



*Juan Seguin High School*  
*Department of English*

May 2019,

Dear Pre-AP English II Students and Parents:

Congratulations on your first successful year of Pre-AP English. We look forward to continuing the journey towards excellence with you next year in Pre-AP English II.

In order to maintain a standard of excellence there are several things required of you as a student and as a parent. As an individual student you will be encouraged to pursue excellence in all that you do by first making the decision to be dedicated. This decision, you will find, will enable you to do far more than you might have imagined.

Additionally, you will be required to commit yourself to doing all that is required of you in preparation for the 2019-2020 school year.

That said, you will be required to obtain a copy of and read in its entirety *The House on Mango Street* by Sandra Cisneros. In order to be successful, you must practice the close reading skills that you have learned in Pre AP English I by completing a dialectical journal for the novel. You are required to complete 20 dialectical entries. Please see the handout attached for examples and instructions. During the first week of school, a close reading exam over the text will be given. It is strongly recommended that you acquire this novel at your earliest convenience.

Should you have any questions regarding this summer reading assignment, please feel free to contact me or Ms. Hudson via telephone at 682-867-6700 or via school e-mail at the addresses listed below.

We thank you in advance for your support and dedication to the Pre-AP and AP programs at Juan Seguin High School. We look forward to an exceptional year with your students.

Sincerely,

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# Dialectical Journal

Instructions:

- a. Choose 20 passages/quotes from the novel
- b. When should you write passages down?
  - i. Details that seem important to you
  - ii. You have an epiphany
  - iii. You learn something significant about a character
  - iv. You recognize a pattern (overlapping images, repetitions of idea, details, etc.)
  - v. You agree or disagree with something a character says or does
  - vi. You find an interesting or potentially significant quotation
  - vii. You notice something important or relevant about the writer’s style
  - viii. You notice effective use of literary devices

In the RESPONSE column reflect upon the passages

- a. Raise questions about the beliefs and values implied in the text
- b. Give your personal reactions to the passage, the characters, the situation
- c. Discuss the words, ideas, or actions of the author or character
- d. Tell what it reminds you of from your own experiences
- e. Compare the text to other characters or novels
- f. Write about what it makes you think or feel
- g. Argue with or speak to the characters or author
- h. Make connections to any themes that are revealed to you
- i. Make connections among passages or sections of the work
- j. Make predictions about characters’ futures
- k. DO NOT MERELY SUMMARIZE THE PLOT

Each RESPONSE must be at least 60 words (include word count at the end of each response)

Write down your thoughts, questions, insights, and ideas while you read or immediately after reading a chapter so the information is fresh

**Sample Journal:**

**Black Like Me by John Howard Griffin** \_\_\_\_\_

Text	Response
<p>“The completeness of this transformation appalled me. It was unlike anything I had imagined. I became two men, the observing one and the one who panicked, who felt negroid even into the depths of his entrails(Griffin 11).</p>	<p>In many movies and books, people wake up and realize how old they truly are. I think that the people this happens to feel the same as Mr. Griffin does because he feels that he still a white man; but when he looks in the mirror, he notices that his skin color disagrees with his thoughts. Likewise, some people feel they are still young, but they are trapped in a body of a person who looks old to too different to be them. (85 words)</p>

**Grading:**

*A = Meaningful passages, plot, and quotation selections. Thoughtful interpretation and commentary about the text; avoids clichés. Includes comments about literary devices such as theme, narrative voice (POV), imagery, conflict, etc. and how each contributes to the meaning of the text. Makes insightful personal connections and asks thought-provoking questions. Coverage of text is complete and thorough. Journal is neat, organized and professional-looking; student has followed directions in creation of journal.*

*B = Less detailed, but good plot and quote selections. Some intelligent commentary; addresses some thematic connections. Includes some literary devices, but less on how they contribute to the meaning. Some personal connections; asks pertinent questions. Adequately addresses all parts of reading assignment. Journal is neat and readable; student has followed directions in the organization of journal.*

*C = Few good details from the text. Most of the commentary is vague, unsupported, or plot summary / paraphrase. Some listing of literary elements; virtually no discussion of meaning. Limited personal connection; asks few, or obvious questions. Addresses most of the reading assignment, but is not very long or thorough. Journal is relatively neat, but may be difficult to read. Student has not followed all directions for organization; loose-leaf; no columns; no pages numbers; etc.*

*D = Hardly any good details from the text. All notes are plot summary or paraphrase. Few literary elements; virtually no discussion on meaning. Limited personal connections, no good questions. Limited coverage of the text; way too short. Did not follow directions in organizing journal; difficult to follow or read. No pages numbers.*

*F = Did not complete or plagiarized*

*(1) Points will be deducted on the TEXT side for failure to document accurately and completely according the model provided*

*(2) Points will be deducted on the RESPONSE side for superficial and / or incomplete responses.*