



# The Letter of Literacy

## Literary Voices and Choices

### Honors English II Students,

Individually you will be expected to critically digest text as you begin to strengthen your literacy skills. As readers, you should be practicing close reading to understand the author's message communicated between the lines. The summer reading assignments are designed to deepen the reading process and foster understanding of author's style and purpose. As readers begin to think about the author's way with words.

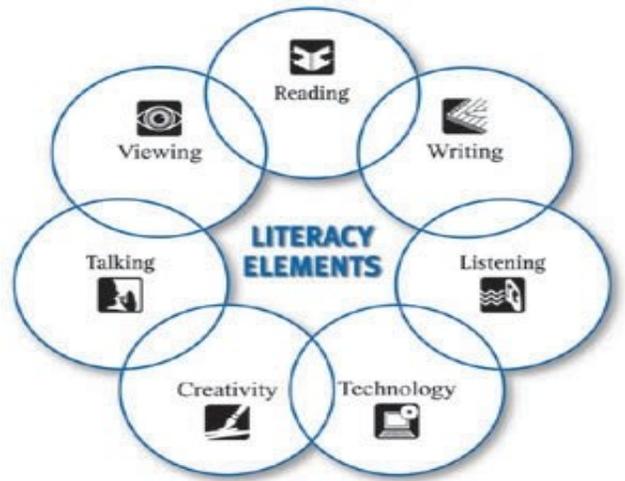
Instructionally, you will be required to learn reading processes and strategies on an instructional rather than an independent level combining all literary elements in combination. The texts presented should challenge

you. Annotating the text will require that you make connections within the text, to your own reading, and to the world in a way that provides both a written and visual understanding of the material.

We will also begin to consider literature from a global perspective or international view. This approach to English and Language Arts requires tolerance for oppos-

ing opinions and analysis of the logic and textual evidence that support diverse understanding. Lessons from world literature are relevant across time, language, and culture and demand that you think beyond the printed text to our daily lives and experiences.

**To your summer reading,  
Mrs. D. Mast**



One cannot read a book: one can only re-read it. A good reader, a major reader, an active and creative reader is a re-reader.

V. Nabokov

### Reading Guidelines and Deadlines

Tumblr Writing TuneUp Test via EMAIL	May 24
Tumblr Writing Submissions via EMAIL	June 31
Life of Pi & Kon-Tiki Reading and Annotation	July 25
Kon-Tiki Visualizations	August 8
Letter About Life of Pi Literature	August 15
Envelope Art for Life of Pi	August 20
Annotation, Visualization, Letter about Literature and Envelope Art Presented to CLASS & TEACHER	August 22

### Teacher Connection:

#### Contact Information

- [mast@louisville.sparcc.org](mailto:mast@louisville.sparcc.org)
- [www.lhsmastliteracy@weebly.com](http://www.lhsmastliteracy.weebly.com)
- Phone Messages to LHS
- 330.875.1438

# Assignment #1 Tumblr Writing TuneUps

Common Core Writing Anchor Standard 2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**"We were all born too late to explore the earth, and too early to explore the stars."**  
- Sophie

Would you rather have been born earlier, so you could explore the earth before it was known what was across the oceans? Or would you rather have been born later, so you could explore the stars? Why?

Image from the user Corvachy10 on DeviantArt. The image is a composite of two images. The top image shows a space station orbiting Earth. The bottom image shows a historical scene with people and a flag. The text is a quote from Sophie.

This assignment is designed to examine and diagnose your writing style and ability. To individualize this assignment, choice is the key. Select prompts that you can write about in a specific and concrete way. This is your opportunity to write figuratively as well as literally. To complete this assignment follow the bullet steps and submit via email by the deadlines.

## Procedure

1. Access Tumblr Writing Prompts at <http://writingprompts.tumblr.com>
2. Browse the archives and select 5 prompts of your choice for individual written responses. Your choices should note the Common Core Writing Objective covered.
3. Copy and paste the prompt to a word document with image into a word document.
4. Compose your response below the image and prompt.
5. Save and email to [mast@louisville.sparcc.org](mailto:mast@louisville.sparcc.org) as an attachment.

