

## Pre-AP English I - Summer Reading 2019

### Overview:

Welcome to Pre-AP English I at Huntsville High School! Because reading regularly helps students become more creative thinkers, better equipped to solve real world problems, and because you'll be expected to read extensively in Pre-AP English I, all incoming Pre-AP English I students are required to read ***We Were Liars*** by E. Lockhart and complete the assignments outlined below.

You will need to **purchase** a copy of *We Were Liars* by E. Lockhart (ISBN 978-0385741279). You're welcome to buy a used book (AllBookStores.com is a great place to compare prices).

### Assignments:

- READ and ENJOY the novel. *We Were Liars* is a book written for young adults, and it's a captivating read from beginning to end. Stories are meant to be enjoyed just as much as they're meant to help us become better readers, thinkers, and communicators.
- Dialectical Journal. Instructions on the next page. **Due Friday, August 23.**
- A Test over the book will be given on **Friday, August 23.** The test will be short answer (not multiple-choice) and will require you to be specific in your answers.
- Literary Analysis Essay. You will be learning how to write literary analysis the first six weeks of school, so it's imperative that you read the book and complete the dialectical journal in order to be better prepared for this assignment.

### Notice and Note Signposts

As you're reading (this is important; you should Notice and Note as you read; not after), you'll use the following signposts to complete your dialectical journal.

- **Contrasts & Contradictions:** When a character says or does something that is opposite (contradicts) what you expect them to do, ask yourself, "Why is the character acting this way?" This could help you make a prediction or an inference about the plot and conflict.
- **Again & Again:** When notice a word, phrase, object, or situation mentioned over and over again, ask yourself, "Why does this keep showing up again and again?" This will tell you about the theme and conflict, or it might foreshadow what will happen later.
- **Memory Moment:** When the author interrupts the action with a flashback to the past and tells you a memory, ask yourself, "Why might this memory be important?" This will tell you about the theme, conflict, or it might foreshadow what will happen later.
- **Aha Moment:** When a character realizes, understands, or finally figures something out, ask yourself, "How might this change things?" If the character solved a problem you discovered the conflict; if the character understood a life lesson, you discovered a theme.
- **Words of the Wiser:** When a character takes the main character aside and gives advice, ask yourself, "What's the life lesson, and how might it affect the character?" Whatever the lesson is, you've probably found a theme for the story.

- **Tough Questions:** When a character asks himself a difficult question, ask yourself, “What does this question make me wonder about?” This will help you predict will happen later in the story.

**(Adapted from Notice and Note by Kyleene Beers.)**

**Dialectical Journal Instructions:**

1. Divide your novel into 4 sections.
2. Prepare your journal. **You will need to buy a spiral notebook that you will use solely in my class (not just for your dialectical journal).** Beginning with the first page, number each page in the top outer corner, beginning with 1 on the front side of the first page and 2 on the back side of the first page. Number both sides of a page all the way to the last page. With the notebook open, you should see even numbers on the left side pages and odd numbers on the right side pages.
3. Beginning on page 100, divide the page into two columns. The column on the left is where you will put the passages you copy directly (word-for-word) from the book. Make sure to include the page number of each passage in MLA format. Find at least five passages that fit the signposts outlined above for each of the 4 sections-you will have 20 journal entries in total. The column on the right will be your responses. Here you will respond to the appropriate question prompted by the signpost you noticed in the text. You are not just summarizing the plot. You are analyzing the passages from the text to explore meaning and to prepare to show your insight in class discussions. Do not tell me what happened; tell me why. **The grade will be based on the insight and depth of your reflections.**
4. Each signpost must be used once, but you may use a signpost more than once.
5. Upon your return, you will use these journals in class discussion and to help write an in class essay. You will use the remaining pages of the journal throughout the year for class notes and skills practice.

**Dialectical Journal Entry Example:**

Textual Evidence	Response
Signpost I Noticed: Memory Moment  “That June, summer fifteen, Dad announced he was leaving and departed two days later. He told my mother he wasn’t a Sinclair, and couldn’t try to be one, any longer. He couldn’t smile, couldn’t lie, couldn’t be part of that beautiful family in those beautiful houses” (Lockhart 5).	Why might this memory be important?  This memory indicates that the moment her family separated is still fresh in her mind. It likely still affects her, and her father’s abandonment of her might impact her ability to trust others in the future. <i>Notice I’m not repeating the textual evidence; I’m reflecting on it using the anchor question for the Signpost.</i>

\*\*\* As of June 1, please sign up for Remind notifications by texting @tfarr to 81010. \*\*\*

Any questions, email me at [tjarr@huntsville-isd.org](mailto:tjarr@huntsville-isd.org)