from poor preparation. Any other accommodations for giving the speech not officially documented in a 504 plan will result in a loss of points as well.
5. There are no retakes with tests and quizzes. In preparation for the test, students are expected to take notes (hand written preferably) and participate in other class activities or assignments that help crystallize understanding of the texts and develop critical thinking skills. Test study guides are provided to students as well as review time in class.

Any extended absences in class will make the work load more challenging for the student to keep up, especially if the teacher is not informed about the extended absence in a timely manner. **Although all materials and basic directions are documented on the daily slides on Schoology, the student will miss the direct instruction from the teacher and interaction with students in partner or small group activities that cannot be replicated once the student returns to class from an absence.**

To reduce the impact of any absences from class, please do the following:

- If ill, please check the class page on Schoology for the day's work and materials. If students still have questions, then they may email the teacher about what they need clarified.
- If there is an extended absence (3 or more days) whether family or school related, students are required to have teachers sign a form that documents what is to be done during the student absence and the student's ability to complete the work. Any tests or major quizzes missed will be taken when the student returns to school.

I have read and understand the above description of Honors English 10.

Parent/guardian _____
(print) (signature / date)

Student _____
(print) (signature / date)