



Heights High School Incoming Freshmen English I 2019 Summer Reading Challenge

Dear Scholar,

We are pleased that you have chosen Heights High School. We encourage you to continue reading during the summer months. Studies have shown that if you read frequently you are far more likely to have an expansive vocabulary, extensive background knowledge, stronger reading comprehension, and are more likely to become a lifelong reader. Heights High School's purpose in summer reading includes fostering avid readers, promoting just right books, and helping you to develop your identity through reading. To support a successful reading program, the following pages cover:

- the summer reading program directions and a list of book recommendations in various genres,
- directions for completing the readings, the essay and
- a parent letter regarding the book selections' subject matters

We **suggest** reading at least one book, but we hope that you will read many more. Remember, the more books you read, the more bonus points you can accumulate. As you read, we encourage you to highlight and/or annotate your thinking.

THE ESSAY ASSIGNMENT FOR BONUS POINTS WILL BE ACCEPTED ANYTIME BEFORE THE END OF CYCLE ONE ONLY.

If you have any questions, please feel free to contact Ms. Martinez at nmartin3@houstonisd.org or Katie.nuss@houstonisd.org

Happy Reading!

The English I Team

Books Published This Year

- *Shout* by Laurie Halse Anderson
- *Superman: Dawnbreaker (DC Icons # 4)* by Matt de la Pena
- *How to Make Friends with the Dark* by Kathleen Glasgow
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Books Published Last Year

- *The Cruel Prince* by Holly Black
- *Before I let go* by Marieke Nijkamp
- *Tyler Johnson was Here* by Jay Coles

Banned Books

- *The Absolutely True Diary of a Part-time Indian* by Sherman Alexie
- *Animal Farm* by George Orwell
- *The Call of the Wild* by Jack London

Books Exploring Social Issues

- *The Tequila Worm* by Viola Canales
- *A Lesson Before Dying* by Ernest J. Gaines
- *All American Boys* by Jason Reynolds and Brendan Kiely

Books Turned into Movies/Musicals

- *The Darkest Minds* by Alexandria Braken
- *Ashes in the Snow* by Ruta Sepetys
- *Monster* by Walter Dean Myers

Graphic Novels

- *Ni mona* by Noelle Stevenson
- *This One Summer* by Mariko Tamaki and Jillian Tamaki
- *Blankets* by Craig Thompson

- 1. Choose your book.**
- 2. Read the book.**
- 3. Write an essay.**
- 4. Earn 20 bonus points within the assessment category!**
- 5. Want an additional 10 bonus points? Read another novel and complete another essay.**
- 6. The MYP Rubric used to score the essay(s) is attached.**

Assignment

Read a book from the selection listed and type an essay. A plagiarized essay will not be accepted.

ESSAY DIRECTIONS:

In 3-4 pages, explain how a character changes from the beginning to the end of the novel. Describe at least three specific events and explain how each event affects your character. The essay must follow the guidelines:

- **MLA Format**
 - **Times New Roman**
 - **12-point font**
 - **Double-spaced**
 - **Page numbers**
 - **Proper heading**

Dear Parents/Guardians,

It is the goal of English I to provide students with every opportunity to experience a wide range of fiction, nonfiction, and poetry, as well as opportunities to experience visual and digital text related to content area studies. Teachers choose certain works for students to read or view because of their literary merit, their contribution to the subject of study, or because they are a part of the district or state curriculum.

We are sensitive to the values of the many different families that make up our school community, and we know that not all texts are right for all students. Thus, we have a policy of alternative selections, meaning that if you, as a parent or guardian, or your child feels that a text is in violation of your family's standards, you have the right to request alternative selections. Your child will be required to complete assignments comparable to those of the other students, and there will be no penalty whatsoever for students who choose different selections.

We encourage your participation in your child's education and look forward to working together as all our students experience the rewards of reading.

Respectfully,

English I Teachers

MYP RUBRIC

Criterion A: Analyzing Maximum: 8

At the end of year 3, students should be able to:

- iii. justify opinions and ideas, using examples, explanations and terminology.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology
3–4	The student: iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology
5–6	The student: iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology
7–8	The student: iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology

Criterion B: Organizing

Maximum: 8

At the end of year 3, students should be able to:

- ii. organize opinions and ideas in a coherent and logical manner

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: ii. organizes opinions and ideas with a minimal degree of coherence and logic
3–4	The student: ii. organizes opinions and ideas with some degree of coherence and logic
5–6	The student: ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other
7–8	The student: ii. effectively organizes opinions and ideas in a coherent and logical manner with ideas building on each other in a sophisticated way

Criterion C: Producing text

Maximum: 8

At the end of year 3, students should be able to:

- iii. select relevant details and examples to develop ideas.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: iii. selects few relevant details and examples to develop ideas.
3–4	The student: iii. selects some relevant details and examples to develop ideas.
5–6	The student: iii. selects sufficient relevant details and examples to develop ideas.
7–8	The student: iii. selects extensive relevant details and examples to develop ideas with precision.

Criterion D: Using language

Maximum: 8

At the end of year 3, students should be able to:

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in an appropriate register and style
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. uses a limited range of appropriate vocabulary and forms of expression ii. writes and speaks in an inappropriate register and style that do not serve the context and intention iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication iv. spells/writes and pronounces with limited accuracy; errors often hinder communication v. makes limited and/or inappropriate use of non-verbal communication techniques.
3–4	The student: <ol style="list-style-type: none"> i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression ii. sometimes writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication v. makes some use of appropriate non-verbal communication techniques.
5–6	The student: <ol style="list-style-type: none"> i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently ii. writes and speaks competently in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication iv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication v. makes sufficient use of appropriate non-verbal communication techniques.
7–8	The student: <ol style="list-style-type: none"> i. effectively uses a varied range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a consistently appropriate register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective