



# MINOOKA COMMUNITY HIGH SCHOOL DISTRICT # 111

*Mission: To Inspire and motivate our students with an educational experience that leads to achievement and success.*

January 18, 2017

Dear Incoming Freshman and Parents/Guardians:

Welcome to Minooka Community High School! The MCHS staff wants you to experience four successful years of high school that will prepare you for whatever future path you choose--college, vocational training, or career. This memo and packet are intended to provide the background and requirements for application to an honors-level course. You and your child will also receive the materials needed to enroll in Minooka Community High School District #111 for 2017-18 when our counselors visit your child's school, and during Incoming Freshman Night scheduled for January 17, 2017.

One of the first decisions you will need to make regarding your high school education involves choosing the appropriate classes. The English, Math, Science, Social Studies, and World Languages Departments offer both regular and honors courses to fulfill students' needs and challenge their academic abilities. These courses will prepare students for college and professional/vocational fields. Each honors course is designed to challenge those students who excel.

If you elect to take regular classes, you need only complete the registration forms provided by the high school counselors when they visit your school. If you wish to enroll in honors courses, you need to complete these steps:

1. Obtain an application packet by doing the following:
  - Downloading & printing a 2017 Honors Application Packet at [www.mchs.net](http://www.mchs.net). Available on January 18, 2017.
2. Register online for the Math and/or Science Skills test by January 25, 2017 at 3pm.
  - Visit [www.mchs.net](http://www.mchs.net) and select the link to "Incoming Freshman Info" in the Quick Links menu on the left side of the page. Once on the page, scroll to the "Downloads, Mailings & More" section at the bottom of the page and click on the provided link for the "Mandatory Skills Test for 2017-2018 Incoming Freshman."
3. Complete the student profile, student survey, and parent survey.
4. Complete the Honors Program Math Application and return the application with your current 8th grade math teacher's signature.
5. Complete the essays/questions if you are applying for Honors English I and/or Honors World History.
6. Complete a Science skills test by registering online at [www.mchs.net](http://www.mchs.net) (see Step 2) for Chemistry Honors placement.
7. If you wish to apply for any of the honors courses, your application materials must be received by January 30, 2017 at MCHS – South Campus. You may also mail all completed forms to:

Ms. Marci Jordan  
Minooka Community High School – South Campus  
26655 W. Eames St.  
Channahon, IL 60410

**MCHS - CENTRAL CAMPUS**  
301 S. Wabena Ave.  
Minooka, Illinois 60447  
815-467-2140

**DISTRICT 111 OFFICE**  
26655 W. Eames Street  
Channahon, IL 60410  
815-467-2557

**MCHS - SOUTH CAMPUS**  
26655 W. Eames Street  
Channahon, Illinois 60410  
815-521-4001

[www.mchs.net](http://www.mchs.net)

General criteria considered for acceptance into the honors program are:

1. Maintain at least a B average for the current academic school year in the subject area(s) for which you are applying.
2. Be recommended by your 8th grade teacher(s).
3. During review of applications, additional information may be requested.

Specific criteria required for acceptance into the honors program (by course) are as follows:

Subject	Skills Test Date and location	Recommended Minimum PSAT 8/9 Score	Written Prompt Response Required
<b>Chemistry</b>	Jan. 20, 2017 Channahon Junior High ( <b>CJH students only</b> ) 12:45 - 1:30 p.m. Jan. 27, 2017 Minooka Junior High ( <b>MJH students only</b> ) 1:00 - 1:45 p.m. Jan. 28, 2017 Minooka Community High School - Central Campus 9:45 a.m. - 10:30 a.m. Feb. 2, 2017 Make-up at Minooka Community High School - <b>South Campus</b> 3:00 - 3:30 p.m.	430 - Math 24 - Reading	Skills Test
<b>English</b>	N/A	390 - Reading & Writing	Yes
<b>Geometry Honors Geometry or Advanced Algebra I</b>	Jan. 20, 2017 Channahon Junior High ( <b>CJH students only</b> ) 11:00 a.m. - 12:30 p.m. Jan. 27, 2017 Minooka Junior High ( <b>MJH students only</b> ) 2:00 - 3:30 p.m. Jan. 28, 2017 Minooka Community High School - Central Campus 8:00 a.m. - 9:30 a.m. Feb. 2, 2017 Make-up at Minooka Community High School - <b>South Campus</b> 3:30 - 5:00 p.m.	430 - Math	Skills Test
<b>Social Studies</b>	N/A	24 - Reading	Yes
<b>Spanish Honors</b>	Feb. 6 & 7, 2017 Minooka Junior High 3:00 - 3:45 p.m. Feb. 8, 2017 Troy Middle School 12:55 - 1:45 p.m. Feb. 8, 2017 Channahon Junior High 1:00 - 2:45 p.m. Feb. 9, 2017 Minooka Community High School - <b>South Campus</b> room 120 3:00 - 3:45 p.m.	N/A	N/A

