**SUMMER READING PURPOSE STATEMENT:**

Literacy involves reading, writing, speaking, listening and thinking. As we prepare our students for the skills needed to be successful in the 21st Century, it is important that we provide opportunities for our students to engage in the activities that will help to build this literacy skill set. Reading over the summer is a good way to practice English and prepare to participate in a shared literacy community in the fall.

**ELL High School SUMMER READING REQUIREMENTS**

Each student will be required to read 2 books this summer. One book should be selected from the appropriate course list. In addition, each student should select one book of their choice to read and share with the class in the fall. By asking students to read over the summer, we believe that we can help to develop a lifelong habit of reading for our students.

**ASSIGNMENT SPECIFICS:**

- Select one title from your 2012-13 grade level list. (Pick a book that is a good match for your English reading level.)
- Read the guiding questions and be ready to talk about these questions in the fall.
- Select a second book of your choice.
- Have parents sign permission form approving the title and completion of the independent choice book. Return the form in the fall.

**ASSESSMENT:** Assessment guidelines will be shared the first week of school. Formal assessment will not be administered before the second week of school. Assessment will be no more than 10% of student’s first quarter grade.

Consider donating copies of any of the summer books listed that you read previous years. Any of the books listed may be given to your current ELL teacher.

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**ELL Books by Course**

**ESL 905** (Choose 1)
- *Nim's Island* by Wendy Orr
- *One Giant Leap: The Story of Neil Armstrong* by Don Brown

**ESL 906** (Choose 1)
- *Flipped* by Wendelin Van Draanen
- *Crash* by Jerry Spinelli

**ESL 907** (Choose 1)
- *Keeper* by Mal Peet
- *The Boy Who Harnessed the Wind* by William Kamkwamba

**Advanced ESL English 908**
- *Tuesdays With Morrie* by Mitch Albom

**OR** Book assigned to your grade level (see 909 below).

**Transitional ESL English 909**
- *And Then There Were None* by Agatha Christie
- *The Secret Life of Bees* by Sue Monk Kidd
- *The Color of Water* by James McBride
- *Zeitoun* by Dave Eggers
Nim’s Island by Wendy Orr

Summary (From From School Library Journal)
Nim lives on the most beautiful island in the world (its location is a closely guarded secret) with a marine iguana, a sea lion, and her scientist dad, Jack. When he goes off to explore the world of plankton, the child occupies herself with typical Swiss Family Robinson-like chores.

Guiding Questions:
1. What is your connection with the ocean, even if it is hundreds of miles away from where you live?
2. What does Nim do to keep herself busy when her dad is away? Do you think Nim enjoys living on the island? Why or why not?
3. Is there a place that you like to go that is peaceful? What would be your description of paradise?

One Giant Leap: The Story of Neil Armstrong by Don Brown

Summary (From Amazon.com)
As a young boy, Neil Armstrong had a recurring dream in which he held his breath and floated high in the sky. He spent his free time reading stacks of flying magazines, building model airplanes, and staring through a homemade telescope. But who was to know that this shy boy who also loved books and music, would become the first person to set foot on the moon, on July 20, 1969.

Guiding Questions:
1. Did you love to watch something as a young child, like two-year-old Neil Armstrong watched airplanes?
2. What were some of the jobs Neil did to help pay for his model airplanes?
3. Neil had to work twenty-five hours to pay for one hour of flying lessons. What is something you care enough about to work twenty-five hours for?
**Flipped by Wendelin Van Draanen**

**Summary (Adapted from Amazon.com and Columbus Metropolitan Library)**
The first time Juli saw Bryce, she flipped. The first time Bryce saw Juli, he ran. In alternating chapters, two teenagers describe their changing feelings about themselves, each other and their families. How these two teens manage to see beyond the surface of things and come together makes for a comic and poignant story.

**Guiding Questions:**
1. Bryce tries to “ditch” Juli for a long time. When does this begin to change, and why?
2. Of whom does Juli remind Bryce’s granddad? Why?
3. Juli didn’t plan to bid at the auction, but afterward, she describes the process as “a rush”. Have you ever experienced a shopping that was surprisingly exciting? When?
4. Have you had friendships that changed over time as much as Juli and Bryce’s? What qualities does Juli value most in a friend? Do you agree?

