

Pueblo West High School
IB World School
SCHOOL DISTRICT NO. 70
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Dear Incoming Accelerated English 9 Student:

Welcome to Accelerated English 9 (9A). Pueblo West High School is proud to offer rigorous coursework and a focused atmosphere for our students; our accelerated classes uphold demanding standards. Please be advised that 9A is designed for students who not only love to read and write, but also those who actively seek a challenge, value academic rigor, and demonstrate a mature work ethic. The coursework for 9A will be challenging and fast-paced. Therefore, students will be required to complete work outside of class, such as:

- *complete a large amount of out-of-class reading and writing
- *conduct in-depth research
- *develop focused, long-term projects

The out-of-class work is crucial in preparing you for the level of discussion and analysis that will take place in class on a daily basis. As a result of this deep involvement in Accelerated English subject matter and skills, you can expect that you will develop or enhance important personal qualities such as:

- *intellectual curiosity and courage
- *perseverance
- *self-confidence and reliance on reason
- *the ability to analyze and synthesize information (critical thinking)
- *the ability to consider all sides of an issue

These qualities will help you succeed not only in school but also in adult life. Of course, Accelerated English will also prepare you for Advanced Placement (AP) exams and International Baccalaureate (IB) exams, which in turn can reduce the number and expense of required college courses.

Summer Reading and Journal Requirements

1A. Reading Assignment (REQUIRED)

One of the goals this year is to help you gain confidence in your ability to respond to and write about literature. To accomplish this we will focus on examining why authors make the choices they do and the effects they create with their choices. This is the process of literary analysis and this leads us to a deeper understanding of literature. The summer reading assignment will be based on the following novel: *The Life of Pi* by Yann Martel. There will be several copies available to check out in the counselor's office, or you may choose to purchase your own book.

1B. Annotating the Text (OPTIONAL – but recommended)

Annotation is a key component of close reading. You need to develop a system that works for you (within the following guidelines). Effective annotating is both economical and consistent. The techniques are almost limitless. Annotating purposefully slows down your reading in order to aid in comprehension and analysis.

Here are some suggestions:

- Brief comments in the margins, in between lines (if the book is yours to keep, if not use post-its). Use any white space available: inside cover, random blank pages, etc.
- Create your own code: Shapes, abbreviations or symbols for specific words or phrases; connect words, phrases, ideas, etc.
- Underline/Highlight –Underline only a few words. Always combine with another method such as comment. Use sparingly.

2. Close Reading Journal: 3 – column format (REQUIRED)

Please note that the reading journal must be your own ideas, your own processing. Please do not consult any other sources for ideas, or other students. This should be authentically YOU in order give me a good idea of your skill level. Your audience is your instructor and the purpose is literature study so use your academic “voice” in your journal: do not use first or second person. Do use the literary present tense to discuss the novel. Do make literary terms an integral part of your literature discussion vocabulary. The more you use literary terms, the more successful you will be with literary analysis. If you are unfamiliar with or need definitions for terms, I recommend using the following resource:

<https://virtualsalt.com/litterms.htm> and <https://virtualsalt.com/rhetoric.htm>

As you read, complete a three-column journal chronicling those elements of the story you find most significant. Your journal must have a least 15 entries and your comments should consist of about 5-10 sentences of discussion/commentary about the passage. Please space out the entries for the entire novel. When determining a grade for this section, I’ll look at the effort you extend. The three columns should be page number, cropped quote, and your comments:

Page #	Cropped Quote	Comment
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What should you record? Again, the possibilities are limitless. Your annotations must include comments. I want to see evidence of thinking about what you’ve read.

- 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.
- Summarize key events. Make predictions.
- Connect text to self, world, or other texts.

Look for the following literary devices:

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| ✓ effects of word choice (diction) | ✓ allusions |
| ✓ sentence structure or type (syntax) | ✓ figurative language (imagery, simile, metaphor, etc.) |
| ✓ point of view/effect | ✓ reliability of narrator |
| ✓ repetition of words, phrases, actions, events – patterns | ✓ motifs |
| ✓ narrative pace/time/order or sequence of events | ✓ tone/mood |
| ✓ irony | ✓ themes |
| ✓ contrasts/contradictions/juxtaposition/shifts | ✓ setting/historical period |
| ✓ characterization | ✓ symbols |

Approach the work with an open mind. Let it inspire you and stretch your imagination. If you have a question, you may email me. I will check my email about once per week over the summer.

Happy reading,

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