After your credentials have been reviewed and evaluated, you will be notified of your recommended placement.

We hope that you, along with your parents/guardians, will consider the available options before making choices. Your high school experience will be greatly enhanced by selecting classes that will not only challenge you, but also adequately prepare you for the future. Please feel free to contact any of the MCHS Guidance Department members, your junior high counselors, or us if you have questions about these important decisions. We look forward to having you join us at MCHS next fall!

Sincerely,

Sean Hackney  
Instructional Leader  
English Department  
Phone: 815-521-4060  
E-mail: [shackney@mchs.net](mailto:shackney@mchs.net)

Trent Bontrager  
Instructional Leader  
CTE & World Languages Department  
Phone: 815-521-4022  
E-mail: [tbontrager@mchs.net](mailto:tbontrager@mchs.net)

Glenda Smith  
Instructional Leader  
Social Studies & Art Department  
Phone: 815-521-4201  
E-mail: [gsmith@mchs.net](mailto:gsmith@mchs.net)

Jill Nehring  
Math Instructor  
Math Department  
Phone: 815-521-4053  
E-mail: [jnehring@mchs.net](mailto:jnehring@mchs.net)

Donna Engel  
Instructional Leader  
Science Department  
Phone: 815-521-4388  
E-mail: [dengel@mchs.net](mailto:dengel@mchs.net)

Dear Honors Program Applicant:

Thank you for your interest in enrolling in an honors course in the English Department. Honors courses are challenging, but the rewards you will gain through the completion of these classes will help you to excel and also to expand your post-high school options.

Attached are essay prompts. Select one of the prompts and write a formal, multi-paragraphed argumentative essay on the topic. Support your ideas, acknowledge opposing claims to your ideas, and offer up a rebuttal to those claims. The essay must be typed and attached underneath the assignment sheet, complete with your signature. Submit the essay to Marci Jordan in the principal's office at South campus on or before **January 30, 2017**.

Once your essay and application materials are received, the departmental honors committee will meet to review your application materials. You will receive a letter informing you of the committee's decision.

Best wishes as you begin the process to enter the honors program.

Sincerely,

Sean Hackney  
English Department Chair





# MINOOKA COMMUNITY HIGH SCHOOL DISTRICT # 111

## *Freshman Honors Program Parent Survey*

Applicant Name (please print) \_\_\_\_\_

(Last)

(First)

Your son/daughter is a potential candidate for honors classes at MCHS. Please answer the following questions about your child in order to assist us in properly placing him/her in classes for next year.

Please Circle  
(4 being the highest)

