

Summer Reading Activities

Incoming 10th Grade ELA classes

Dear Parents and Students,

Welcome to the Houston MSTC summer reading initiative! Houston MSTC is continuing its literacy initiative at the high school level by requiring all students enrolled in grades 9-12 to read one or two specific books as part of their summer reading. In an effort to improve literacy at all levels, students are required to take notes and complete at least one activity based on the chosen readings.

This summer, select one (1) book from the following list;

10th Grade Book Selection:

Hunger Games by Suzanne Collins

Fahrenheit 451 by Ray Bradbury

Twisted by Laurie Halse Anderson

Game Boys: Professional Videogaming's Rise from the Basement to the Big Time by Michael Kane

Project Semicolon by Amy Bleuel

Taking Aim by Michael Cart

Books are available at Houston Public Libraries, local book sellers like Barnes and Noble and Half Priced Books, and online through the HUB: Digital Resources > MackinVIA and Houston Public Library Learning Link

Your ELA teacher is expecting you to complete the project over the summer and bring it to school the first week we return. Project options will be distributed to students during final exam week from their CURRENT English teacher. In the fall, English teachers will collect and assess the projects (some may ask to have the projects presented) and give students a grade to be averaged into their Cycle 1 marking period.

Summer reading should be fun and enjoyable. The chosen texts have been highly recommended by students and teachers from across the country and specifically, Houston MSTC! Your encouragement and support for continued reading throughout the summer will assist in our efforts to improve literacy at all grade levels.

Please note all the information for the summer reading will be posted on the Houston MSTC website. Please contact the English Department Instructional Specialist, Mrs. Bykowicz-Krul with questions throughout the summer.

Happy reading,



Adrienne Bykowicz-Krul, *English Instructional Specialist*

Houston Math, Science & Technology Center

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Summer Reading Activities

Incoming 10th Grade ELA classes

Complete the following notes and ONE activity to present to your English teacher at Houston MSTC in August:

Two-Column Notes

Directions: Read the novel and keep a dialectal journal (on paper or on a computer) of quotes as you are reading. You must have *at least three significant quotes for each of the following literary concepts*: setting, characters, external conflict, internal conflict, and theme from the beginning, the middle, and the end of the novel. Your journal should consist of two columns. The first column should include the quotes and their page numbers; the second column should provide your detailed explanation/commentary for each quote. Quotes that show specific word choice, contain expressive imagery and striking details, and reflect literary concepts are best. Below is an example.

Quote + page number	Commentary/explanation
Setting (the time and place of a work of literature): "Kino awakened in the near dark. The stars still shone and the day had drawn only a pale wash of light in the lower sky to the east." p. 1	This very romantic and poetic description creates an atmosphere of peace and tranquility. This contributes to the portrayal of a happy life that the main character leads in the beginning of the novel.
Character: "Kino had wondered often at the iron in his patient, fragile wife. She, who was obedient and respectful and cheerful and patient, she could arch her back in child pain with hardly a cry." p. 7	This quote suggests that, even though Kino's wife is a quiet and seemingly obedient wife, she has a lot of strength inside. This strength is more transparent under dire circumstances. Kino admires this quality in his wife.
External Conflict (a struggle between the character and opposing force): "'Have I nothing better to do than cure insect bites for 'little Indians'? I am a doctor, not a veterinary.'" p. 11	Kino's son will die if the doctor doesn't help him, because he was bitten by a scorpion. The doctor looks down upon Kino and his people. When the doctor refuses to help, he creates an external conflict.
Internal Conflict (a struggle within the character): "Kino hesitated for a moment. This doctor was not of his people... And as always when he came near to one of this race, Kino felt weak and afraid and angry at the same time. Rage and terror went together." p. 9	Kino is faced with a tough decision: he resents the doctor, yet he has to ask him for help or his son will die. He has to overcome his hate in order to save his child's life.
Theme (a major, central idea in a work of literature): "In Kino's head there was a song now, clear and soft, and if he had been able to speak of it, he would have called it the Song of the Family." p. 2 "In his mind a new song had come, the Song of Evil, the music of any foe of the family, a savage, secret, dangerous melody, and underneath, the Song of the Family cried plaintively." p. 5	Family is sacred to Kino and his people. It soon becomes obvious that the happiness of Kino's family is threatened. It is the struggle of the main character to save his family that reveals one of the major themes of the novel. "The Song of the Family" and "the Song of Evil" are symbolic because they represent the two opposing forces that are involved in the main conflict of the novel.

