



**Heights High School  
Incoming Sophomore On-Level  
and Pre-AP  
English II  
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](mailto:nmartin3@houstonisd.org) OR [CCROSKER@houstonisd.org](mailto:CCROSKER@houstonisd.org)

Happy Reading!

The English II Team

## Books Published This Year

- FIVE FEET APART by Rachael Lippincott with Mikki Daughtry and Tobias Iaconis
- DEAR EVAN HANSEN: THE NOVEL by Val Emmich with Steven Levenson, Benj Pasek & Justin Paul
- THE RED SCROLLS OF MAGIC by Cassandra Clare and Wesley Chu

## Books Published Last Year

- *Tradition* by Brendan Kiely
- *The Poet X* by Elizabeth Acevedo
- *Dread Nation* by Justina Ireland

## Banned Books

- *Lord of the Flies* by William Golding
- *13 Reasons Why* by Jay Asher
- *The Outsiders* by S. E. Hinton

## Books Exploring Social Issues

- *Americanized: Rebel Without a Green Card* by Sara Saedi
- *The Hate U Give* by Angie Thomas
- *I Am Malala* by Malala Yousafzai

## Books Turned into Movies/Musicals

- *Wicked: The Life and Times of the Wicked Witch of the West (Wicked Years)* by Gregory Maguire
- *Fahrenheit 451* by Ray Bradbury
- *Ender's Game* by Orson Scott Card

## Graphic Novels

- *Spinning* by Tillie Walden
- *Ms. Marvel: Vol. 1* by G. Willow Wilson
- *Dr. Strange: The Way of Weird* by Jason Aaron

- 1. Choose your book.**
- 2. Read the book.**
- 3. Write an essay.**
- 4. Earn 25 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 essays 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 II 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 II 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 <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: iii. <b>rarely</b> justifies opinions and ideas with examples or explanations; uses <b>little or no</b> terminology
3–4	The student: iii. justifies opinions and ideas with <b>some</b> examples and explanations, though this may not be consistent; uses <b>some</b> terminology
5–6	The student: iii. <b>sufficiently</b> justifies opinions and ideas with examples and explanations; uses accurate terminology
7–8	The student: iii. gives <b>detailed justification</b> of opinions and ideas with <b>a range</b> of examples, and thorough explanations; uses <b>accurate</b> 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 <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: ii. organizes opinions and ideas with a <b>minimal degree of coherence and logic</b>
3–4	The student: ii. organizes opinions and ideas with <b>some degree of coherence and logic</b>
5–6	The student: ii. organizes opinions and ideas in a <b>coherent and logical</b> manner with ideas building on each other
7–8	The student: ii. <b>effectively</b> organizes opinions and ideas in a <b>coherent and logical</b> manner with ideas building on each other in a <b>sophisticated</b> 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 <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student:  iii. selects <b>few relevant</b> details and examples to develop ideas.
3–4	The student:  iii. selects <b>some</b> relevant details and examples to develop ideas.
5–6	The student:  iii. selects <b>sufficient</b> relevant details and examples to develop ideas.
7–8	The student:  iii. selects <b>extensive</b> 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 <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. uses a <b>limited</b> range of appropriate vocabulary and forms of expression</li> <li>ii. writes and speaks in an <b>inappropriate</b> register and style that <b>do not</b> serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with limited accuracy; errors <b>often hinder</b> communication</li> <li>iv. spells/writes and pronounces with limited accuracy; errors <b>often hinder</b> communication</li> <li>v. makes <b>limited and/or inappropriate</b> use of non-verbal communication techniques.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. uses an <b>adequate</b> range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. <b>sometimes</b> writes and speaks in a register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>iv. spells/writes and pronounces with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>v. makes <b>some</b> use of appropriate non-verbal communication techniques.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. uses a <b>varied range</b> of appropriate vocabulary, sentence structures and forms of expression <b>competently</b></li> <li>ii. writes and speaks <b>competently</b> in a register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>iv. spells/writes and pronounces with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>v. makes <b>sufficient</b> use of appropriate non-verbal communication techniques.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>effectively</b> uses a varied range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. writes and speaks in a <b>consistently appropriate</b> register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with a <b>high degree</b> of accuracy; errors are minor, and communication is <b>effective</b></li> <li>iv. spells/writes and pronounces with a <b>high degree</b> of accuracy; errors are minor, and communication is <b>effective</b></li> </ol>