

Dear Parents,

As the end of the year quickly approaches, it is time to get ready for summer reading. Summer reading is an essential part of the English curriculum at Cambridge Christian School. The National Center for Summer Learning at Johns Hopkins University has found that "without ongoing opportunities to learn and practice essential skills, kids fall behind on measures of academic achievement over the summer months" (McLaughlin and Smink 1). Therefore, the goal of our summer assignments is to maintain the momentum that is gained during the school year. While studying the effects of summer on academic achievement, Harris Cooper estimated "that summer loss for all students equals about one month on a grade-level equivalent scale" (qtd in Fairchild and Boulay 4). Because we do not want to spend the first month of school getting our students back up to grade level, we assign literature that is appropriate to the curriculum that the students will be studying when they return to school.

Each summer book is specifically chosen to give a preview of the next year's course of study while maintaining the educational level achieved during the previous year. The novels chosen will be discussed and assessed at the start of the year to varying degrees based on grade level and placement; however, the novels will not be reread in their entirety in the classroom. The English Department takes great care in the choice of each novel, especially the summer novel as it is entirely student directed. Please refer to the course sheet to find the readings that are assigned to your students this summer and the summer work they will need to complete and bring with them on the first days of school. We would like to thank you for your ongoing support of this summer learning initiative, and we look forward to working with you and your student.

Sincerely,

Cambridge Christian 9-12 English Department

Fairchild, Ronald and Matthew Boulay. "What If Summer Learning Loss Were an Education Policy Priority?" 24th Annual APPAM Research Conference. 9 Nov. 2002, www.whatkidscando.org, www.whatkidscando.org/archives/whatslearned/WhatIsSummerLearning.pdf. Accessed 11 May 2017.

McLaughlin, Brenda, and Jeffery Smink. "Summer Reading: Moving from the Periphery to the Core." *Progress of Education Reform*, vol. 10, no. 3, June 2009, pp. 1—6. , www.ecs.org/clearinghouse/80/99/8099.pdf. Accessed 11 May 2017.



FRESHMAN ENGLISH

Welcome to Freshman English! All summer reading assignments will be due the first day of school. Please plan on assessments and class assignments that require your close reading and analysis of the assigned text the first few weeks of school. Our theme this year will be **Coming of Age**, so please be reflective about how this text represents theme and the lessons we learn as we mature.

ASSIGNMENT #1: A Separate Peace by John Knowles- (PRINT only with ISBN-13: 978-0743253970)

Part 1: In-depth Annotations- You will do at least one annotation per four pages. You may write directly in your book or use post-it notes by placing them directly on top of your highlighted text. See directions on annotations below. This will be a grade, so follow directions carefully. This will be a grade.

Part 2: Reading Journal- This will be 10 entries, *hand-written* in two columns. In the first column, you will copy a significant passage you located during your annotations (3-6 sentences) with its provided page number. In the second column, you will analyze the passage in a paragraph for any devices found below in the word bank and discuss how these devices help to create theme and develop elements of a story.

| Reading Passage (3-6 sentences with pg. #) | Analysis (paragraph minimum- 5+ sentences) |
|--|--|
| "This is your quote" (pg. #). | This is your analysis where you discuss how certain devices create theme and develop elements of a story. It is not a summary. |

How to Create In-depth Annotations:

- 1) Find meaningful text and highlight it.
- 2) Reread the text closely for meaning, purpose, and rhetorical or literary devices.
- 3) Label the highlighted text for a particular term or idea you'd like to offer commentary on.
- 4) Write 1-2 sentences of commentary about your annotation. Commentary addresses the "so what" factor or provides analysis. Use the acronym RIPE to help you create commentary on the devices or element you'd like to analyze: Relationships, Importance, Purpose, and Effect.

Rhetorical and Literary Word Bank: Use this word bank below to create your in-depth annotations. Please use a variety of terms. If you are unfamiliar with a term, please look it up and make a personal glossary. Please also note you are not limited to the terms in this work bank. Your annotations and reading journal must show *variety*.

Devices: diction, syntax, style, imagery, simile, metaphor, extended metaphor, personification, hyperbole, purpose, theme, symbols, motif, tone, verbal irony, dramatic irony, situational irony, juxtaposition, internal conflict, external conflict, exposition, rising action, climax, falling action, resolution, archetypes (look up all the various ones), The Heroic Cycle (look up elements and examples), protagonist, antagonist, direct characterization, indirect characterization, dynamic character, static character, setting, allegory, allusion, foreshadowing, hubris

Kimberly A. Phinney, M.Ed.
Cambridge Christian School
English Department

Contact me: kphinney@ccslancers.com