- |   |   |   |   |   |
|---|---|---|---|---|
| Is your child a self-starter?   | 1 | 2 | 3 | 4 |
| Does your child work carefully and accurately?  | 1 | 2 | 3 | 4 |
| Does your child complete his/her work on time?  | 1 | 2 | 3 | 4 |
| Is your child a goal setter?  | 1 | 2 | 3 | 4 |
| Does your child demonstrate responsible planning and follow-through in daily assignments and special projects?    | 1 | 2 | 3 | 4 |
| Is your child a good problem solver?  | 1 | 2 | 3 | 4 |
| Is your child willing to persevere on a problem?  | 1 | 2 | 3 | 4 |
| Does your child demonstrate creativity?   | 1 | 2 | 3 | 4 |
| Does your child have a positive attitude toward school and learning?  | 1 | 2 | 3 | 4 |
| Does your child demonstrate confidence when approaching new or challenging projects or materials?                 | 1 | 2 | 3 | 4 |
| Does your child have a good attendance record?  | 1 | 2 | 3 | 4 |
| Does your child communicate (listen & speak) well?  | 1 | 2 | 3 | 4 |
| Does your child communicate ideas well in writing?  | 1 | 2 | 3 | 4 |
| Is your child organized?  | 1 | 2 | 3 | 4 |
| Does your child readily and thoroughly complete reading assignments?  | 1 | 2 | 3 | 4 |
| Does your child study in a systematic way?  | 1 | 2 | 3 | 4 |
| Does your child readily read books, magazines, or newspapers for pleasure?  | 1 | 2 | 3 | 4 |
| Do you feel that your child has the academic ability and drive to successfully participate in our honors program? | 1 | 2 | 3 | 4 |

**Mail or deliver this form, along with your application, by Monday, January 30, 2017.**

**MS. MARCI JORDAN  
MCHS - SOUTH CAMPUS  
26655 W. EAMES ST.  
CHANNAHON, IL 60410**

**Note: South Campus closes at 3:00 p.m.**



Applicant Name (please print) \_\_\_\_\_  
(Last) (First)

Please answer the following questions to assist us in properly placing you in classes for next year.

	Please Circle (4 being the highest)			
<b><u>Work Ethic</u></b>				
Are you a self-starter?	1	2	3	4
Do you work carefully and accurately?	1	2	3	4
Do you complete work on time?	1	2	3	4
Are you a goal setter?	1	2	3	4
Do you demonstrate responsible planning and follow-through in daily assignments and special projects?	1	2	3	4
<b><u>Problem-Solving Ability</u></b>				
Are you a good problem solver?	1	2	3	4
Are you willing to persevere on a problem?	1	2	3	4
Are you creative?	1	2	3	4
<b><u>Attitude</u></b>				
Do you have a positive attitude toward school and learning?	1	2	3	4
Do you work well in a group?	1	2	3	4
Do you demonstrate confidence when approaching new or challenging projects or materials?	1	2	3	4
Are you open to input of others?	1	2	3	4
Do you demonstrate consideration toward others?	1	2	3	4



Please answer the following questions to assist us in properly placing you in classes for next year.

<b><u>Skills</u></b>	Please Circle (4 being the highest)			
Do you communicate (listen & speak) well?	1	2	3	4
Do you communicate your ideas well in writing?	1	2	3	4
Do you take notes?	1	2	3	4
Do you thoroughly complete reading assignments?	1	2	3	4
Are you organized?	1	2	3	4
Do you study in a systematic way?	1	2	3	4
Do you routinely read books for pleasure?	1	2	3	4
Do you routinely read magazines or newspapers?	1	2	3	4
Do you feel that you have the academic ability and drive to successfully participate in our honors program?	1	2	3	4

**Mail or deliver this form, along with your application, by Monday, January 30, 2017.**

**MS. MARCI JORDAN  
MCHS-SOUTH CAMPUS  
26655 W. EAMES ST.  
CHANNAHON, IL 60410**

**Note: South Campus closes at 3:00 p.m.**

**RETURN THIS FORM WITH YOUR APPLICATION MATERIALS TO MARCI JORDAN  
IN THE PRINCIPAL'S OFFICE AT SOUTH CAMPUS.**

**MINOOKA HIGH SCHOOL APPLICATION  
HONORS ENGLISH**

**DIRECTIONS: Write a paragraph answering each of the following questions.**

1. Why do you want to be in the English honors program?
  
  
  
  
  
  
  
  
  
  
2. Other than required reading, list the two books you have read most recently.
  
  
  
  
  
  
  
  
  
  
3. In addition to books, what kinds of materials do you regularly read?
  
  
  
  
  
  
  
  
  
  
4. Please list the novels you have read as part of your curriculum and the major types of papers you have written.

Novels

Papers

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.

- i.
- j.
- k.
- l.
- m.
- n.
- o.
- p.





