

# 2020 Summer Reading

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## **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 Expectations:**

Each student reads **a minimum of 2 books** during the summer.

The student may choose any book they are interested in reading as their first title.

When considering the second title, DCS teachers have created a short list of suggested books. These texts are relevant and connect to the summer reading essential question. We strongly encourage students to read one of the suggested titles because engaging in a community-read fulfills the primary purpose of summer reading: to provide an opportunity for our students to engage in an experience that will allow them to grow in literacy. Reading one book from the short list of choices has been a requirement of students in the past, but due to COVID-19, we understand that access to books may be limited, so we are prepared to be flexible. If a student is unable to secure a copy of a suggested title, the student may choose to read any other book.

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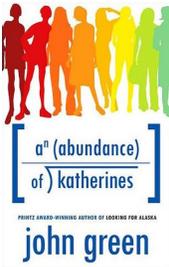
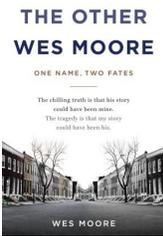
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## **Student Assignment:**

1. Complete the “Which book should I read?” activity in Schoology
2. Read one of the district-suggested titles for your 2020-2021 grade level/course **if you are able to secure a copy of a book.**
3. Refer to the grade-level guiding questions and consider them while reading.
4. Jot down thoughts related to the guiding questions using the provided organizer.
5. Select any other book of your choice to read that is of an appropriate topic and reading level.
6. Be prepared to participate in classroom writing and discussions revolving around your summer reading choices 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.**

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 <p><i>An Abundance of Katherines</i> John Green</p> <p>ISBN: 0525476881</p>	<p>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.</p> <p>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)</p>
 <p><i>Frankenstein</i> Mary Shelley</p> <p>ISBN: 0141439475</p> <p>OR</p> <p><i>Gris Grimly's Frankenstein</i> Gris Grimly, Mary Shelley</p> <p>ISBN: 0061862983</p>	<p>Mary Shelley began writing <i>Frankenstein</i> when she was only eighteen. At once a Gothic thriller, a passionate romance, and a cautionary tale about the dangers of science, <i>Frankenstein</i> 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)</p> <p>Using an abridged version of the original text, Gris has created an experience that is part graphic novel, part prose novel, and all Gris Grimly: a bold sewing-together of elements both classic and contemporary. Beautifully terrifying and terrifyingly beautiful, this is Frankenstein as you've never seen it before. (Goodreads.com)</p>
 <p><b>THE OTHER WES MOORE</b></p> <p>ONE NAME. TWO FATES</p> <p>The chilling truth is that his story could have been mine. The tragedy is that my story could have been his.</p> <p>WES MOORE</p> <p><i>The Other Wes Moore: One Name, Two Fates</i> Wes Moore</p> <p>ISBN: 0385528191</p>	<p>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.</p> <p>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)</p>



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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:

- 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.\*\*

How does the character's relationship with another person or group help him/her realize something about him/herself?

Pg. # \_\_\_ My thinking:

What does your book show the reader about the human experience?

Pg. # \_\_\_ My thinking: