Dublin City Schools Philosophy on Summer Reading:
Literacy involves reading, writing, speaking, listening, thinking, and interacting. When considering reading, research shows that choice and volume of reading are essential to reading development. Reading over the summer is a critical way to maintain and build upon the reading habits developed throughout the school year. Dublin City Schools values our students’ reading lives. Therefore, we will provide year-round opportunities for our students to engage in experiences that will allow them to grow in literacy.

Dublin City Schools Summer Reading Essential Question:
How does what we know about the world affect how we view ourselves?

Summer Reading Requirements:
Each student reads a minimum of 2 books during the summer.

One book is a student choice from district-selected texts. These texts are each relevant and connect to the summer reading the essential question. Thinking surrounding these texts will support a positive classroom literacy community beginning in the opening days of school.

The second book is the student’s choice. Students may choose any book they are interested in reading.

Student Assignment
1. Review the book summaries, look at reviews on Goodreads, Amazon, etc.
2. Select and read one of the district-selected texts for your 2019-2020 grade level/course.
3. Refer to the grade-level guiding questions and consider while reading.
4. Jot down thoughts related to the guiding questions.
5. Select another book of your choice to read that is of an appropriate topic and reading level.
6. Have your parents sign approving the title and completion of the independent book choice. Return the form in the fall.
7. Be prepared to participate in classroom writing and discussions revolving around the summer reading in the fall.

Students should be prepared to take part in organized response and classroom work with summer reading books immediately upon return to school. Any assessment scoring will result in no more than 10% of the student’s first quarter grade.

Share your reading on social media using #DCSsumread
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How does what we know about the world affect how we view ourselves?

All Dublin City Schools secondary students are required to read a book of their choice over the summer as 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 the Book: ___________________________________________________
Author: __________________________________________________________

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

Signature of the Student: _____________________________________________
Date: _____________________________________________________________

Signature of the Parent: _____________________________________________
Date: _____________________________________________________________

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<tr>
<th>Title</th>
<th>Author</th>
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<tr>
<td>All American Boys</td>
<td>Brenden Kiely and Jason Reynolds</td>
<td>In this <em>New York Times</em> bestselling novel, two teens—one black, one white—grapple with the repercussions of a single violent act that leaves their school, their community, and, ultimately, the country bitterly divided by racial tension. A bag of chips. That’s all sixteen-year-old Rashad is looking for at the corner bodega. What he finds instead is a fist-happy cop, Paul Galluzzo, who mistakes Rashad for a shoplifter, mistakes Rashad’s pleadings that he’s stolen nothing for belligerence, mistakes Rashad’s resistance to leave the bodega as resisting arrest, mistakes Rashad’s every flinch at every punch the cop throws as further resistance and refusal to STAY STILL as ordered. But how can you stay still when someone is pounding your face into the concrete pavement? (Goodreads.com)</td>
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<tr>
<td>The Martian Chronicles</td>
<td>Ray Bradbury</td>
<td>The Martian Chronicles tells the story of humanity’s repeated attempts to colonize the red planet. The first men were few. Most succumbed to a disease they called the Great Loneliness when they saw their home planet dwindle to the size of a fist. They felt they had never been born. Those few that survived found no welcome on Mars. The shape-changing Martians thought they were native lunatics and duly locked them up. (Goodreads.com)</td>
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<tr>
<td>Unbroken: A World War II Story of Survival, Resilience and Redemption</td>
<td>Lauren Hillenbrand</td>
<td>On a May afternoon in 1943, an Army Air Forces bomber crashed into the Pacific Ocean and disappeared, leaving only a spray of debris and a slick of oil, gasoline, and blood. Then, on the ocean surface, a face appeared. It was that of a young lieutenant, the plane’s bombadier, who was struggling to a life raft and pulling himself aboard. So began one of the most extraordinary odysseys of the Second World War. The lieutenant’s name was Louis Zamperini. In boyhood, he’d been a cunning and incorrigible delinquent, breaking into houses, brawling, and fleeing his home to ride the rails. As a teenager, he had channeled his defiance into running, discovering a prodigious talent that had carried him to the Berlin Olympics and within sight of the four-minute mile. But when war had come, the athlete had become an airman, embarking on a journey that led to his doomed flight, a tiny raft, and a drift into the unknown. (Goodreads.com)</td>
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1 Young-adult version

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Below are questions and an organizer created to help guide and capture thinking while reading. Responses and evidence of thinking will **not** be collected; however, please track thinking throughout the book. The more thoughtful you are while reading, the more successful you will be in small group and whole class discussions, class activities, and assessments upon return to school.

**Essential question:** How does what we know about the world affect how we view ourselves?

**Guiding questions:**
- Select an important event in your book and discuss the items below:
  - Setting and its impact on the story
  - Mood and how the author develops it
  - How this event connects to a recurring theme
- What does your book show the reader about the human experience?

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**Thinking Organizer:**

“Remember this is to help guide and capture your thinking while reading. Responses and evidence of thinking will **not** be collected; however, please track thinking throughout the book. The more thoughtful you are while reading, the more successful you will be in small group and whole class discussions, class activities, and assessments upon return to school.”

- Select an important event in your book and discuss the items below:
  - Setting and its impact on the story
  - Mood and how the author develops it
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