Choose ONE Project

Create a soundtrack: After completing one book, create a soundtrack that would be a good backdrop for the movie version of the book. Keep in mind that movies have some music without lyrics as background noise to set the mood during important scenes. There should be at least two genres of music in your soundtrack. You should create the playlist and written justification for each song choice.

Create a movie poster: Make a full-sized poster that serves as an advertisement for the movie version of the book. You should have a bold and noticeable title, pictures of the main characters, and include on the poster some type of teaser to get audiences to come see the film. Separately, write a rationale for including characters as important and why the actors you selected are good choices for those roles. Additionally, write a summary of what scenes will be in the movie.

Please email English Instructional Specialist Mrs. Bykowicz at abykovic@houstonisd.org with questions!

Summer Reading Activities

Incoming 11th Grade ELA classes

Dear Parents and Students,

Welcome to the Houston MSTC summer reading initiative! Houston MSTC is continuing its literacy initiative at the high school level by requiring all students enrolled in grades 9-12 to read one or two specific books as part of their summer reading. In an effort to improve literacy at all levels, students are required to take notes and complete at least one activity based on the chosen readings.

This summer, select one (1) book from the following list;

Book Selection:

The Crucible by Arthur Miller

The Things They Carried by Tim O'Brien

A Raisin in the Sun by Lorraine Hansberry

The Jungle by Upton Sinclair

Native Son by Richard Wright

I Know Why the Caged Bird Sings by Maya Angelou

Books are available at Houston Public Libraries, local book sellers like Barnes and Noble and Half Priced Books, and online through the HUB: Digital Resources > MackinVIA and Houston Public Library Learning Link

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Summer reading should be fun and enjoyable. The chosen texts have been highly recommended by students and teachers from across the country and specifically, Houston MSTC! Your encouragement and support for continued reading throughout the summer will assist in our efforts to improve literacy at all grade levels.

Please note all the information for the summer reading will be posted on the Houston MSTC website. Please contact the English Department Instructional Specialist, Mrs. Bykowicz-Krul with questions throughout the summer.

Happy reading,



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Summer Reading Activities

Incoming 11th Grade ELA classes

Complete the following notes and ONE activity to present to your English teacher at Houston MSTC in August:

Two-Column Notes

Directions: Read the novel and keep a dialectal journal (on paper or on a computer) of quotes as you are reading. You must have *at least three significant quotes for each of the following literary concepts*: setting, characters, external conflict, internal conflict, and theme from the beginning, the middle, and the end of the novel. Your journal should consist of two columns. The first column should include the quotes and their page numbers; the second column should provide your detailed explanation/commentary for each quote. Quotes that show specific word choice, contain expressive imagery and striking details, and reflect literary concepts are best. Below is an example.

Quote + page number	Commentary/explanation
Setting (the time and place of a work of literature): "Kino awakened in the near dark. The stars still shone and the day had drawn only a pale wash of light in the lower sky to the east." p. 1	This very romantic and poetic description creates an atmosphere of peace and tranquility. This contributes to the portrayal of a happy life that the main character leads in the beginning of the novel.
Character: "Kino had wondered often at the iron in his patient, fragile wife. She, who was obedient and respectful and cheerful and patient, she could arch her back in child pain with hardly a cry." p. 7	This quote suggests that, even though Kino's wife is a quiet and seemingly obedient wife, she has a lot of strength inside. This strength is more transparent under dire circumstances. Kino admires this quality in his wife.
External Conflict (a struggle between the character and opposing force): "'Have I nothing better to do than cure insect bites for 'little Indians'? I am a doctor, not a veterinary.'" p. 11	Kino's son will die if the doctor doesn't help him, because he was bitten by a scorpion. The doctor looks down upon Kino and his people. When the doctor refuses to help, he creates an external conflict.
Internal Conflict (a struggle within the character): "Kino hesitated for a moment. This doctor was not of his people... And as always when he came near to one of this race, Kino felt weak and afraid and angry at the same time. Rage and terror went together." p. 9	Kino is faced with a tough decision: he resents the doctor, yet he has to ask him for help or his son will die. He has to overcome his hate in order to save his child's life.
Theme (a major, central idea in a work of literature): "In Kino's head there was a song now, clear and soft, and if he had been able to speak of it, he would have called it the Song of the Family." p. 2 "In his mind a new song had come, the Song of Evil, the music of any foe of the family, a savage, secret, dangerous melody, and underneath, the Song of the Family cried plaintively." p. 5	Family is sacred to Kino and his people. It soon becomes obvious that the happiness of Kino's family is threatened. It is the struggle of the main character to save his family that reveals one of the major themes of the novel. "The Song of the Family" and "the Song of Evil" are symbolic because they represent the two opposing forces that are involved in the main conflict of the novel.