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# MINOOKA COMMUNITY HIGH SCHOOL DISTRICT # 111

## *Freshman Honors English Writing Prompt (Required)*

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Instructions: Choose only one of the following two writing prompts. Label or title your essay. Please present your essay in the following format: typed, double-spaced, and size 12 font. Write an essay in which you agree or disagree with the following statement from the attached article: “Putting in a lot of effort should merit a high grade... What else is there really than the effort that you put in?” Include specific details from the article to support your argument. If you have any questions, please email Mr. Sean Hackney at [shackney@mchs.net](mailto:shackney@mchs.net).

### **PROMPT CHOICE #1:**

#### **“Student Expectations Seen as Causing Grade Disputes” by Max Roosevelt**

Prof. Marshall Grossman has come to expect complaints whenever he returns graded papers in his English classes at the University of Maryland.

“Many students come in with the conviction that they’ve worked hard and deserve a higher mark,” Professor Grossman said. “Some assert that they have never gotten a grade as low as this before.”

He attributes those complaints to his students’ sense of entitlement.

“I tell my classes that if they just do what they are supposed to do and meet the standard requirements, that they will earn a C,” he said. “That is the default grade. They see the default grade as an A.”

A recent study by researchers at the University of California, Irvine, found that a third of students surveyed said that they expected B’s just for attending lectures, and 40 percent said they deserved a B for completing the required reading.

“I noticed an increased sense of entitlement in my students and wanted to discover what was causing it,” said Ellen Greenberger, the lead author of the study, called “Self-Entitled College Students: Contributions of Personality, Parenting, and Motivational Factors,” which appeared last year in *The Journal of Youth and Adolescence*.

Professor Greenberger said that the sense of entitlement could be related to increased parental pressure, competition among peers and family members and a heightened sense of achievement anxiety.

Aaron M. Brower, the vice provost for teaching and learning at the University of Wisconsin-Madison, offered another theory.

“I think that it stems from their K-12 experiences,” Professor Brower said. “They have become ultra-efficient in test preparation. And this hyper-efficiency has led them to look for a magic formula to get high scores.”

James Hogge, Associate Dean of the Peabody School of Education at Vanderbilt University, said: “Students often confuse the level of effort with the quality of work. There is a mentality in students that ‘if I work hard, I deserve a high grade.’”

In line with Dean Hogge’s observation are Professor Greenberger’s test results. Nearly two-thirds of the students surveyed said, that if they explained to a professor that they were trying hard, that should be taken into account in their grade.

Jason Greenwood, a senior kinesiology major at the University of Maryland echoed that view.

“I think putting in a lot of effort should merit a high grade,” Mr. Greenwood said. “What else is there really than the effort that you put in?” “If you put in all the effort you have and get a C, what is the point?” he added. “If someone goes to every class and reads every chapter in the book and does everything the teacher asks of them and more, then they should be getting an A like their effort deserves. If your maximum effort can only be average in a teacher’s mind, then something is wrong.”

Sarah Kinn, a junior English major at the University of Vermont, agreed, saying, “I feel that if I do all of the readings and attend class regularly that I should be able to achieve a grade of at least a B.”

At Vanderbilt, there is an emphasis on what Dean Hogge calls “the locus of control.” The goal is to put the academic burden on the student.

“Instead of getting an A, they make an A,” he said. “Similarly, if they make a lesser grade, it is not the teacher’s fault. Attributing the outcome of a failure to someone else is a common problem.”

Additionally, Dean Hogge said, “professors often try to outline the ‘rules of the game’ in their syllabi,” in an effort to curb haggling over grades.

Professor Brower said professors at Wisconsin emphasized that students must “read for knowledge and write with the goal of exploring ideas.”

This informal mission statement, along with special seminars for freshmen, is intended to help “re-teach students about what education is.”

The seminars are integrated into introductory courses. Examples include the conventional, like a global-warming seminar, and the more obscure, like physics in religion.

The seminars “are meant to help students think differently about their classes and connect them to real life,” Professor Brower said.

He said that, if students developed a genuine interest in their field, grades would take a back seat, and holistic and intrinsically motivated learning could take place.

