

JHS English I Pre-AP Summer Reading

Communication

- The book list has been emailed to 8th grade teachers, campus instructional coaches, and principals.
- The Hays CISD/Johnson High School website has a link available with information about the JHS Eng. I Pre-AP Summer Reading Assignment.
- If you have any questions, please email Melinda.Earp@Hayscisd.net, Melissa.ODell@hayscisd.net, or Lisa.Girard@hayscisd.net.

Student Supports

- Students will be able to email the teacher to ask questions about the books over the summer. Please allow approximately a week to respond due to travel and other responsibilities.

Skill Focus Purpose Statement

- In Hays CISD, students will use metacognitive reading skills in order to reflect on understanding an author's message (Fig. 19A)

Skill Purpose Context Information

- The academic research based study, "Stop Summer Reading Loss," revealed that there is significant growth in students who participated in summer reading programs that utilized student selected books and taught comprehension skills or strategies to increase a student's understanding. Also, PISA (Program for International Student Assessment) revealed that one of the top two predictors of reading achievement was the use of a reading strategy to understand the text; therefore, Hays CISD secondary ELAR teachers are committed to providing a summer reading product that focuses on thinking and processing content while reading.

Directions: Choose one of the books on the following page. Obtain a clean copy that you will have access to until the end of October (Do not use audiobooks/digital copies). Read and annotate the book according to the "Marking the Text and Writing in the Margins" strategies provided in this document.

English I Pre-AP Summer Reading List

Please note that some of the books on these lists may contain mature language, situations, and themes. We strongly encourage parents and/or guardians to preview the books.

While the Lexile Framework is a scientific way to match reader with text considered the right level of challenge, the Lexile Framework does not take into account student interest or literary merit. We strongly encourage parents and/or guardians to consider readability, interest, and literary merit when helping students choose books.

The Hays CISD Department of Curriculum and Instruction utilized text excerpts and the Lexile Professional Analyzer tool to determine approximate readability for titles featuring an asterisk () next to the Lexile level.*

The Hays CISD English I, English I Pre-AP, World Geography, Pre-AP World Geography, and AP Human Geography Summer Reading List was synthesized from the following sources: Bookworm For Kids, School Library Journal, International Literacy Association, National Book Foundation, Texas Library Association, Scholastic, and Lexile Framework for Reading.

<p><i>Mythology</i> - by Edith Hamilton Lexile - 1040 ISBN-13: 9780446574754</p> <p>Mythology succeeds like no other book in bringing to life for the modern reader the Greek, Roman, and Norse myths and legends that are the keystone of Western culture - the stories of gods and heroes that have inspired human creativity from antiquity to the present. We meet the Greek gods on Olympus and Norse gods in Valhalla. We follow the drama of the Trojan War and the wanderings of Odysseus. We hear the tales of Jason and the Golden Fleece, Cupid and Psyche, and mighty King Midas. We discover the origins of the names of the constellations. And we recognize reference points for countless works of art, literature, and cultural inquiry--from Freud's Oedipus complex to Wagner's Ring Cycle of operas to Eugene O'Neill's Mourning Becomes Electra.</p>	<p><i>Behind the Beautiful Forevers</i> - by Katherine Boo Lexile - 1030 ISBN-13: 9780812979329</p> <p>With intelligence, humor, and deep insight into what connects people to one another in an era of tumultuous change, <i>Behind the Beautiful Forevers</i>, based on years of uncompromising reporting, carries the reader headlong into one of the twenty-first century's hidden worlds—and into the hearts of families impossible to forget. Abdul, an enterprising teenager, sees “a fortune beyond counting” in the recyclable garbage that richer people throw away. Meanwhile Asha, a woman of formidable ambition, has identified a different route to the middle class. With a little luck, her beautiful daughter, Annawadi’s “most-everything girl,” might become its first female college graduate. And even the poorest children, like the young thief Kalu, feel themselves inching closer to their dreams. But then Abdul is falsely accused in a shocking tragedy; terror and global recession rock the city; and suppressed tensions over religion, caste, sex, power, and economic envy turn brutal.</p>
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Bad Boy - by Walter Dean Myers

Lexile - 970

ISBN-13: 9780064472883

As a boy, Myers was quick-tempered and physically strong, always ready for a fight. He also read voraciously—he would check out books from the library and carry them home, hidden in brown paper bags in order to avoid other boys' teasing. He aspired to be a writer (and he eventually succeeded). But as his hope for a successful future diminished, the values he had been taught at home, in school, and in his community seemed worthless, and he turned to the streets and to his books for comfort. Here, in his own words, is the story of one of the most important voices of our time.

