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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**2019 Summer Reading**

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<thead>
<tr>
<th>Title</th>
<th>Author</th>
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<tr>
<td><em>Goodbye Days</em></td>
<td>Jeff Zentner</td>
<td>One day Carver Briggs had it all—three best friends, a supportive family, and a reputation as a talented writer at his high school, Nashville Academy for the Arts. The next day he lost it all when he sent a simple text to his friend Mars, right before Mars, Eli, and Blake were killed in a car crash. (Goodreads.com)</td>
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<tr>
<td><em>Homegoing</em></td>
<td>Yaa Gyasi</td>
<td>Two half-sisters, Effia and Esi, are born into different villages in eighteenth-century Ghana. Effia is married off to an Englishman and lives in comfort in the palatial rooms of Cape Coast Castle. Unbeknownst to Effia, her sister, Esi, is imprisoned beneath her in the castle’s dungeons, sold with thousands of others into the Gold Coast’s booming slave trade, and shipped off to America, where her children and grandchildren will be raised in slavery. One thread of <em>Homegoing</em> follows Effia’s descendants through centuries of warfare in Ghana, as the Fante and Asante nations wrestle with the slave trade and British colonization. The other thread follows Esi and her children into America. From the plantations of the South to the Civil War and the Great Migration, from the coal mines of Pratt City, Alabama, to the jazz clubs and dope houses of twentieth-century Harlem, right up through the present day, <em>Homegoing</em> makes history visceral, and captures, with singular and stunning immediacy, how the memory of captivity came to be inscribed in the soul of a nation. (Goodreads.com)</td>
</tr>
<tr>
<td><em>The Last Lecture</em></td>
<td>Randy Pausch</td>
<td>Based on the extraordinary final lecture by Carnegie Mellon University professor Randy Pausch, given after he discovered he had pancreatic cancer, this moving book goes beyond the now-famous lecture to inspire readers to live each day with purpose and joy. Photos of Randy and his family and friends are included. (Goodreads.com)</td>
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Below are questions and resources 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:**
- What social statement or commentary on society is being presented within the novel?
- How can you relate an aspect of the book you have read to your personal life?
- 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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