**Weekly Letter 1**

**August 14-18**

**English I Honors : Intro to Lit and Comp**

**Mrs. Beery**

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**“This book is an ignition key to power and drive your love of reading!”… K. Rutigliano**

Welcome to English I Honors, The Introduction to Literature and Composition, and more importantly, welcome to high school. Developing a healthy learning community is vital to our time together this year. As a result, we will send the majority of this week cultivating that learning community. Through writing, reading, and interacting we will share ideas, take risks, and get to know one another. I want you to feel safe and nurtured in this classroom. Think of this space as your place to explore, to ask questions, to think critically, to research, and to grow. Moreover, this week we will be discussing and writing about *Boy 21.* By aiding and honoring inquiry, passion, and awe, Mayfield hopes to inspire a love of reading, discovery, and narrative. As a community, we need to celebrate this commonality across disciplines. Don’t worry, this week and next week will also sprinkle in rules and expectations, supply lists and homework for this class. I am so honored to have you in my class this year. Let’s enjoy this journey together ☺ Here we go!!!!!......

**Purchase *Of Mice and Men* by John Steinbeck & *The Pen Commandments* by Steven Frank by Monday, August 28th .**

**Learning Goals for the next few weeks**

* I can determine how specific details in the text reveal and continually refine a central idea.
* I can determine the overall analysis, ideas, or events being conveyed by an author.
* I can analyze how a text unfolds and determine the impact that the order, development, and/or connections between points have on the reader.
* I can determine the author’s develement of complex charcters
* I can determine an author’s point of view and explain his/her purpose for writing the text.
* I can select a topic and identify and gather relevant information to share with my audience.
* I can Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and

tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

* I can analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

M: Teacher Work Day (no students)

T: Chrome books

English Mission Statement & Supply List:

 Go to Google Classroom----sign up

 Go to teacher website page—find weekly letter & expectations

Introduction game, (go around rehearse name & interesting fact) supply list (bring items by Monday 8/21st---if you need help acquiring supplies I always have a bunch—lmk)

 **HMWK: -Bring in a composition notebook for writing journal by Thursday**

W**: Finish** Introduction game, (go around rehearse name & interesting fact) supply list

 **HMWK: -Bring in a composition notebook for writing journal by Thursday**

TH: Journal/Discussion: Throughout the novel, readers witness the complexities of the various relationships among the characters. Consider whose relationship seemed most similar to one of your own personal relationships and explain why.

**Journal**: **How do relationships sustain humanity in the book *Boy 21* (one page response due Friday---be sure to include specific text evidence from novel)**

F Share journal responses: **How do relationships sustain humanity in the book *Boy******21***? I**ndependent Reading**: **select an independent reading book (library)---I have some you can borrow in classroom.**

 Respond to log response (IR and log are completed M,W, F)

 **Homework: Get your supplies, order *Of Mice and Men* and *The Pen Commandments,* and have a great weekend.**

