



## **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 II Honors

### Where We Are Shapes Who We Are

What is the individual's responsibility to his/her 'home'?

What is the individual's responsibility to his/her environment?

*The Absolutely True Diary of A Part-Time Indian* - Sherman Alexie

*The Alchemist* - Paul Coelho

*Alice's Adventures in Wonderland* - Lewis Carroll

*American Born Chinese* - Gene Luen Yang

*An American Childhood* - Annie Dillard

*Americanah* - Chimamanda Ngozi Adichie

*Antigone* - Sophocles

*The Blind Assassin* - Margaret Atwood

*Blue Highways* - William Least Heat-Moon

*Catcher in the Rye* - J. D. Salinger

*Crazy Brave* - Joy Harjo

*The Curious Incident of the Dog in the Night-Time* - Mark Haddon

*Drowned City: Hurricane Katrina and New Orleans* - Don Brown

*Dune* - Frank Herbert

*Emma* - Jane Austen

*Enchanted Air: Two Cultures, Two Wings: A Memoir* - Margarita Engle

*Fahrenheit 451* - Ray Bradbury

*Gone with the Wind* - Margaret Mitchell

*Herland* - Charlotte Perkins Gilman

*The House of the Spirits* - Isabel Allende

*How I Killed Pluto and Why It Had It Coming* - Mike Brown

*Howl's Moving Castle* - Diana Wynne Jones

*How the Garcia Girls Lost Their Accents* - Julia Alvarez

*I Know Why the Caged Bird Sings* - Maya Angelou

*Interview with a Vampire* - Anne Rice

*Jane Eyre* - Charlotte Bronte

*League of Denial: The NFL, Concussions, and the Battle for the Truth* – Mark Fainuru-Wada

*Les Miserables* - Victor Hugo

*Life of Pi* - Yann Martel

*Little Women* - Louisa May Alcott

*Lord of the Flies* - William Golding

*The Metamorphosis* - Franz Kafka

*Most Dangerous: Daniel Ellsberg and the Secret History of the Vietnam War* - Steve Sheinkin

*My Name is Asher Lev* - Chaim Potok

*My Sister's Bones* - Cathi Hanauer

*Never Let Me Go* - Kazuo Ishiguro  
*The Pelican Brief* - John Grisham  
*Pet Sematary* - Stephen King  
*The Phantom of the Opera* - Gaston Leroux  
*Places Left at the Time of Creation* - John Phillip Santos  
*The Princess Bride* - William Goldman  
*A Raisin in the Sun* - Lorraine Hansberry  
*A Separate Peace* - John Knowles  
*The Smartest Kids in the World: and How They Got That Way* - Amanda Ripley  
*Spare Parts* - Joshua Davis  
*Sula* - Toni Morrison  
*Symphony for the Dead: Dmitri Shostakovich and the Siege of Leningrad* - M. T. Anderson  
*Their Eyes Were Watching God* - Zora Neale Hurston  
*The Things They Carried* - Tim O'Brien  
*This Side of Paradise* - F. Scott Fitzgerald  
*To Kill A Mockingbird* - Harper Lee  
*The Wall: Growing Up Behind the Iron Curtain* - Peter Sis  
*White Fang* - Jack London  
*White Teeth* - Zadie Smith  
*Woman Warrior* - Maxine Hong Kingston  
*Zoot Suit* - Luis Valdez  
*1984* - George Orwell