



In Conroe ISD, we encourage all students to read over the summer in order to enrich learning and provoke thought. Summer reading strengthens reading skills, increases academic achievement, fosters a love for reading, and empowers students to become life-long learners. Additionally, students who enroll in a Pre AP or AP English course are expected to engage in summer reading as it prepares students for the upcoming school year and creates an initial common framework for classroom discussion and instruction.

GRAND OAKS HIGH SCHOOL ENGLISH III - Level Summer Reading 2021

Dear Parents and Guardians,

Students at Grand Oaks High School who enroll in English III are expected to complete a summer reading assignment. Summer reading assignments provide several advantages for students, including maintaining skills over the summer, fostering independent learning, understanding course expectations, creating an initial common framework for discussion and study, supporting college-readiness standards, and promoting lifelong learning.

For the summer of 2021, English III students will be **required to read one book:**

(1) A book of the student's choice from the 2021 TAYSHAS list

[\(https://txla.org/tools-resources/reading-lists/tayshas/current-list/\)](https://txla.org/tools-resources/reading-lists/tayshas/current-list/)

Attached you will find all of the titles on the Tayshas list. This list has been chosen by a committee of librarians from the Texas Library Association. However, we highly encourage all parents to carefully review the titles on this list, discuss them with your student, and even read it with them.

All of the Tayshas titles can be found for free in Sora, an app that your student can access through their SSO. They can even download the app to other devices. To log into Sora use Conroe ISD for the school name and the password is the same as the SSO password. Email our librarians with any questions or message them through the Library Canvas page.

During the summer months, students should complete the Reading Response Journal assignment attached. It may be kept on paper or digitally, however we recommend keeping a digital copy for safekeeping and ease of accessibility. As students read, they should make note of the following elements:

All students enrolled in English III level for the upcoming school year are expected to turn their Reading Response Journals into their English III teacher during the first week of school. Additionally, students should be ready to discuss and complete a project over their book within the first three weeks of the 2021-22 school year.

Thank you for helping us kick off the new school year, and we can't wait to meet you!

Sincerely,

The English III



Reading Responses (RRs) Assignment

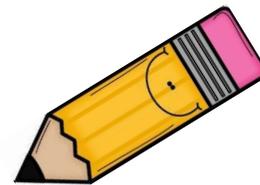
Directions: As you read your book, you might choose to annotate or put a Post-It next to any line, sentence, or section that jumps out at you. If nothing jumps out at you by the time you have finished reading, go back and find something to respond to.

Type out your RRs fully on a Google Doc (all on same doc).

Requirements:

IN TOTAL, YOU MUST:

- Complete 4 RRs for the book you are reading
- Choose the category for each RR yourself (see “Types of RRs” below)
- Write RRs in response to different places in the book (respond *as you read*, not all at once)



FOR EACH RR, YOU MUST:

- Label which **type** of RR category you are using (see below).
- Use an **original thought** in your response; don't just summarize.
- Quote a sentence or phrase from the text that supports your thinking, and give the **page number**, **paragraph**, or **line number** of the quote.
- Write **at least five complete sentences**.

Types of RRs

1. **Give an opinion:** Tell what you think or feel about a certain part, and why. You could react to an aspect of character, plot, theme, language, tone, style-anything in the text. But you must be specific.
2. **Ask a Question:** Write a specific question. This can be a question about something you don't understand in the text, or a larger question (about life, literature, or anything) that the text made you consider. Remember, you must still write five sentences- you can do this by explaining what you understand so far before asking the question, or by trying to answer your question after you ask it.
3. **Make a connection:** A certain point in the text reminds you of another story, poem, movie, song, or something in real life. How are the two alike? Be specific.
4. **Character Description:** You notice a detail about a character (what he or she looks like, thinks, says, or does). Why is it important? What trait or other idea does it reveal about that character?
5. **Spot the Setting:** You notice a part that refers to the place or time of the story or poem. Why is it important? How does it relate to the theme, characters, or plot?
6. **Mark the Motivation:** You realize a character's motive(s)- what a character wants. Explain what the motives are and how they affect the story or other characters. Why are these motives important?
7. **Detect a Conflict:** You sense a conflict in the story-it can be large or small, external or internal. Describe it, and explain why it is important in the story.
8. **Find Foreshadowing:** You read something that seems like a hint to what will come later. Explain why you think this, and make a prediction.
9. **Clarify the Climax:** You read a part that you realize is the biggest event (or most important moment) in the story. Explain why it is so important and what questions or problems get resolved because of it.



10. **See the Significance:** You realize a certain part in the text is important; you spot a significant passage. Why do you think it's important? What does it mean? What does it tell you about the entire book, story, or poem?