*Sample of one posted writing prompt.*

## Writing Guidelines for Letter of Literacy and Reader Response Annotations

**DO NOT** use the standard high school-level approach of just writing: *"I liked this book (or article or document or movie) because it is so cool and the ending made me feel happy,"* or *"I hated it because it was stupid, and had nothing at all to do with my life, and was too negative and boring."* In writing a response you may assume the reader has already read the text. Thus, **do NOT summarize the contents of the text at length.** Instead, take a systematic, analytical approach to the text.

---First of all, be sure to mention the **title** of the work to which you are responding, the **author**, and the **main thesis** of the text, using *correct English* for the first sentence of your paper!

**Then, try to answer ALL of the questions below.**

- a. **What does the text have to do with you, personally,** and with your life (past, present or future)? It is not acceptable to write that the text has NOTHING to do with you, since just about everything humans can write has to do in some way with every other human.

**b. How much does the text agree or clash with your view of the world, and what you consider right and wrong?** Use several quotes as examples of how it agrees with and supports what you think about the world, about right and wrong, and about what you think it is to be human. Use quotes and examples to discuss how the text disagrees with what you think about the world and about right and wrong.

**c. How did you learn, and how much were your views and opinions challenged or changed by this text, if at all?** Did the text communicate with you? Why or why not? Give examples of how your views might have changed or been strengthened (or perhaps, of why the text failed to convince you, the way it is). Please do not write "I agree with everything the author wrote," since everybody disagrees about something, even if it is a tiny point. Use quotes to illustrate your points of challenge, or where you were persuaded, or where it left you cold.

**d. How well does it address things that you, personally, care about and consider important to the world?** How does it address things that are important to your

family, your community, your ethnic group, to people of your economic or social class or background, or your faith tradition? If not, who does or did the text serve? Did it pass the "Who cares?" test? Use quotes to illustrate.

**e.** Reading and writing "critically" does not mean the same thing as "criticizing," in everyday language (complaining or griping, fault-finding, nit-picking). **Your "critique" can and should be positive and praise the text if possible,** as well as pointing out problems, disagreements and shortcomings.

**f. How well did you enjoy the text (or not) as entertainment or as a work of art?** Use quotes or examples to illustrate the quality of the text as art or entertainment. Of course, be aware that some texts are not meant to be entertainment or art--a news report or textbook, for instance, may be neither entertaining or artistic, but may still be important and successful.

**g.** To sum up, **what is your overall reaction to the text?** Would you read something else like this, or by this author, in the future or not? Why or why not? To whom would you recommend this text?

# Assignment #2 Life of Pi and Kon-Tiki Annotation

During the reading process, critical readers engage the text. In other words they “talk” to the text. You are required to mark your books thoroughly and entirely.

Markings in your books should address the following strategies.

⇒ **TEXT TO SELF CONNECTION**

⇒ Interaction with the book. Talk back to it. Mark your book with your side of the conversation. Conversation include references to personal experiences, other readings, cross-references within the text. These conversations should question, explain, claim, explain your feelings.

⇒ **TEXT TO WORLD CONNECTION**

⇒ Learn what the books teach. Highlight and summarize themes and main ideas. You might leave a trail by coding ideas with color or abbreviation to show relationships. Create your own outline or index or glossary.

⇒ **READING TO WRITING CONNECTION**

⇒ Look for patterns in language and ideas that the writer uses. Circle and underline literary elements and devices. Categorize them by labeling and explaining their importance.

⇒ **Reference Inserts**

**Model Annotations**

**Making Annotations: A User’s Guide**



Life of Pi: Fiction

Kon-Tiki: NonFiction



# Assignment #3 Create Visualization Graphic for Kon-Tiki

Students will find the Periodic Table of Visualization Methods an alternative style for note taking and presentation. To continue our study of literacy, browse the site to find sample of techniques and methods to practice and add to your literacy toolbox. Follow the instructions to complete the visual literacy requirement.

