



# SCHERTZ-CIBOLO-UNIVERSAL CITY INDEPENDENT SCHOOL DISTRICT

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## Byron P. Steele II High School English IV Dual Credit

### 2019 Required Summer Reading Assignment Due: September 3, 2019

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**Requirement #1: Read the short story “The Nightingale and the Rose” by Oscar Wilde at the following link [The Nightingale and the Rose](#)**

**Requirement #2: Read the short story “Eveline” by James Joyce at the following link [Eveline](#)**

**Requirement #3: Complete the Green Sheet process on both “The Nightingale and the Rose” and “Eveline” using the attached guidelines. You may use the Green Sheet work on the test given the first week of school.**



*Schertz-Cibolo-Universal City ISD provides a safe, secure and challenging learning environment, through the responsible use of all resources, to afford opportunities for all students to realize their individual potential and to become responsible and productive members of society.*

# Green Sheet – Literary Analysis

Over the course of this year, you will seek to practice the skills of passage analysis in a meaningful and systematic way. Following are the steps you are to follow when analyzing a prose passage.

Notation Directions:

All notations are to be done in blue or black ink, **no pencil**. For any step that requires highlighting on the passage, highlight your corresponding marginal notations the same color. (The highlighters listed below are required supplies for class; failure to come to class prepared will result in a reduced grade.)

On each passage, complete **and clearly label** the following:

1. Number **each** paragraph. For passages of one paragraph or that fill or partially fill one side of a page only, number each line.
2. In the space at the top of the passage (or on the back), clearly answer the following: What is happening at this point in the text? (Provide the context. Make sure to include the five Ws [**who, what, where, when, why**].)
3. In **pink**, highlight words you do not know. In the margin near the word(s), write its part of speech and its definition or synonym. Later, when you have time, add the word(s) you highlighted in pink AND their definition to an ongoing vocabulary list you will keep in the vocabulary section of your binder.
4. In **yellow**, highlight the first four words of each sentence and meaningful punctuation choices (dashes, parentheses, ellipses, etc.). Comment in the margins on at least one aspect of the syntax that seems meaningful to you. [Hint: Yellow Pages]
5. In **green**, highlight evidence of at least one narrative strategy AND one rhetorical device. (hint: rhetorical devices include figurative language such as imagery, similes, metaphors, etc.) Label the strategy in the margin and briefly comment on its effect. Pay particular attention to figurative language.
6. In **blue**, highlight meaningful diction (nouns, verbs, adjectives, and adverbs) in the passage. Comment in the margins on at least five of these words, considering: (1) What connotations do you glean from the author's specific word choices? (2) What conflicts or connections (similarities) do you understand through specific word choices? (3) What significance (regarding the character, event, etc.) do you understand through specific word choices? [Hint: Consult your Yellow Pages. In general, marginal comments will take the form of a phrase such as: "conveys \_\_\_\_\_", "shows \_\_\_\_\_", "suggests \_\_\_\_\_", "fitting because \_\_\_\_\_", or "significant because \_\_\_\_\_."]
7. Also In **blue**, draw brackets around two 5-10 line blocks of text within the passage; for each, choose an appropriate tone word from your Yellow Pages. Be as precise as possible in choosing tone words. In the space at the bottom of your passage copy, briefly justify these two tone words (explain how they are appropriate/applicable).
8. Consider the number of passage divisions. First, determine where the passage could logically group/break into sections, based on **tone** and **content**. **With a red pen**, place brackets around each section. For each section, discern a Level Two abstract concept that emerges from the text. [Hint: Yellow Pages p.12, 14] **Still in red pen**, record the Level Two word (for each section) in the margin.
9. Examine the entire passage and determine a more comprehensive method employed by the author than your Level One findings. [Hint: Yellow Pages p. 14] These are the Level Three Relationships. Explain briefly what method unifies the passage and how that is achieved. [Level Three choices include: characterization, contrast, comparison, juxtaposition, analogy, parallelism, repetition, shift...]

