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 I Pre-AP

Coming of Age

How do childhood experiences shape/impact identity?
How does the past shape/inform the future?

A Hitchhiker's Guide to the Galaxy - Douglas Adams
A Long Way Gone: Memoirs of a Boy Soldier - Ismael Beah
A Separate Peace - John Knowles
All the Bright Places - Jennifer Niven
American Born Chinese - Gene Luen Yang
An Abundance of Katherines - John Green
Aristotle and Dante Discover the Secrets of the Universe - Benjamin Alire Saenz
Carry On - Rainbow Rowell
Dawn - Elie Wiesel
Ender’s Game - Orson Scott Card
Everything is Illuminated - Jonathan Safran Foer
The Fault in Our Stars - John Green
First They Killed My Father: A Daughter of Cambodia Remembers - Loung Ung
Fun Home: A Family Tragicomic - Alison Bechdel
The House on Mango Street - Sandra Cisneros
I Am Malala - Malala Yousafzai
The Impossible Knife of Memory - Laurie Halse Anderson
It’s Kind of a Funny Story - Ned Vizzini
The Joy Luck Club - Amy Tan
The Kite Runner - Khaled Hosseini
Life of Pi - Yann Martel
March: Book Three – John Lewis
The Member of the Wedding - Carson McCullers
Perks of Being a Wallflower - Stephen Chbosky
Persepolis - Marjane Satrapi
Rookie Yearbook One - Tavi Gevinson
Secret Life of Bees - Sue Monk Kidd
English II Pre-AP

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
English III AP
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 Jubera
*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 Nelson
*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 - Atul 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
English IV AP

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**

<table>
<thead>
<tr>
<th>AP Titles</th>
<th>Contemporary Selections</th>
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<tbody>
<tr>
<td><em>1984</em> - George Orwell</td>
<td><em>Divergent</em> - Veronica Roth</td>
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<td><em>Brave New World</em> - Aldous Huxley</td>
<td><em>The Giver</em> - Lois Lowry</td>
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<td><em>A Clockwork Orange</em> - Anthony Burgess</td>
<td><em>Legend</em> - Marie Lu</td>
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<td><em>Fahrenheit 451</em> - Ray Bradbury</td>
<td><em>Maze Runner</em> - James Dashner</td>
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<td><em>The Handmaid’s Tale</em> - Margaret Atwood</td>
<td><em>Never Let Me Go</em> - Kazuo Ishiguro</td>
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<td><em>Oryx and Crake</em> - Margaret Atwood</td>
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<td><em>Red Queen</em> - Victoria Aveyard</td>
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**Theme - INDIVIDUAL VERSUS SOCIETY**

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<th>AP Titles</th>
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<tbody>
<tr>
<td><em>Beloved</em> - Toni Morrison</td>
<td><em>The Game of Love and Death</em> - Martha</td>
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<td><em>The Color Purple</em> - Alice Walker</td>
<td>Brockenbraugh</td>
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<td><em>The Joy Luck Club</em> - Amy Tan</td>
<td><em>Girls Like Us</em> - Gail Giles</td>
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<td><em>Pride and Prejudice</em> - Jane Austen</td>
<td><em>Middlesex</em> - Jeffrey Eugenides</td>
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<td><em>The Scarlet Letter</em> - Nathaniel Hawthorne</td>
<td><em>No Safe Place</em> - Deborah Ellis</td>
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<td><em>Things Fall Apart</em> - Chinua Achebe</td>
<td><em>Persepolis, Volume 1</em> - Marjane Satrapi</td>
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<td><em>Silence of Our Friends</em> - Mark Long</td>
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<td><em>A Yellow Raft in Blue Water</em> - Michael Dorris</td>
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</tbody>
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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’Brian
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