Choose ONE Project

Poetic Interpretation: Write a series of 10 poems from at least 4 different characters' point of view. Each poem should be at least 6 lines or longer. You should incorporate the use of some poetic techniques such as: simile, metaphor, alliteration, personification, etc. Your poem may rhyme if you choose.

My Book in a Container: Choose an item to be used as a container to hold other items significant to your book. The container should also have significance to the book. Decorate the container to convey major details, elements or themes found in your book. Choose 5 objects that would be either found in the book or would relate to the book in some way. Write a justification for each object. Choose 3 literary elements found in your book. Write a justification for the significance of the literary elements.

Please email English Instructional Specialist Mrs. Bykowicz at abykovic@houstonisd.org with questions!

Summer Reading Activities

Incoming 12th Grade ELA classes

Dear Parents and Students,

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This summer, select one (1) book from the following list AND one (1) Shakespearean play;

Book Selection:

Treasure Island by Robert Louis Stevenson
Pygmalion by George Bernard Shaw
Grendel by John Gardner
The Picture of Dorian Gray by Oscar Wilde
Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson
Frankenstein by Mary Shelley
Dracula by Bram Stoker

Shakespeare's Plays:

Much Ado About Nothing
A Midsummer Night's Dream
Romeo and Juliet
Comedy of Errors
Twelfth Night
Taming of the Shrew

Books are available at Houston Public Libraries, local book sellers like Barnes and Noble and Half Priced Books, and online through the HUB: Digital Resources > MackinVIA and Houston Public Library Learning Link

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Summer reading should be fun and enjoyable. The chosen texts have been highly recommended by students and teachers from across the country and specifically, Houston MSTC! Your encouragement and support for continued reading throughout the summer will assist in our efforts to improve literacy at all grade levels.

Please note all the information for the summer reading will be posted on the Houston MSTC website. Please contact the English Department Instructional Specialist, Mrs. Bykowicz-Krul with questions throughout the summer.

Happy reading,



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Summer Reading Activities

Incoming 12th Grade ELA classes

Complete the following notes and ONE activity to present to your English teacher at Houston MSTC in August:

Two-Column Notes

Directions: Read one novel and one play and keep a dialectal journal (on paper or on a computer) of quotes as you are reading. You must have at least 20 quotes from the novel and 20 from the play. Your journal should consist of two columns. The first column should include the quotes and their page numbers; the second column should provide your detailed explanation/commentary for each quote. Your commentary should focus on the **diction** of the novel or play, specifically, **how the English language has changed over time**. Quotes that show specific word choice, contain expressive imagery and striking details, and reflect literary concepts are best. Below is an example.

Quote + page number	Commentary/explanation
Setting (the time and place of a work of literature): "Kino awakened in the near dark. The stars still shone and the day had drawn only a pale wash of light in the lower sky to the east." p. 1	This very romantic and poetic description creates an atmosphere of peace and tranquility. This contributes to the portrayal of a happy life that the main character leads in the beginning of the novel.
Character: "Kino had wondered often at the iron in his patient, fragile wife. She, who was obedient and respectful and cheerful and patient, she could arch her back in child pain with hardly a cry." p.7	This quote suggests that, even though Kino's wife is a quiet and seemingly obedient wife, she has a lot of strength inside. This strength is more transparent under dire circumstances. Kino admires this quality in his wife.
External Conflict (a struggle between the character and opposing force): "'Have I nothing better to do than cure insect bites for 'little Indians'? I am a doctor, not a veterinary.'" p. 11	Kino's son will die if the doctor doesn't help him, because he was bitten by a scorpion. The doctor looks down upon Kino and his people. When the doctor refuses to help, he creates an external conflict.
Internal Conflict (a struggle within the character): "Kino hesitated for a moment. This doctor was not of his people... And as always when he came near to one of this race, Kino felt weak and afraid and angry at the same time. Rage and terror went together." p. 9	Kino is faced with a tough decision: he resents the doctor, yet he has to ask him for help or his son will die. He has to overcome his hate in order to save his child's life.
Theme (a major, central idea in a work of literature): "In Kino's head there was a song now, clear and soft, and if he had been able to speak of it, he would have called it the Song of the Family." p. 2 "In his mind a new song had come, the Song of Evil, the music of any foe of the family, a savage, secret, dangerous melody, and underneath, the Song of the Family cried plaintively." p. 5	Family is sacred to Kino and his people. It soon becomes obvious that the happiness of Kino's family is threatened. It is the struggle of the main character to save his family that reveals one of the major themes of the novel. "The Song of the Family" and "the Song of Evil" are symbolic because they represent the two opposing forces that are involved in the main conflict of the novel.