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**Crash by Jerry Spinelli**

**Summary (From School Library Journal)**
A winning story about seventh-grade Crash Coogan’s transformation from smug jock to empathetic, mature young man. Although a stereotypical bully, the boy becomes more than one-dimensional in the context of his overworked, unavailable parents and the love he has for his grandfather, who comes to live with the Coogans and then suffers a stroke. It is because of his affection for Scooter that Crash comes to appreciate Penn Webb, a neighbor and classmate whom for years Crash has tormented and teased. Penn relentlessly offers friendship, which Crash finally accepts when he sees Penn's love for his own great-grandfather as a common bond. The story concludes as Penn, named by his great-grandfather for Philadelphia's famous Penn Relays, wins the school race while the elderly man looks on.

**Guiding Questions**
1. Think about a character from the book. Include how the person looks, acts, feels, and what they say. Be prepared to talk about this character and their traits in the fall.
2. Think about an important event in Crash’s life. Why do you think it was an important event?
3. Crash has a special relationship with his grandfather. Who is someone in your family that you feel close to? Why?
**ESL 907 Reading Choices**

**Keeper by Mal Peet**

**Summary (From School Library Journal)**
When acclaimed South American journalist Paul Faustino begins his interview with World Cup soccer star El Gato, he expects to be recording the thoughts of a goalkeeper at the height of his career. He never envisioned hearing about a young, lonely boy growing up in the middle of a rain forest. Is El Gato mad? Is he suffering from hallucinations due to the stress of the game? Is there some truth to be discovered in his fantastic tale? Only at the conclusion of the interview and the resolution of who the Keeper really is and what he is waiting for will readers even think of putting down this fascinating book.

**Guiding Questions**

1. Choose a place that ‘touches’ you in some way. It’s peaceful, it’s scary, it makes you feel a strong sense of emotion whenever you go there. What makes this spot special?

2. What language would you use to describe this place to others?

3. Why do you think that El Gato was able to become a World Cup soccer star?

**The Boy Who Harnessed the Wind: Creating Currents of Electricity and Hope by William Kamkwamba**

**Summary (Adapted from Amazon.com and Columbus Metropolitan Library)**
This immensely engaging true story is about human inventiveness and its power to overcome crippling adversity. William Kamkwamba was born in Malawi, a country where only about 2 percent of the population could enjoy electricity and running water. Read how he embarked on a plan to change the lives around him using forgotten science textbooks, some scrap metal, and tractor and bicycle parts.

**Guiding Questions**

1. Why do you think William reacts differently to his troubles than the other boys in his village?

2. Have you known or read about others who pursue a dream that seems unrealistic or crazy?

3. William tries to get magical superpowers at the age of nine from Shabani, another boy in his village. What parts of the effort were smart or well thought out? What parts were unwise?
Tuesdays With Morrie by Mitch Albom

Summary (From Amazon.com)
This true story about the love between a spiritual mentor and his pupil has soared to the bestseller list for many reasons. For starters: it reminds us of the affection and gratitude that many of us still feel for the significant mentors of our past. It also plays out a fantasy many of us have entertained: what would it be like to look those people up again, tell them how much they meant to us, maybe even resume the mentorship? Plus, we meet Morrie Schwartz—a one of a kind professor, whom the author describes as looking like a cross between a biblical prophet and Christmas elf. Even on his deathbed, this twinkling-eyed mensch manages to teach us all about living robustly and fully.

Guiding Questions
1. Did your opinion about Mitch change as book went on? In what way?

2. Who do you think got more out of their Tuesday meetings, Mitch or Morrie? In what ways? How do you think each would answer this question?

3. Describe Morrie’s criticisms of Mitch throughout the book. Do you think Morrie should have been tougher on him? Easier?
Grade 9

And Then There Were None
by Agatha Christie

Summary
Considered one of the best mystery novels ever written by many readers, And Then There Were None is the story of ten strangers, each lured to Indian Island by a mysterious host. Once the guests have arrived, the host accuses each person of murder. Unable to leave the island, the guests begin to share their darkest secrets—until they begin to die.

Guiding Questions
1. Throughout the novel, the author uses different characters to tell the story. Why does Christie choose to use different points of view?
2. The effect of guilt is one of the major themes of the novel. Based on the characters in the book and your own personal experiences, how do people respond differently to guilt? How do the characters’ responses compare to those of people in real life?
3. Think about the idea of “justice” in this unique mystery. Did the characters “get what they deserved,” or were any of them punished unfairly?
4. What characteristics create a compelling mystery? Which of these characteristics are evident in this novel? Which characteristics do you believe are lacking?