“College students want to be part of a different and better world, but they don’t know how,” he said. “Unless teachers are very intentional with our goals, we play into the system in place.”

**Instruction:** Choose only one writing prompt. Label or title your essay. Please present your essay in the following format: typed, double-spaced, and size 12 font. Write an essay in which you agree or disagree with the following quote from the article below. “Some argue that the hours spent prowling the Internet are the enemy of reading -- diminishing literacy, wrecking attention spans and destroying a precious common culture that exists only through the reading of books.” Include specific details from the article to support your argument. If you have any questions, please email Mr. Sean Hackney at [shackney@mchs.net](mailto:shackney@mchs.net).

**PROMPT CHOICE #2:**

**“Literacy Debate: Online, R U Really Reading?”**

**By Motoko Rich**

Books are not Nadia Konyk’s thing. Her mother, hoping to entice her, brings them home from the library, but Nadia rarely shows an interest.

Instead, like so many other teenagers, Nadia, 15, is addicted to the Internet. She regularly spends at least six hours a day in front of the computer here in this suburb southwest of Cleveland.

A slender, chatty blonde who wears black-framed plastic glasses, Nadia checks her email and peruses myyearbook.com, a social networking site, reading messages or posting updates on her mood. She searches for music videos on YouTube and logs onto Gaia Online, a role-playing site where members fashion alternate identities as cutesy cartoon characters. But, she spends most of her time on quizilla.com or fanfiction.net, reading and commenting on stories written by other users and based on books, television shows or movies.

Her mother, Deborah Konyk, would prefer that Nadia, who gets A’s and B’s at school, read books for a change. But, at this point, Ms. Konyk said, “I’m just pleased that she reads something anymore.”

Children like Nadia lie at the heart of a passionate debate about just what it means to read in the digital age.

As teenagers’ scores on standardized reading tests have declined or stagnated, some argue that the hours spent prowling the Internet are the enemy of reading — diminishing literacy, wrecking attention spans and destroying a precious common culture that exists only through the reading of books. But, others say the Internet has created a new kind of reading, one that schools and society should not discount. The Web inspires a teenager like Nadia, who might otherwise spend most of her leisure time watching television, to read and write.

At least since the invention of television, critics have warned that electronic media would destroy reading. What is different now, some literacy experts say, is that spending time on the Web, whether it is looking up something on Google or even [britneyspears.org](http://britneyspears.org), entails some engagement with text.

Few who believe in the potential of the Web deny the value of books. But they argue that it is unrealistic to expect all children to read *To Kill a Mockingbird* or *Pride and Prejudice* for fun. And those who prefer staring at a television or mashing buttons on a game console, they say, can still benefit from reading on the Internet. In fact, some literacy experts say that online reading skills will help children fare better when they begin looking for digital-age jobs.

Clearly, reading in print and on the Internet are different. On paper, text has a predetermined beginning, middle and end, where readers focus for a sustained period on one author’s vision. On the Internet, readers skate through cyberspace at will and, in effect, compose their own beginnings, middles and ends.

Young people “aren’t as troubled as some of us older folks are by reading that doesn’t go in a line,” said Rand J. Spiro, a professor of educational psychology at Michigan State University who is studying reading practices on the Internet. “That’s a good thing because the world doesn’t go in a line, and the world isn’t organized into separate compartments or chapters.”

Some traditionalists warn that digital reading is the intellectual equivalent of empty calories. Often, they argue, writers on the Internet employ a cryptic argot that vexes teachers and parents. Zigzagging through a cornucopia of words, pictures, video and sounds, they say, distracts more than strengthens readers. And, many youths spend most of their time on the Internet playing games or sending instant messages, activities that involve minimal reading at best.

Children are clearly spending more time on the Internet. In a study of 2,032 representative 8- to 18-year-olds, the Kaiser Family Foundation found that nearly half used the Internet on a typical day in 2004, up from just under a quarter in 1999. The average time these children spent online on a typical day rose to one hour and 41 minutes in 2004, from 46 minutes in 1999.

