

2020 Summer Reading



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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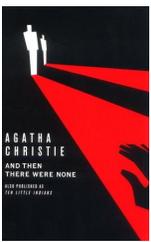
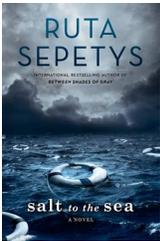
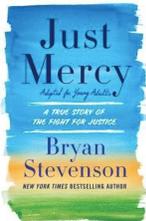


Student Assignment:

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>And Then There Were None</i> Agatha Christie</p> <p>ISBN: 0312330871</p>	<p>First, there were ten—a curious assortment of strangers summoned as weekend guests to a private island off the coast of Devon. Their host, an eccentric millionaire unknown to all of them, is nowhere to be found. All that the guests have in common is a wicked past they're unwilling to reveal—and a secret that will seal their fate. For each has been marked for murder. One by one they fall prey. Before the weekend is out, there will be none. And only the dead are above suspicion. (from Goodreads.com)</p>
	<p><i>Salt to the Sea</i> Ruta Sepetys</p> <p>ISBN: 0399160302</p>	<p>World War II is drawing to a close in East Prussia and thousands of refugees are on a desperate trek toward freedom, many with something to hide. Among them are Joana, Emilia, and Florian, whose paths converge en route to the ship that promises salvation, the <i>Wilhelm Gustloff</i>. Forced by circumstance to unite, the three find their strength, courage, and trust in each other tested with each step closer to safety. (from Goodreads.com)</p>
	<p><i>Just Mercy</i> (Adapted for Young Adults): <i>A True Story of The Fight For Justice</i> Bryan Stevenson</p> <p>ISBN: 0525580034</p>	<p>In this very personal work--adapted from the original #1 bestseller, which the <i>New York Times</i> calls "as compelling as <i>To Kill a Mockingbird</i>, and in some ways more so"--acclaimed lawyer and social justice advocate Bryan Stevenson offers a glimpse into the lives of the wrongfully imprisoned and his efforts to fight for their freedom.</p> <p>Stevenson's story is one of working to protect basic human rights for the most vulnerable people in American society--the poor, the wrongly convicted, and those whose lives have been marked by discrimination and marginalization. Through this adaptation, young people of today will find themselves called to action and compassion in the pursuit of justice. (from 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 returning to school.

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

Guiding questions:

- What conflicts do the characters face? As a group? As individuals?
- 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.**

What conflicts do the characters face? As a group? As individuals?
Pg. # ___ My thinking:
What does your book show the reader about the human experience?
Pg. # ___ My thinking: