

- **The *HONORS STANDARDS*:**
an introduction to **reading** and
writing for *English II Honors –
Literature and Composition*

Sophomore Year Clarifications

**NO, YOU WILL NOT GET THE
ESSAY PROMPT THE DAY
BEFORE ACTUALLY WRITING
THE ESSAY!**

Sophomore Year Clarifications

**NO, YOU WILL NOT BE TYPING
YOUR ESSAY...YES, YOU WILL
HANDWRITE THE ESSAY!**

Sophomore Year Clarifications

**NO, YOU MAY NOT USE PAGES
AND PAGES OF NOTES THAT
YOU BRING WITH YOU ON THE
DAY OF THE ESSAY.**

Sophomore Year Clarifications

**YES, YOU MAY USE
ANNOTATIONS THAT YOU
HAVE RECORDED IN YOUR
NOVEL, THUS YOU MAY USE
YOUR NOVEL!**

Sophomore Year Clarifications

**YES, YOU ARE REQUIRED TO
WRITE A COMPLETE
ESSAY...INCLUDING A
CONCLUSION!**

YOUR MISSION:

**Answer the question in light of a
holistic interpretation taking
into account the complexity of
the work while highlighting
personal mastery of language.**

Ask yourself, does *MY* essay...

[1] answer the question?

[2] consider a holistic interpretation?

[3] recognize the complexity of the work?

[4] demonstrate mastery of language?

[1] Answer the question...

- Every work has a PURPOSE or idea
- Essentially, most prompts this year will ask you to investigate a thematic message and what the author is conveying about this issue.
- Be **explicit**, but not formulaic
 - ◆ **DO** conclude every paragraph by revisiting your thesis

[2] ...in light of a holistic interpretation...

- a narrow focus will not elicit a complex interpretation
- Don't
 - ◆ limit yourself to the beginning
 - ◆ address only the easiest elements
 - ◆ limit ideas *merely* to what was discussed in class...
 - ◆ write everything you know... DO write what you know about *the answer to the question!*

[3]...taking into account the complexity of the work...

- Avoid the obvious Remember,
- **OBSERVATION ≠ ANALYSIS:**
- If a “STORY” is a VEHICLE, then...
- “Observation” describes the vehicle
- “ANALYSIS”:
 - ◆ EXPLORES WHERE the author is taking the audience and WHY (what is the “purpose”)?
 - ◆ EXAMINES HOW does the author uses the vehicle to arrive at the destination

[3]...taking into account the complexity of the work...

- Showcase your ability to READ and THINK CRITICALLY: look for subtleties that might elude careless readers
- Write “outside the text”

[4]...while highlighting personal mastery of language.

- Does the writing have rhythm and flow?
- Is the writing free of awkward word patterns?
- Do the sentences vary in length and style?
- Does the work cry to be read aloud?
- Is language rich, colorful, and precise?
- Does the language clarify and expand upon ideas?

[4]...while highlighting personal mastery of language.

- Does the language give the reader a vision?
- Does the writer use common words uncommonly?
- Does the writer understand his/her audience?
- Is the text lively, expressive, and engaging?
- Is the writer personally engaged in the topic?

[4]...while highlighting personal mastery of language.

- These qualities will help you achieve in the A or B category.
- I can teach you to write a “B,” maybe even a “A,” but from there it’s about PRACTICE that develops individual skills!