Grade 10

Secret Life of Bees by Sue Monk Kidd

Summary (Fox Searchlight Pictures)
“Set in South Carolina in 1964, this is the tale of Lily Owens a 14 year-old girl who is haunted by the memory of her late mother. To escape her lonely life and troubled relationship with her father, Lily flees with Rosaleen, her caregiver and only friend, to a South Carolina town that holds the secret to her mother’s past. Taken in by the intelligent and independent Boatwright sisters, Lily finds solace in their mesmerizing world of beekeeping.”

Guided Questions
Before the start of chapter one, the following excerpt is written: “The queen, for her part, is the unifying force of the community; if she is removed from the hive, the workers very quickly sense her absence. After a few hours, or even less, they show unmistakable signs of queenlessness.”

1. How is this significant throughout the book? Who or what does the queen represent?
2. Identify someone from your own life or a member of society that can be compared to the queen bee. Explain this comparison.
Grade 11

The Color of Water by James McBride

Summary
Who is Ruth McBride Jordan? A self declared “light-skinned” woman evasive about her ethnicity, yet steadfast in her love for her twelve black children. James McBride, journalist, musician and son, explores his mother’s past, as well as his own upbringing and heritage, in a poignant and powerful debut, The Color of Water: A Black Man’s Tribute to His White Mother. Hailed as “a triumph,” it spent two years on the New York Times Bestseller List.

Guided Questions:
1. Identify and discuss significant instances of maturation for any of the significant characters in the text.
2. Analyze when Ruth and James are both victorious and defeated at different instances throughout the novel.
3. What role/function does faith or lack of faith play in the text? When is it effective/ineffective in specific situations?
4. How do the lives of Ruth and James parallel?

Grade 12

Zeitoun by Dave Eggers

Summary (from www.bn.com)
When Hurricane Katrina struck New Orleans, Abdulrahman Zeitoun, a prosperous Syrian-American and father of four, chose to stay through the storm to protect his house and contracting business. In the days after the storm, he traveled the flooded streets in a secondhand canoe, passing on supplies and helping those he could. A week later, on September 6, 2005, Zeitoun abruptly disappeared. Eggers’s riveting nonfiction book, three years in the making, explores Zeitoun’s roots in Syria, his marriage to Kathy — an American who converted to Islam — and their children, and the surreal atmosphere (in New Orleans and the United States generally) in which what happened to Abdulrahman Zeitoun was possible.

Guided Questions
1. The first sentence of Zeitoun mentions how “quiet” the boats are, and this motif of silence (and noise) continues throughout the work. There are many moments of beauty from the images of the sardines in the first dream to the storm’s horrific power. Why did the noise of the Greyhound Camp seem tortuous to Zeitoun? What could this symbolize thematically?
2. In many respects, this work is about identity — how we see ourselves and others, how our impressions of another can affect his or her identity, and how our own identity can change over time. Why do you think Kathy seems to be suffering from PTS syndrome even more than Abdulrahman? Did this novel affect how YOU see the identity of the United States?
3) How did the structure of the narration — the day-by-day accounting and especially the multiple perspectives of both Kathy and Abdulrahman — affect your enjoyment of the work? Did you feel most connected to Kathy or her husband? Throughout most of the work the point of view alternates — except in section III (Kathy’s voice only) and in section IV (Zeitoun’s voice only). Why does Eggers choose to only include one voice in these two sections? How does the structure affect the narrative pace of the story?
Independent Summer Reading
Parent/Guardian Permission Form

All Dublin High School Language Arts students are required to read a book of their choice over the summer as a part of our summer reading program. This book may be fiction or nonfiction, classic or contemporary, serious or funny.

We would like students to consider books that will be appropriate for a school setting and sufficiently challenging in terms of reading level. Students will have an opportunity to share this summer read with other students in the class during the first week of school.

All students are expected to bring this permission form to their English teachers on the first day of school.

Please print.

Student’s Name: ____________________________________________

Title of Book: ____________________________________________

Author: _________________________________________________

I have reviewed my student’s Independent Choice Book and have determined that it is appropriate for my child’s high school Language Arts classroom and this assignment. I can verify that my child has completed the reading of this book.

________________________________________________________
Signature of Student Date

________________________________________________________
Signature of parent or guardian Date