The question of how to value different kinds of reading is complicated because people read for many reasons. There is the level required of daily life — to follow the instructions in a manual or to analyze a mortgage contract. Then, there is a more sophisticated level that opens the doors to elite education and professions. And, of course, people read for entertainment, as well as for intellectual or emotional rewards.

### **What’s Best for Nadia?**

Deborah Konyk always believed it was essential for Nadia and her 8-year-old sister, Yashca, to read books. She regularly read aloud to the girls and took them to library story hours.

“Reading opens up doors to places that you probably will never get to visit in your lifetime, to cultures, to worlds, to people,” Ms. Konyk said.

Ms. Konyk, who took a part-time job at a dollar store chain a year and a half ago, said she did not have much time to read books herself. There are few books in the house. But, after Yashca was born, Ms. Konyk spent the baby’s nap time reading the Harry Potter novels to Nadia, and she regularly brought home new titles from the library.

Despite these efforts, Nadia never became a big reader. Instead, she became obsessed with Japanese anime cartoons on television and comics like “Sailor Moon.” Then, when she was in the sixth grade, the family bought its first computer. When a friend introduced Nadia to fanfiction.net, she turned off the television and started reading online.

Now, she regularly reads stories that run as long as 45 Web pages. Many of them have elliptical plots and are sprinkled with spelling and grammatical errors. One of her recent favorites was “My absolutely, perfect normal life ... ARE YOU CRAZY? NOT!,” a story based on the anime series “Beyblade.”

In one scene the narrator, Aries, hitches a ride with some masked men, and one of them pulls a knife on her. “Just then I notice (Like finally) something sharp right in front of me,” Aries writes. “I gladly took it just like that until something terrible happened ....” Nadia said she preferred reading stories online because “you could add your own character and twist it the way you want it to be.”

“So like in the book somebody could die,” she continued, “but you could make it so that person doesn’t die or make it so like somebody else dies who you don’t like.”

Nadia said she wanted to major in English at college and someday hopes to be published. She does not see a problem with reading few books. “No one’s ever said you should read more books to get into college,” she said.

The simplest argument for why children should read in their leisure time is that it makes them better readers. According to federal statistics, students, who say they read for fun once a day, score significantly higher on reading tests than those who say they never do.

Reading skills are also valued by employers. A 2006 survey by the Conference Board, which conducts research for business leaders, found that nearly 90 percent of employers rated “reading comprehension” as “very important” for workers with bachelor’s degrees. Department of Education statistics also show that those who score higher on reading tests tend to earn higher incomes.

Critics of reading on the Internet say they see no evidence that increased Web activity improves reading achievement. “What we are losing in this country, and presumably around the world, is the sustained, focused, linear attention developed by reading,” said Mr. Gioia of the N.E.A. “I would believe people who tell me that the Internet develops reading if I did not see such a universal decline in reading ability and reading comprehension on virtually all tests.”

Nicholas Carr sounded a similar note in “Is Google Making Us Stupid?” in the current issue of the Atlantic magazine. Warning that the Web was changing the way he — and others — think, he suggested that the effects of Internet reading extended beyond the falling test scores of adolescence. “What the Net seems to be doing is chipping away my capacity for concentration and contemplation,” he wrote, confessing that he now found it difficult to read long books.

Literacy specialists are just beginning to investigate how reading on the Internet affects reading skills. A recent study of more than 700 low-income, mostly Hispanic and black sixth through 10th graders in Detroit found that those students read more on the Web than in any other medium, though they also read books. The only kind of reading that related to higher academic performance was frequent novel reading, which predicted better grades in English class and higher overall grade point averages.

Elizabeth Birr Moje, a professor at the University of Michigan who led the study, said novel reading was similar to what schools demand already. But on the Internet, she said, students are developing new reading skills that are neither taught nor evaluated in school.

One early study showed that giving home Internet access to low-income students appeared to improve standardized reading test scores and school grades. “These were kids who would typically not be reading in their free time,” said Linda A. Jackson, a psychology professor at Michigan State who led the research. “Once they’re on the Internet, they’re reading.”

## **But This Is Reading Too**

Web proponents believe that strong readers on the Web may eventually surpass those who rely on books. Reading five Web sites, an op-ed article and a blog post or two, experts say, can be more enriching than reading one book.

