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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Dublin City Schools Summer Reading Essential Question:
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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| **An Abundance of Katherines**  
| **Author:** John Green  
| **ISBN:** 0525476881  
| When it comes to relationships, Colin Singleton's type happens to be girls named Katherine. And when it comes to girls named Katherine, Colin is always getting dumped. Nineteen times, to be exact.  
| On a road trip miles from home, this anagram-happy, washed-up child prodigy has ten thousand dollars in his pocket, a bloodthirsty feral hog on his trail, and an overweight, Judge Judy-loving best friend riding shotgun—but no Katherines. Colin is on a mission to prove The Theorem of Underlying Katherine Predictability, which he hopes will predict the future of any relationship, avenge Dumpees everywhere, and finally win him the girl. (Goodreads.com)  

| **Frankenstein**  
| **Author:** Mary Shelley  
| **ISBN:** 0141439475  
| Mary Shelley began writing *Frankenstein* when she was only eighteen. At once a Gothic thriller, a passionate romance, and a cautionary tale about the dangers of science, *Frankenstein* tells the story of committed science student Victor Frankenstein. Obsessed with discovering the cause of generation and life and bestowing animation upon lifeless matter, Frankenstein assembles a human being from stolen body parts but; upon bringing it to life, he recoils in horror at the creature's hideousness. Tormented by isolation and loneliness, the once-innocent creature turns to evil and unleashes a campaign of murderous revenge against his creator, Frankenstein. (Goodreads.com)  

| **The Other Wes Moore: One Name, Two Fates**  
| **Author:** Wes Moore  
| **ISBN:** 0385528191  
| In December 2000, the Baltimore Sun ran a small piece about Wes Moore, a local student who had just received a Rhodes Scholarship. The same paper also ran a series of articles about four young men who had allegedly killed a police officer in a spectacularly botched armed robbery. The police were still hunting for two of the suspects who had gone on the lam, a pair of brothers. One was named Wes Moore.  
| Wes just couldn't shake off the unsettling coincidence, or the inkling that the two shared much more than space in the same newspaper. After following the story of the robbery, the manhunt, and the trial to its conclusion, he wrote a letter to the other Wes, now a convicted murderer serving a life sentence without the possibility of parole. His letter tentatively asked the questions that had been haunting him: Who are you? How did this happen? (Goodreads.com)  

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**Share your reading on social media using #DCSsumread**
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:**
- How does the character’s relationship with another person or group help him/her realize something about him/herself?
- 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.

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