

BASICS OF 8TH GRADE HONORS ENGLISH

The goals of the Language Arts units are to develop students' skills in literary analysis and interpretation, persuasive writing, linguistic competency, and oral communication, as well as to strengthen students' reasoning skills. The units engage students in exploring carefully selected, challenging works of literature from various times, cultures, and genres, and they encourage students to reflect on their readings through writing and discussion. The units also provide numerous opportunities for students to explore interdisciplinary connections and to conduct research around issues relevant to their own lives. This curriculum builds on the foundations of the 7th grade curriculum. Students in honors classes are expected to read and write more outside of their school day. More information about how the class is formatted and the required reading assignments for the school year will be identified at the beginning of next year. Units for next year include: 19th Century American Literature and Utopia

How to Qualify-

The Honors English program at North Middle School is designed for those students above proficiency levels with their writing and reading capabilities. Therefore, a student must meet requirements determined by multiple data points and teacher recommendation.

Can a student become ineligible after they are entered into the program?

Yes, a student will be exited from the program if he/she fails to meet the appropriate assessment level for two consecutive tests. A student can also be exited from the program if grades drop below a C- or if he/she has more than 10% of the assignments not turned in.

Summer Assignments-

There are three defined purposes for the assigned work over the summer for honors students: to prevent "summer slide," to provide an enrichment opportunity, and to give students a head-start on a challenging curriculum. In fact, College Board recommends summer work for any honors or pre AP program. Most kids enrolled in an honors class would be reading anyway- the additional dialectical journal will allow kids to practice a strategy that will be used in class next year to analyze more complex literary works.

This summer students are expected to:

1. Read one book of their choice (150 pages or more is the only requirement- it can be a book that has already been read, it can be a graphic novel...(if you have questions, please ask))
2. Write a 6 entry dialectical journal to go along with chosen book**
 1. 2 interesting passages
 2. 2 examples of a literary element (key words, feelings, ideas/themes, images, structure)
 3. 2 challenging vocabulary words

*Rubric for dialectical journal is on the back of this letter

*Example dialectical journal, the rubric, and this letter can be found on our class website-msvansickle17.weebly.com

Please e-mail me if you have any questions throughout the summer at melissa_vansickle@gfps.k12.mt.us
I look forward to working with your child next school year!

Melissa VanSickle
Honors English

	4	3	2	1
Interesting Passages (2 entries)	Chosen quotes are thought-provoking and representative of the <u>themes</u> of the novel. The meaning of the text is considered in the <u>universal sense</u> and/or <u>new meaning is created</u> through connections with student's own experience or other texts.	Two thought-provoking quotes are chosen. Student constructs a thoughtful interpretation and makes new meaning through connections with own experience and other texts.	Two thought-provoking quotes are chosen. The student uses inference to make meaning of the text. Few connections are made, but lack detail.	Two quotes are chosen. Student shows some evidence of inference, but text is too literally accepted.
Literary Elements (2 entries)	Two literary elements are <u>clearly identified</u> and <u>explained using text evidence</u> . Chosen quotes are relevant, important, thought provoking and representative of the themes of the novel. Student questions, agrees, disagrees, or appreciates craft of the author through the <u>meaningful reflection</u> of the highlighted elements.	Two literary elements are clearly identified and explained using text evidence. Chosen quotes are relevant and representative of the theme of the novel. Student appreciates craft of the author.	Two literary elements are clearly identified and explained using text evidence.	Two literary elements are clearly identified and explained using text evidence.
Vocabulary (2 entries)	Two <u>challenging</u> words are chosen with the intention of expanding student's own lexicon or for important clarification within the story. Each word is <u>written in context</u> from the story and <u>defined</u> by using contextual clues as well as a dictionary definition. The word choice <u>or connotation, or possible synonyms</u> are reflectively mentioned.	Two challenging words are chosen with the intention of expanding student's own lexicon or for clarification. Each word is written in context from the story and defined by using contextual clues as well as a dictionary definition.. Connotation of each word is mentioned	Two challenging words are chosen with the intention of expanding student's own lexicon. Each word is written in context from the story and defined by using contextual clues as well as a dictionary definition.	Two challenging words have chosen and defined using a dictionary.
Overall	Obvious time spent on choosing meaningful passages and creating <u>insightful commentary</u> . Page numbers are included for every entry. There are <u>six complete entries</u> which include commentary of <u>30 or more words</u> . Sentences are grammatically correct with correct spelling and punctuation.	Meaningful passages have been selected and commentary is reflective. Page numbers are included for every entry. There are six complete entries. Sentences are mostly grammatically correct with correct spelling and punctuation.	Six passages have been selected and commented upon. Page numbers are included for most entries. Some sentences are grammatically correct with correct spelling and punctuation.	Fewer than six passages have been selected and commented upon. Page numbers are included for some entries. Many grammatical and conventional errors.

Jane Dough
Dialectical Journal

IP - interesting passage

LE - literary element

V - vocabulary

Code Name Verity
by Elizabeth Wein

IP "What's strange about the whole thing is that although it's riddled with nonsense, altogether it's true - Julie's told our story, mine & hers, our friendship, so truthfully. It is us. p 297

A major theme subject of this novel is friendship. Here Maddie realizes that through all the lies Julie has told the Gestapo, the truth of their friendship shines through. True friendship survives any journey.

LE "Do come, Maddie. I'll drop you here again on my way back... Take off, fly straight & level - 'Second to the right, and then straight on till morning.'" p 91

Wein uses several allusions in the book. This allusion refers to Peter Pan's explanation of how to get to Neverland. Peter Pan is a common allusion in this novel because Wein is portraying the surreal quality of the war. What is real w/ their life before or during the war?

Vocab "One arm was livid with bruises, red turning purple, the clear, brutal marks of..." p 110

From context I think livid means very visible. Dict. def - dark bluish gray in color

The word livid is more powerfully descriptive than if Wein had written "discolored with bruises..."