“It takes a long time to read a 400-page book,” said Mr. Spiro of Michigan State. “In a tenth of the time,” he said, the Internet allows a reader to “cover a lot more of the topic from different points of view.”

Some literacy experts say that reading itself should be redefined. Interpreting videos or pictures, they say, may be as important a skill as analyzing a novel or a poem.

“Kids are using sound and images so they have a world of ideas to put together that aren’t necessarily language oriented,” said Donna E. Alvermann, a professor of language and literacy education at the University of Georgia. “Books aren’t out of the picture, but they’re only one way of experiencing information in the world today.”

## **A Lifelong Struggle**

In the case of Hunter Gaudet, the Internet has helped him feel more comfortable with a new kind of reading. A varsity lacrosse player in Somers, Conn., Hunter has struggled most of his life to read. After learning he was dyslexic in the second grade, he was placed in special education classes, and a tutor came to his home three hours a week. When he entered high school, he dropped the special education classes, but he still reads books only when forced, he said.

In a book, “they go through a lot of details that aren’t really needed,” Hunter said. “Online just gives you what you need, nothing more or less.”

Experts on reading difficulties suggest that for struggling readers, the Web may be a better way to glean information. “When you read online, there are always graphics,” said Sally Shaywitz, the author of “Overcoming Dyslexia” and a Yale professor. “I think it’s just more comfortable and — I hate to say easier — but it more meets the needs of somebody who might not be a fluent reader.”

Karen Gaudet, Hunter’s mother, a regional manager for a retail chain who said she read two or three business books a week, hopes Hunter will eventually discover a love for books. But, she is confident that he has the reading skills he needs to succeed.

“Based on where technology is going and the world is going,” she said, “he’s going to be able to leverage it.”

When he was in seventh grade, Hunter was one of 89 students who participated in a study comparing performance on traditional state reading tests with a specially designed Internet reading test. Hunter, who scored in the lowest 10 percent on the traditional test, spent 12 weeks learning how to use the Web for a science class before taking the Internet test. It was composed of three sets of directions asking the students to search for information online, determine which sites were reliable, and explain their reasoning.

Hunter scored in the top quartile. In fact, about a third of the students in the study, led by Professor Leu, scored below average on traditional reading tests but did well on the Internet assessment.

Even those who are most concerned about the preservation of books acknowledge that children need a range of reading experiences. “Some of it is the informal reading they get in e-mails or on Web sites,” said Gay Ivey, a professor at James Madison University who focuses on adolescent literacy. “I think they need it all.”

Web junkies can occasionally be swept up in a book. After Nadia read Elie Wiesel’s Holocaust memoir *Night* in her freshman English class, Ms. Konyk brought home another Holocaust memoir, *I Have Lived a Thousand Years*, by Livia Bitton-Jackson.

Nadia was riveted by heartbreaking details of life in the concentration camps. “I was trying to imagine this and I was like, I can’t do this,” she said. “It was just so — wow.”

Hoping to keep up the momentum, Ms. Konyk brought home another book, *Silverboy*, a fantasy novel. Nadia made it through one chapter before she got engrossed in the Internet fan fiction again.

**Mail or deliver this form, along with your application, by Monday, January 30, 2017.**

**MS. MARCI JORDAN  
MCHS-SOUTH CAMPUS  
26655 W. EAMES ST.  
CHANNAHON, IL 60410**

**Note: South Campus closes at 3:00 p.m.**



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# MINOOKA COMMUNITY HIGH SCHOOL DISTRICT # 111

## *Honors English Application Checklist*

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**If you wish to apply for any of the honors courses, your completed application packet must be received at MCHS – SOUTH CAMPUS by Monday, January 30, 2017 at 3pm.**

Please use this checklist as a guideline to complete the Honors Registration packet.

\_\_\_\_\_ **Student Profile** (*complete and return*)

\_\_\_\_\_ **Parent Survey** (*complete and return*)

\_\_\_\_\_ **Student Survey** (*complete and return*)

\_\_\_\_\_ **English Writing Prompt** (*complete and return*)