Dear incoming English 1 Honors students and their parents:

It is a policy at Mission Viejo High School to have all students enrolled in honors English complete assigned summer reading so that rigorous writing and discussion can begin as soon as school starts in the fall. Through summer reading, we hope to instill the idea that reading novels closely is a major part of being in honors English. Novels should not merely be skimmed and finished as quickly as possible, but rather we hope students will come to see close, critical reading as an interactive process. Moreover, students will be encouraged, but not required, to purchase their novels in order to allow them to highlight important passages and to take notes in the margins. No new texts (other than summer reading) will be needed right at the beginning of next year, so, for now, just focus on getting the one summer reading book, and we will then supply students with the regular reading list (and purchasing options) at the beginning of next year. We do understand that, for some, purchasing books is not financially practical, so please understand that students will not be penalized if they have to check books out from the library.

This summer, incoming ninth grade honors students are being asked to purchase and read *How to Read Literature Like a Professor for Kids* by Thomas C. Foster (ISBN 9780062200853). Last year we tried the “adult” version of the text, but students found it a little too inaccessible, so we’ve switched to this version.

In addition to *How to Read...*, we are asking that students read five short stories: “The Most Dangerous Game” by Richard Connell, “The Necklace” by Guy de Maupassant, “Cask of Amontillado” by Edgar Allen Poe, “The Scarlet Ibis” by James Hurst, and “The Lottery” by Shirley Jackson. Copies of these stories can easily be found on the internet by typing in the story/author name and “text”; however, we have run into a few issues with students finding a fragment/abridged version of the text, and in some cases (“Cask”) students have used a modern translation, so your best bet is to go to Mr. Lohmeier’s website (https://www.saddlespace.org/116016) and download the copies from there. You can also find Mr. Lohmeier’s website through the SVUSD homepage. We would encourage students to print up copies of these stories and make notes in the margins.

Finally, we are asking students to use the information from *How to Read...* to do some analysis of the short stories. Students are asked take 4 concepts from *How to Read...* and apply them to any of the four short stories. They can use the same concept/chapter more than once, but they should at least try to consider different possibilities before settling on the obvious. On the second day of school, students will turn in a typed list of their 4 examples. Each example will include a brief explanation of the concept from *How to Read...* (1 sentence), and then a 3-4 sentence explanation of how that idea can be applied to an event in one of the short stories. So, for example, Chapter 2 in *How to Read...* is about eating meals and “communion.” A couple of the stories include characters sharing food and/or drink. How does the student understand the scene(s) differently based on their new understanding about the significance of sharing food?

Students should be able to do the reading in about 2-3 weeks, and we encourage students to read toward the end of summer so that they will have maximum retention. In addition to the assignment from above, students will be tested on all of the works in the first few days of class. We hope that you have an enjoyable summer as you embark on a new and exciting phase of your academic career.

Yours truly,
Patrick Lohmeier