

## ENGLISH II HONORS

### POPE JOAN SUMMER READING ASSIGNMENT

**Directions:** Each assignment will be due the 1<sup>st</sup> day of class. Have it stapled and prepared to hand in when the bell rings. Be prepared for a reading comprehension and vocabulary test on the first day of school.

#### **PART ONE: Annotations**

If you are using a book from the library you may use post it notes or keep track of your annotations on a separate sheet of paper.

1. Write comments outside of paragraphs/sections of importance; especially places where you ask questions, relate of character, think of your own life, etc...
2. \*Star any passage that is very important: an event, a decision, or cause and effect relationship
3. Underline any sentence that really makes you think or really appeals to you.
4. Circle words that are unfamiliar and write the definition on top or next to the word.
5. ( ) Bracket areas that you were confused about or did not fully understand.

#### **PART TWO: Dialectical Journal**

A dialectical journal shows your conversation with the text. It highlights questions, connection and ideas you had as you read. Below is an example. You must select quotes that reflect the **Entire** novel including her childhood, love life, and career. You should have a total of 30 quotes by the end of the book. They will be evaluated on details and thoughtfulness. Complete assignment in blue or black ink. Use complete sentences. No run-ons or fragments. Put the page # in parentheses in the quotation box.

##### **Dialectical Journal Model**

##### **Direct Quote from Story**

##### **Your thoughts, comments, ideas, connections understandings, recognition of literary devices related to the passage**

The flower garden was strained with rotting brown Magnolia petals and iron weeds grew rank amid the Purple phox....the last graveyard flowers were Blooming (3).

From the onset of the story, James Hurst creates the image of death through this description of the dying flowers and specific reference to the To the "graveyard flowers." The tone is heavy and dark creating a sense of foreboding.

A brilliant moonbeam was slanting through a gap in the curtains (5).

Since the author used the word slant, I picture a sharp ray of light into the room instead of it just shining. The details help me picture the room and I wonder if the moonbeam is keeping the character awake.

\*Note the punctuation of the page numbers.

\*It must be formatted just like the example. The response must be placed next to the quote. Any cheating and you will be removed from the class.

Concepts to think about as you are finding quotes and responding.

- |                              |                                     |                                  |
|------------------------------|-------------------------------------|----------------------------------|
| * Why did....                | * I also...                         | * My favorite parts so far is... |
| * This part is about...      | * I never...                        | * I think that....               |
| * How are these similar...   | * This character makes me think of  | * Oh, I get...                   |
| * How are these different... | * This setting reminds me of...     | * Now I understand...            |
| * What would happen if...    | * This is good because...           | * No, I think it means...        |
| * This reminds me of....     | * This is hard because...           | * At first I thought _____,      |
| * This part is like....      | * I like the part where...          | but now I think...               |
| * The character is like...   | * I don't like this part because... | * This part is really saying     |
| * This is similar to...      | * The differences are...            |                                  |

These instructions will assist you as you complete your journal.

- Using 30 quotes from throughout the books, complete dialectical entries (sample entry included).
- The dialectical journal is a double-entry note taking system. It helps one to read critically and encourages the habit of reflective questioning. It is a place to record and explore ideas using writing as a tool for learning.

### Instructions:

1. Draw a line down the middle of the paper, making two columns.
2. The left column is used for notes - direct quotations or summaries from the reading.
3. The right column is used for commenting on notes in the left column. Personal reactions to the notes on the left go here. The comments on the right may include:
  - what the passage prompts in thinking or memory associations;
  - feelings toward the author's words;
  - words or passages not understood;
  - words or passages that look important; and
  - connections among passages or sections of the work.

As you take notes in your journal, you should regularly reread the previous pages of notes and comments, drawing connections in a right-column summary before starting another page of the journal.

### **PART THREE: Vocabulary**

On a separate sheet of paper, define each vocabulary word and identify the part of speech. Then write a “showing sentence” in which the meaning of the word can be inferred by the context clues within the sentence. **Either type the assignment or complete in blue or black ink.**

#### **Model**

*(adj.) Eminent* (of high reputation, outstanding)

**Showing Sentence Example:** The eminent author received the Nobel Prize for literature.

**Non-Example:** The actor was eminent.

Pariah  
Deter  
Maverick  
Sage/Sagacious  
Epiphany  
Resolute  
Elucidate  
Illuminate  
Magnanimous  
Tenacious  
Brazen  
Intrepid  
Astute  
Perceptive  
Oppressive  
Disingenuous  
Cajole  
Evade  
Elude  
Gallant  
Impervious  
Indifferent  
Impassioned  
Emphatic  
Vindicate  
Scathing  
Stultifying  
Integrity