



Heights High School Incoming Junior English III 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:

- summer reading program book list and instructions for English III
- sample notes page
- a parent letter regarding the book selections' subject matter

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

Happy Reading,

The English III Team

Books Published last Year

- *Creative Quest* by Questlove
- *Children of Blood & Bone* by Tomi Adeyemi
- *A Girl Like That* by Tanaz Bhathena

Banned Books

- *Catcher in the Rye* by J.D. Salinger
- *In Cold Blood* by Truman Capote
- *The Bluest Eye* by Toni Morrison

Books Exploring Social Issues

- *Between the World and Me* by Ta-Nehisi Coates
- *Autobiography of Malcolm X* by Alex Haley & Malcom X
- *Dear Martin* by Nic Stone

Books Turned into Movies/Musicals

- *A Wrinkle in Time* by Madeleine L'Engle
- *Ready Player One* by Ernest Cline
- *The Glass Castle* by Jeanette Walls

Graphic Novels

- *I Am Alfonso Jones* by Tony Medina

- *The Plain Janes* by Cecil Castellucci

1. Choose your book(s).

2. Read the book(s).

3. Complete the notes.

4. Earn bonus points!

The following bonus points go towards the assessment category.

1 book= 5 bonus points

2 books= 10 bonus points

3 books= 15 bonus points

4 books= 20 bonus points

5 books= 25 bonus points

Summer Reading Notes

This chart encourages critical thinking by allowing you to interact with the text. On the left side, write key details or quotations from the text. On the right side, respond or interact with text. You can respond to the text by making an inference, asking a question, explaining the meaning or significance,

expressing your personal thoughts, making a personal connection, creating a drawing or illustration, summarizing or making a prediction.

This type of thinking will help you engage in your summer books talks when you return to school. Try to gather at least ten (10) quotes that span the beginning middle and end of your book. You can duplicate this chart on your own paper or create your own graphic organizer to collect your thinking.

Book Title:

Key Details/Quote	Page Number	Student Responses
Atticus, the lawyer, “knew his people, they knew him, and because of Simon Finch’s industry, Atticus was related by blood or marriage to nearly every family in the town.”	Pg. 5	Atticus seems to be a well-respected person in Maycomb. I think Atticus most likely will play an important role in this book because of his position



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Dear Parents/Guardians,

It is the goal of English III 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,

The English III Team