



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 IV AP Literature & Composition
Comparative Analysis

What makes a work of literature worthy to be considered a work of literary merit?
(Choose one AP Title **AND** one Contemporary Selection from one of the themes below)

Theme - DYSTOPIAN SOCIETY

AP Titles

1984 - George Orwell
Brave New World - Aldous Huxley
A Clockwork Orange - Anthony Burgess
Fahrenheit 451 - Ray Bradbury
The Handmaid's Tale - Margaret Atwood

Contemporary Selections

Divergent - Veronica Roth
The Giver - Lois Lowry
Legend - Marie Lu
Maze Runner - James Dashner
Never Let Me Go - Kazuo Ishiguro
Oryx and Crake - Margaret Atwood
Red Queen - Victoria Aveyard

Theme - INDIVIDUAL VERSUS SOCIETY

AP Titles

Beloved - Toni Morrison
The Color Purple - Alice Walker
The Joy Luck Club - Amy Tan
Pride and Prejudice - Jane Austen
The Scarlet Letter - Nathaniel Hawthorne
Things Fall Apart - Chinua Achebe

Contemporary Selections

The Game of Love and Death - Martha
Brockenbraugh
Girls Like Us - Gail Giles
Middlesex - Jeffrey Eugenides
No Safe Place - Deborah Ellis
Persepolis, Volume 1 - Marjane Satrapi
Silence of Our Friends - Mark Long
A Yellow Raft in Blue Water - Michael Dorris

Theme - BETRAYAL/SUFFERING/TRAGEDY

AP Titles

A Farewell to Arms - Ernest Hemingway
A Passage to India - E.M. Forster
Frankenstein - Mary Shelley
Medea - Euripides
Mrs. Dalloway - Virginia Woolf
Sister Carrie - Theodore Dreiser
Trojan Women - Euripides

Contemporary Selections

Atonement - Ian McEwan
Bitter End - Jennifer Brown
The Boy in the Black Suit - Jason Reynolds
In the Lake of the Woods - Tim O'Brien
Salt to the Sea - Ruta Sepetys
World War Z: An Oral History of the Zombie War
- Max Brooks

Theme - INTERNAL STRUGGLES

AP Titles

The Awakening - Kate Chopin
Crime and Punishment - Fyodor Dostoevsky
Hard Times - Charles Dickens
The Kite Runner - Khaled Hosseini
The Namesake - Jhumpa Lahiri

Contemporary Selections

Anya's Ghost - Vera Brosgol
Breath, Eyes, Memory - Edwidge Danticat
Extremely Loud and Incredibly Close - Jonathan
Safron Foer
I'll Give You the Sun - Jandy Nelson
Simon vs. the Homo Sapiens Agenda - Becky
Albertalli
Speak - Laurie Halse Anderson
Uglies - Scott Westerfeld