

Are you interested in obtaining more information about Honors English at the high school?

The following questions are ones to which Honors English students will typically answer “YES!”

Do you love to read?

--Honors English involves more reading. For that reason it moves at a faster pace, while also going into more depth with each book.

--Regular English at the freshman level will read 5-7 books throughout the school year.

--Honors English at the freshman level will read 10-11 books throughout the summer and school year.



Do you appreciate analytical discussions and writing in your current language arts classes?

--Do you enjoy discussing language and style (why writers choose particular words, structure, etc.) and experimenting with it in your own writing?

--While you are reading and discussing, do you naturally connect the literature you read to other texts and to your surrounding world?

--Do you sometimes wish discussions you have with your classmates could go into more depth?

--Do you find yourself discussing the books you read with your peers or family members outside of class?



Do you thrive with assignments that are more independent?

- Do you do well with assignments that are open-ended?
 - Are you able to keep yourself motivated to complete work without having teacher created deadlines to guide you?
 - Do you sometimes find yourself completing additional research or information about topics you are studying, even without being assigned the research?
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Are you willing to take risks and work hard?

- Do you welcome critical feedback about your reading and writing from both your teacher and peers?
 - Are you willing to set up time outside of class to discuss your writing with your teachers?
 - Are you willing to pick more difficult assignments if you know that it will benefit your learning?
 - Does it excite you to think about being more challenged in your learning?
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Interested? Here's the process:

-In the spring, the 8th grade will have a LA unit studying poetry. Each student will be given choices three or four choices.

-One of the choices will be run as a mini-Honors class. This class will prepare students for the impromptu poetry analysis that is part of the Honors English application process.

Students will write an in-class impromptu poetry analysis on the last days of the poetry regrouping that will be scored by high school English teachers.

--After finishing the analysis, students will have until the following week of school to type a self-assessment letter, which you will turn into your current LA teacher (8th grade). Application material will be distributed by 8th grade LA teachers during the poetry unit.

Process continued...

--WHY A POEM?

--A poem's metaphors allow evaluators to see if a student is able to read at both literal and abstract levels.

--A poem allows students to work intensively with a short selection.

- Style

- Structure

- Meaning

- Application to broader context

Process continued...

High school teachers will use the following four equally weighted application components to offer you an appropriate recommendation for your English class next year:

- 1) on-demand poetry analysis essay
- 2) self-assessment letter
- 3) current language arts teacher evaluations and grades in LA classes
- 4) LA score on the Smarter Balanced Assessment

A letter will be sent home in mid-June with recommended English placement for next year.

The 9th Grade Transition Next Year

- Social life is new, different, and potentially distracting
- Sports and other extra-curricular activities are more demanding than at the junior high level.
- Classes require more homework.

Please remember: we want you to love English and be able to participate in activities that allow for a well-rounded life experience. Teachers work hard to recommend the appropriate placement for you next year.

