



## **Choice Reading Initiative: Summer Reading Component**

### **Vision:**

North East ISD is a community of confident and competent readers.

### **Mission Statement:**

NEISD's Choice Reading Initiative encourages students to select texts to read for pleasure, analyze for deeper meaning, and engage in authentic conversations with fellow readers throughout the year.

### **Rationale:**

In an effort to fulfill its commitment to develop NEISD students into fully-realized critical readers, thinkers, and writers, students must continuously be given opportunity to take ownership of their reading choices throughout the year. The goal of the NEISD Summer Reading Program is to promote student choice in reading. Choice reading is defined as pleasure reading, free voluntary reading, and independent reading for a wide range of personal and social purposes. It can take place in and out of school, at any time. Research shows that choice reading enhances students' reading comprehension, language, vocabulary development, general knowledge, and empathy for others, as well as their self-confidence as readers, motivation to read throughout their lives, and positive attitudes toward reading.

### **Key Components:**

Through a collaborative effort amongst English/Language Arts teachers from across the district, each grade level has adopted a thematic topic and list of accompanying texts to promote reading in academic and personal settings. The selected titles on each reading list represent a variety of voices, cultures, perspectives, and ideologies. The goal is to provide students with an abundance of choice in the texts they interact with in an effort to develop their understanding, perspective, and appreciation for the people, places, and ideas that comprise their world.

### **District Guidelines:**

During the summer, the expectation is for students to read their choice text(s). Students may find annotating their text helpful, but it is not a requirement. Upon returning to school, grades/assessments over Summer Reading may not occur prior to the third week of the year and no later than the end of the first nine weeks grading period. The text chosen by the student will be used throughout the year to anchor new learning. *(Please note that the texts on these lists are intended for advanced English courses and some of the texts may contain **mature language or situations**. We strongly encourage parents and/or guardians to preview the text/s).*

### **Options for Authentic Assessment:**

One of the driving forces behind our new initiative is to continue forging connections between Summer Reading and in-class and out-of-class reading throughout the year; in the past, both students and teachers felt the Summer Reading assignment lacked authenticity and longevity, resulting in a finite product rather than an on-going process. Some authentic ideas for interacting with and making connections to Summer Reading and class coursework are as follows:

- Blog/forums for students to have discussions about their Summer Reading selection throughout the year
- Discussions based on common grade-level themes
- Comparative analyses between in-class reading and Summer Reading

### **Access to Texts:**

Texts may be checked out through public and school libraries (either digitally or print) or parents/guardians may choose to purchase the texts on their own. Additionally, since several of the texts have appeared on our previous Summer Reading list, many campuses have extra copies that may be checked out from the high school English department.

### **Stakeholder Roles:**

#### **District leadership:**

- HS ELAR Support – provide guidance and leadership for implementation of choice initiative and the availability of texts for students
- Library Services – provide greater access to texts both print and electronic
- ITS Support - facilitate forums for online discussion

#### **Librarians:**

- Availability of texts from a wide range of topics and genres
- Assistance creating lists of varied and appropriate books

#### **ELAR Teachers:**

- Provide strategies for effective reading in all platforms, both in class and beyond the classroom
- Teach students how to self-select texts based on interest and goals
- Forge connections between classroom content and self-selected texts
- Model and share own reading experiences
- Provide opportunities for ongoing dialogue about self-selected texts

#### **Parents:**

- Encourage reading and model the enjoyment of reading
- Review and monitor your child's texts choices
- Partner with school and libraries for access to a wide range of topics and genres for your children

#### **Students:**

- Choose a text
- Read the text
- Talk about the text
- Write about the text
- Repeat all year

#### **Community Members:**

- Support with time and funding
- Volunteer at schools and libraries

*There is a story or poem to raise a goosebump on the toughest skin, and we are well advised to help each child find it. A child who has never thrilled to words will remain indifferent to reading and writing them.*  
(Sloan, 2003, p. 12)



**English III AP Language & Composition**  
**Nonfiction Selections by Genre**

**Journalism**

*13 Hours* - Mitchell Zuckoff  
*Beyond Magenta: Transgender Teens Speak Out* - Susan Kuklin  
*Enrique's Journey* - Sonia Nazario  
*Into the Wild* - Jon Krakauer

**Narrative Nonfiction**

*Band of Brothers* - Stephen Ambrose  
*Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity* - Katherine Boo  
*The Blind Side* - Michael Lewis  
*The Boys in the Boat* - Daniel James Brown  
*Dead Wake* - Erik Larson  
*The Devil in a White City* - Erik Larson  
*Friday Night Lights* - H.G. Bissinger  
*Junction Boys* - Jim Dent  
*In Cold Blood* - Truman Capote  
*Must Win* - Drew Juber  
*A Narrative of the Life of Frederick Douglass* - Frederick Douglass  
*Unbroken* - Lauren Hillenbrand

**Biography**

*Alexander Hamilton* - Ron Chernow  
*Cheaper by the Dozen* - Frank Bunker Gilbreth, Jr. and Ernestine Gilbreth Carey  
*The Immortal Life of Henrietta Lacks* - Rebecca Skloot  
*Same Kind of Different as Me* - Ron Hall  
*Steve Jobs* - Walter Isaacson

**Memoir/Autobiography/Personal Narrative**

*12 Years a Slave* - Solomon Northup  
*Angela's Ashes* - Frank McCourt  
*Becoming Maria: Love and Chaos in the South Bronx* - Maria Nelsony  
*Between the World and Me* - Ta-Nehisi Coates  
*Eat, Pray, Love* - Elizabeth Gilbert  
*Enchanted Air: Two Cultures, Two Wings: A Memoir* - Margarita Engle  
*Farewell to Manzanar* - Jeanne Wakatsuki Houston and James D. Houston  
*Dust Tracks on a Road* - Zora Neale Hurston

*The Glass Castle* - Jeannette Walls  
*In My Skin* - Kate Holden  
*The Lone Survivor* - Marcus Luttrell  
*Love is a Mix Tape* - Rob Sheffield  
*The Making of a Navy Seal* - Brandon Webb  
*Me Talk Pretty ONE Day* - David Sedaris  
*My Life on the Road* - Gloria Steinem  
*No Easy Day* - Mark Owen  
*The Other Wes Moore* - Wes Moore  
*They Call Me a Hero: A Memoir of My Youth* - David Hernandez  
*The Turquoise Ledge* - Leslie Marmon Silko  
*A Walk in the Woods* - Bill Bryson  
*Wave* - Sonali Deraniyagala  
*Wild* - Cheryl Strayed  
*The Year of Magical Thinking* - Joan Didion

### **Philosophy/Religion**

*Being Mortal: Medicine and What Happens in the End* - Atal Guwande  
*Blink* - Malcolm Gladwell  
*The Hero with a Thousand Faces* - Joseph Campbell  
*The Last Lecture* - Randy Pausch  
*Life after Death* - Deepak Chopra  
*The Name of God is Mercy* - Pope Francis  
*The Path: What Chinese Philosophers Can Teach Us about the Good Life* – Michael Puett and  
Christine Gross-Loh  
*The Seven Spiritual Laws of Yoga* - Deepak Chopra