11. **Theme Recognition:** You find a sentence or two that might connect to the theme (the message or "So what?") of the piece. Tell the theme, and explain how that portion of the text relates to it.

12. **Cite the Claim:** You find a sentence or passage you think is the author's main thesis or claim. Explain why you think it is the central claim of the piece.

13. **Language Recognition:** You notice some engaging sensory details, a simile or metaphor, some onomatopoeia or alliteration, some parallelism, an interesting epithet, or something else. Maybe you notice a single word and wonder about why the author chose it. Whatever you notice, quote it, and explain how it adds to the text. Does it contribute to the mood or characterization? Does it relate to a theme? Could it have a deeper meaning? What would that be?

14. **Interesting Intro:** You think the author's introduction is interesting, clever, or engaging. Tell what the author did to make it so interesting and why you think that is effective.

15. **Clever Conclusion:** You think the author's conclusion or clincher is really effective. Tell what technique the author used and why it works.

2021 TAYSHAS LIST

10 Blind Dates - Ashley Elston

A Good Girl's Guide to Murder - Holly Jackson

Almost American Girl - Robin Ha

Barely Missing Everything - Matt Mendez

Be Not Far From Me - Mindy McGinnis

Black Enough: Stories of Being Young & Black in America - Ibi Zoboi (Editor)

Bloom - Kevin Panetta

Break the Fall - Jennifer Iacopelli

Burn Our Bodies Down - Rory Power

Clap When You Land - Elizabeth Acevedo

Color Me In - Natasha Diaz

Cracking the Bell - Geoff Herbach

Dancing at the Pity Party - Tyler Feder

Day Zero - Kelly Devos

Dear Edward - Ann Napolitano

Deposing Nathan - Zack Smedley

Dig - A.S.King

Dragon Hoops - Gene Luen Yang

Frankly in Love - David Yoon

Golden Arm - Carl Deuker

Grown - Tiffany Jackson



Hope and Other Punchlines - Julie Buxbaum

Hot Dog Girl - Jennifer Dugan

I'm Not Dying With You Tonight - Gilly Segal and Kimberly Jones

If I'm Being Honest - Emily Wibberley and Austin Siegemund-Broka

If These Wings Could Fly - Kyrie McCauley

If You're Out There - Katy Loutzenhiser

In Another Life - CC Hunter

Into the Streets: A Young Person's Visual History of Protest in the United States - Marke Bieschke

Jackpot - Nic Stone

Jane Anonymous - Laurie Faria Stolarz

Keep This to Yourself - Tom Ryan

Killing November - Adriana Mather

Layoverland - Gabby Noone

Love from A to Z - S.K. Ali

Mooncakes - Suzanne Walker

Mortal Sight - Sandra Fernandez Rhoads

Not Hungry - Kate Karyus Quinn

Nowhere on Earth - Nick Lake

Of Curses and Kisses - Sandhya Menon

One of Us is Next - Karen McManus

Refugee 87 - Ele Fountain

Shadow of the Batgirl - Sarah Kuhn

Six Angry Girls - Adrienne Kisner

Slay - Brittany Morris

Stamped: Racism, Antiracism, and You - Jason Reynolds

Strange Exit - Parker Peevyhouse

The Binding - Bridget Collins

The Blossom and the Firefly - Sherri L. Smith

The Bone Charmer - Breeana Shields

The Bridge - Bill Konigsberg

The Burning - Laura Bates

The Degenerates - J. Albert Mann

The Grace Year - Kim Liggett

The Greatest Treasure Hunt in History: The Story of the Monuments Men - Robert M. Edsel

The Haunted - Danielle Vega

The Hive - Barry Lyga and Morgan Baden



The Kingdom - Jess Rothenberg

The Liar's Daughter - Megan Cooley Peterson

The Lucky Ones - Liz Lawson

The Raven's Tale - Cat Winters

The Rest of the Story - Sarah Dessen

The Revolution of Birdie - Brandy Randolph Colbert

The Shadows Between Us - Tricia Levenseller

The Vanishing Deep- Astrid Scholte

The Voting Booth - Brandy Colbert

They Called Us Enemy - George Takei with Justin Eisinger and Steven Scott

Three Things I Know Are True - Betty Culley

Tweet Cute- Emma Lord

Verify - Joelle Charbonneau

Verona Comics - Jennifer Dugan

Warrior of the Wild - Tricia Levenseller

We Are Displaced - Malala Yousafzai

We Used to Be Friends - Amy Spaulding

What Kind of Girl - Alyssa Sheinmel

What Unbreakable Looks Like - Kate McLaughlin

White Rose - Kip Wilson

Winterwood - Shea Ernshaw

You Owe Me a Murder - Eileen Cook