Complete Both Projects (one for each reading)

Poetic Interpretation: Write a series of 10 Shakespearean style sonnets to summarize the major events in your novel or the play. Be sure to follow the rules of a Shakespearean sonnet: 14 lines, divided into 3 quatrains (4 lines) and a couplet. Each quatrain establishes a theme or problem and the resolution is in the final couplet. The sonnet follows iambic pentameter (10 syllables in each line; first syllable is unstressed, second syllable is stressed) and the rhyme scheme: abab cdcd efef gg

Word Collage: Write the title of the novel or play in the center of a sheet of paper. Then look through magazines and newspapers for words, phrases, and sentences that illustrate or tell something about the novel or play. As you look, think in terms of the theme, setting, plot line, as well as characters. Work to get fifty (50) words, phrases, or sentences so the whole sheet is covered. The visual impact of the collage should a potential reader a lot about the book. Be prepared to discuss your chosen words during class.

Please email English Instructional Specialist Mrs. Bykowicz at abykovic@houstonisd.org with questions!

Summer Reading Activities

Incoming Dual Credit English/AP Literature classes

Dear Parents and Students,

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This summer, select one (1) book from the following list;

Book Selection:

The Road by Cormac McCarthy

The Kite Runner by Khalid Hosseini

The Bonesetter's Daughter by Amy Tan

To Kill a Mockingbird by Harper Lee

Things Fall Apart by Chinua Achebe

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Summer Reading Activities

Incoming Dual Credit English/AP Literature classes

Complete the following notes and both activities to present to your English teacher at Houston MSTC in August:

Two-Column Notes

Directions: Read the novel and keep a dialectal journal (on paper or on a computer) of quotes as you are reading. Quotes that show specific word choice, contain expressive imagery and striking details, and reflect literary concepts are best. Below is an example. **Many concepts addressed in the novels can be controversial. Be sure to incorporate quotes you have a strong reaction to. It is easier to write about controversy than the mundane!**

Quote + page number	Commentary/explanation
Setting (the time and place of a work of literature): "Kino awakened in the near dark. The stars still shone and the day had drawn only a pale wash of light in the lower sky to the east." p. 1	This very romantic and poetic description creates an atmosphere of peace and tranquility. This contributes to the portrayal of a happy life that the main character leads in the beginning of the novel.
Character: "Kino had wondered often at the iron in his patient, fragile wife. She, who was obedient and respectful and cheerful and patient, she could arch her back in child pain with hardly a cry." p.7	This quote suggests that, even though Kino's wife is a quiet and seemingly obedient wife, she has a lot of strength inside. This strength is more transparent under dire circumstances. Kino admires this quality in his wife.
External Conflict (a struggle between the character and opposing force): "'Have I nothing better to do than cure insect bites for 'little Indians'? I am a doctor, not a veterinary.'" p. 11	Kino's son will die if the doctor doesn't help him, because he was bitten by a scorpion. The doctor looks down upon Kino and his people. When the doctor refuses to help, he creates an external conflict.
Internal Conflict (a struggle within the character): "Kino hesitated for a moment. This doctor was not of his people... And as always when he came near to one of this race, Kino felt weak and afraid and angry at the same time. Rage and terror went together." p. 9	Kino is faced with a tough decision: he resents the doctor, yet he has to ask him for help or his son will die. He has to overcome his hate in order to save his child's life.
Theme (a major, central idea in a work of literature): "In Kino's head there was a song now, clear and soft, and if he had been able to speak of it, he would have called it the Song of the Family." p. 2 "In his mind a new song had come, the Song of Evil, the music of any foe of the family, a savage, secret, dangerous melody, and underneath, the Song of the Family cried plaintively." p. 5	Family is sacred to Kino and his people. It soon becomes obvious that the happiness of Kino's family is threatened. It is the struggle of the main character to save his family that reveals one of the major themes of the novel. "The Song of the Family" and "the Song of Evil" are symbolic because they represent the two opposing forces that are involved in the main conflict of the novel.

Complete Both Projects

Community Resources: After looking in the phone book and on the internet, create a file of community resources for (at least 10) that would help one of the characters in your novel cope with an issue. For example: if the main character has alcoholic parents, you could collect pamphlets, names of self-help groups, and any agencies that address the problem. Write a summary of the character's issue, why you chose this issue to research and how you found your resources.

Current Events: Select five current news or feature stories from television or news outlets that you think one of your characters would be interested in throughout the summer. Explain how the character would react to each of the stories and the opinions your character may have about the event. Be sure to use proper MLA citations for each article. Use citationmachine.net or the OWL at Purdue to help create proper citations.

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