1. Access the site using the URL under the table.
2. Mouse over the various types to see an sample images.
3. Choose three of the ten sections from The Book Thief and create your own visualization of the information. You may customize the design to convey your interpretation of the information.
4. The key is to choose the correct method for the information communicated.
5. Create them on 8.5x 11 paper to present to the class.

## A PERIODIC TABLE OF VISUALIZATION METHODS

<b>C</b> continuum	<b>Tb</b> table	<b>Ga</b> Gaussian contours	<b>Pi</b> pie chart	<b>L</b> line chart	<b>B</b> bar chart	<b>Ar</b> area chart	<b>Sa</b> satellite diagram	<b>Pa</b> parallel coordinates	<b>Hy</b> hierarchy tree	<b>Cy</b> cycle diagram	<b>T</b> tree	<b>Ve</b> venn diagram	<b>Mi</b> matrix	<b>Sq</b> square diagram	<b>Co</b> concept map	<b>Ar</b> argument diagram	<b>Co</b> concept diagram	<b>Ge</b> group diagram	<b>Pe</b> perspective diagram	<b>D</b> diamond diagram	<b>Pr</b> process diagram	<b>Kn</b> knowledge map							
<b>Cy</b> Process Visualization	<b>Hy</b> Structure Visualization	<b>Sd</b> sight diagram	<b>Pr</b> reference diagram	<b>St</b> strategy diagram	<b>Oe</b> organism diagram	<b>Ho</b> house of wisdom	<b>Fd</b> fishbone diagram	<b>Ft</b> fishbone diagram	<b>Hq</b> hierarchy diagram	<b>Ld</b> life cycle diagram	<b>Po</b> process diagram	<b>S</b> strategy diagram	<b>Sm</b> system diagram	<b>Is</b> islands diagram	<b>Tc</b> technology diagram	<b>Ed</b> education diagram	<b>Pf</b> performance diagram	<b>Sg</b> strategy diagram	<b>Mz</b> matrix diagram	<b>Z</b> zoo diagram	<b>Ad</b> advertising diagram	<b>De</b> decision diagram	<b>Bm</b> big man diagram	<b>Stc</b> strategy diagram	<b>Vc</b> value chain diagram	<b>Hy</b> hierarchy diagram	<b>Sr</b> strategy diagram	<b>Ya</b> yarn diagram	<b>Sd</b> strategy diagram

[http://www.visual-literacy.org/periodic\\_table/periodic\\_table.html](http://www.visual-literacy.org/periodic_table/periodic_table.html)

# Assignments #4 & 5

## Letter About Life of Pi Literature and Envelope ART

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### #4

Following the reader response guidelines, you will need to write a letter about your response to the literature of *The Life of Pi*. Explore your feelings about this fictional novel and explain why you reacted the way you did during or after reading the author's work.

Did the characters, conflict or setting mirror your life in some way? If so how If not, why not?

What strengths or flaws do you share with the characters or narrator in the book?

What did the book show you about your world that you never noticed before?

What surprised you about yourself while you were reading this book? Why was this work meaningful to you?

Correspond, don't compliment! Your letter should inform rather than flatter the author.

Do not summarize the book's plot! The author wrote the book and knows what happened. What the author doesn't know is how the book affected you.

There is not one correct response. Remember to support your response with concrete evidence referenced from the book.

Submit all drafting and word processed final draft.



**Design your envelope artistically to illustrate the narrator and pivotal scenes from *The Book Thief* that contribute to the theme of the novel. Use significant quotes from the novel as part of your design. State what you understand to be the theme in your own words. Your layout and design of the narrator illustration and theme should be correspond with symbol and metaphor from the text. Keep the illustration original and artistic.**

RESOURCE: <http://www.ohiocenterforthebook.org/LettersAboutLiterature.aspx>

<http://www.read.gov/letters>

**Summer Work is Graded .**  
**Submit Individual and Independent WORK for Credit.**  
**Collaboration is not accepted on independent reading projects.**

