

Dear Parents and future Freshman Eng I or Honor students,

We are excited about this coming school year! Your student will have Ms. Benson or myself for Language Arts. Studies prove that most students lose between 1 and 2 reading levels over the summer. Most distinguished and private schools have a summer reading requirement for their students. This will be the first year that CCHS will have a summer "read". Honor students will select a novel to read and **Eng I students will read the short story, *The Scarlet Ibis*. Students received this handout today. Honor students can access the reading online or at the public library.** The questions attached should be returned during the first week of school. Students who complete the assignment will received 50 bonus points. Extra credit and bonus points are rare so this is a wonderful opportunity for the student to start out ahead.

**Please encourage your student to read all summer long.** Reading throughout the summer will ensure that your student is ready for their first year of high school.

We are looking forward to working with you and your student in the fall. If there is anything we can assist you with, please feel free to contact us at [Bianca.crockam@christian.kyschools.us](mailto:Bianca.crockam@christian.kyschools.us)  
[Keisha.benson@christian.kyschools.us](mailto:Keisha.benson@christian.kyschools.us)

Honors

Select one:

[The Old Man and the Sea](#) by Ernest Hemingway

[Fahrenheit 451](#) by Ray Bradbury

[Gifted Hands-The Ben Carson Story](#) by Ben Carson

English I

*The Scarlet Ibis*

Sincerely,

Mrs. Crockam & Ms. Benson  
CCHS  
English Dept  
Freshman Academy

Teacher bio:

My name is Ms. Crockam; I am from Florida, raised in Hopkinsville and returned to Florida. I attended Florida Atlantic University with a bachelor's in English Education and a master's degree in Education as a Teacher Leader from the University of the Cumberlands. I taught in Florida for 2 years before relocating to Hopkinsville. I have taught at CCHS for 8 years for 10<sup>th</sup>, 11<sup>th</sup> language arts as well as AP Language and Composition. My goal is to make your student a better reader and writer!

Hi, my name is Ms. Benson. I am from Madisonville, KY. I attended the University of Louisville where I received my Bachelor's in Middle/Secondary Education with a concentration in English. I am currently working on my Master's degree at the University of the Cumberlands to be a guidance counselor. I have been teaching junior English for four years at CCHS. Next year will be my first year teaching freshman. I am so excited to meet you all and I can't wait to see the great things you all will accomplish in the upcoming year.



**English I Honors  
Benson/Crockam**

**“The Reaction/Position Paper: The RePo Guidelines”**

Adapted from Dr. Konopacki, Professor

- The Reaction-Position paper (RePo) is a one page (if typed) or 1 ½ pages if hand-written, two paragraph brief review of what you have read for class.
- The first paragraph summarizes what you have read.
- The second paragraph presents your reaction or states your position to what you have read.
- RePo assignments may be “open” or have “themes.”
- An “open” RePo allows you to explore something of interest to you.
- A “themed” RePo allows you to explore a topic that I set up such as: figurative language, survival or sacrifice.

**ORGANIZING THE RePo**

**The First Paragraph**

The first sentence mentions the author and/or title of what you read.

The body of the first paragraph (sentence 2, 3, 4, etc) provides a brief summary of what you have read. Write the summary of what you read in the present tense. When summarizing plots and stories, the base tense is the present.

The last sentence is your topic sentence. The topic sentence sets up the reader for the next paragraph. The next paragraph is your reaction/position paragraph.

Topic sentences include (but are not limited to) the following:

- My reaction to what I just read is...
- I think that...
- I (now) see that...
- I feel that...
- It seems that...
- In my opinion...
- A good quote from the story is...

Topic sentences do not express your personal feelings such as:

- I found the story boring...
- I didn't like the characters...
- I couldn't understand the meaning of the story...
- I hated (so-and-so in the story)...

Instead, if you can prove in the second paragraph why you feel the way you do by citing specific examples from the text (or paraphrasing situations in the story), you may try the following approaches:

- The story did not develop as fast as I thought...
- The antagonist Daisy Miller seems to be an underhanded flirt...
- The narrator made the story difficult to understand...
- Jane finds herself in an awful situation....

### **The Second Paragraph**

The first sentence links to the last sentence in the first paragraph. It provides a “bridge” from the first to the second paragraph.

Each sentence in the second paragraph directly relates to the last sentence in the first paragraph.

The body of this paragraph explains your reaction or your position to the reading.

- Prove your position by linking (quote or paraphrase) to the story itself.
- Relate your thoughts to your topic sentence in the first paragraph.
- Avoid going off-topic as you write.
- Avoid changing the topic as you write.
- Avoid summarizing again. You have already provided the summary in the first paragraph.

### **FORMAT**

- The RePo must contain 250 words minimum. You must provide an accurate word count.
- Each paragraph must have approximately the same equal full line length. This is the 50/50 rule: half summary, half reaction.
- Each RePo can be typed, double-spaced 12 point Times New Roman font or hand-written in blue or black ink. College-ruled paper is suggested in order to get 250 words.

### **HEADING INFORMATION**

- Your name in upper left (the white space before the line)
- Period
- Date
- RePo for (put your title here and *italicize* it + word count).