All We Have Left - by Wendy Mills

Lexile - 880

ISBN-13: 9781681194325

Now: Sixteen-year-old Jesse is used to living with the echoes of the past. Her older brother died in the September 11th attacks, and her dad since has filled their home with anger and grief. When Jesse gets caught up with the wrong crowd, one momentary hate-fueled decision turns her life upside down. The only way to make amends is to face the past, starting Jesse on a journey that will reveal the truth about how her brother died. Then: In 2001, sixteen-year-old Alia is proud to be Muslim. It is being a teenager that she finds difficult. After being grounded for a stupid mistake, Alia decides to confront her father at his Manhattan office, putting her in danger she never could have imagined. When the planes collide into the Twin Towers, Alia is trapped inside one of the buildings. In the final hours, she meets a boy who will change everything for her as the flames rage around them. Interweaving stories from past and present, *All We Have Left* brings one of the most important days in our recent history to life, showing that love and hope will always triumph.

All the Light We Cannot See - by Antony Doerr

Lexile - 880

ISBN-13: 9781501173219

Marie-Laure lives in Paris near the Museum of Natural History, where her father works. When she is twelve, the Nazis occupy Paris and father and daughter flee to the walled citadel of Saint-Malo, where Marie-Laure's reclusive great uncle lives in a tall house by the sea. With them they carry what might be the museum's most valuable and dangerous jewel. In a mining town in Germany, Werner Pfennig, an orphan, grows up with his younger sister, enchanted by a crude radio they find that brings them news and stories from places they have never seen or imagined. Werner becomes an expert at building and fixing these crucial new instruments and is enlisted to use his talent to track down the resistance. Deftly interweaving the lives of Marie-Laure and Werner, Doerr illuminates the ways, against all odds, people try to be good to one another.

Annotation: Marking the Text and Writing in the Margins

As you read through a text, follow the four steps below.

1. Circle KEY terms: Names of people, places, and/or dates.
2. Highlight unfamiliar words and define them. You may do this on a sticky note which you place on the page the word is found, or you may do this in the margins on the page a word is located.
3. Underline anything you want to remember (Again, if I were to ask you why it's important, you should be able to answer me.). However, if half of every other page is underlined, you're not being picky enough.
4. Divide your book into six equal parts. Be sure to include prologues, epilogues, afterwards, etc. Use at least one strategy in each part. Be sure to use each strategy at least once.

Visualize	Summarize
<p>Visualize what the author is saying and draw an illustration or diagram in the margin. When visualizing, ask:</p> <ul style="list-style-type: none"> ● What does this look like? ● How can I draw this concept/idea ● What visual or symbol represents this idea? 	<p>Briefly summarize paragraphs or sections of a text. It would be wise to do this at the end of every chapter.</p> <p>Summaries will:</p> <ul style="list-style-type: none"> ● State what the section/chapter is about ● Describe what the author is doing ● Account for key terms and/or ideas
Clarify	Connect
<p>Clarify complex ideas in the text through analysis, synthesis, and evaluation. You might:</p> <ul style="list-style-type: none"> ● Define key terms ● Discuss possible meanings of a passage ● Discuss the importance of a passage ● Make connections among ideas in the text 	<p>Make connections with the reading to your own life and the world. While reading, you might ask:</p> <ul style="list-style-type: none"> ● How does this relate to me? ● What do I know about this? ● How does this relate to the world? ● What do I believe about this? <p>*The best connections answer the “so what?” question. What does the connection tell you? Why is it interesting or important?*</p>
Respond	Question
<p>Respond to ideas in the text. Your responses can be personal or analytical. Readers often respond to:</p> <ul style="list-style-type: none"> ● Interesting ideas ● Emotional arguments ● Provocative statements ● Author’s claims ● Facts or data 	<p>Question both the ideas in the text AND your own understanding of the text. While reading, you might ask:</p> <ul style="list-style-type: none"> ● What is the author saying? ● What do I understand so far? ● What is the purpose of this section? ● What do I agree/disagree with? <p>*Be sure to add follow-up. Explain WHY you are asking this question.*</p>

Annotations are due August 29th and will be graded according to the rubric below:

50 There are fewer than four marks in the text, and it is not clear what the marks represent.

60 There are fewer than six strategies used. There may be some underlining of key ideas or facts, but it is spotty. It may look like the student didn't finish the book.

70 Examples of all six strategies are present, spread through six sections of the book OR #1-3 were evident at least once every five pages.

80 Examples of all six strategies are present, spread through six sections of the book, AND #1-3 were evident at least once every five pages.

90 Examples of all six strategies are present, spread through six sections of the book, AND #1-3 were evident on approximately every other page.

100 Meets the requirements for a 90, AND the student demonstrates an exceptional degree of comprehension.

Have a GREAT Summer!

