The Somers Summer Reading List is revised each year in late spring. The updated list will be published on the web site in May of each year.

The Somers Public Schools is committed to equal opportunity for all students, applicants and employees. The District does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. In addition, it provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding the District's nondiscrimination policies should be directed to Dr. Irene Zytka, Title IX Coordinator, 1 Vision Boulevard, Somers, CT 06071, (860) 749-2270 x2039

Should an accommodation for a disability be required, please contact Dr. Denise Messina, Director of Pupil Services and Section 504 Coordinator, 1 Vision Boulevard, Somers, CT 06071, (860) 749-2270 x2052. (Revised April 13, 2016)
“Who I am, what I am, is the culmination of a lifetime of reading, a lifetime of stories. And there are so many more books to read. I’m a work in progress.” Sarah Addison Allen, NY Times Best selling Author

Dear Parents/Guardians,

Attached please find the Somers Summer Reading List put together by the teachers of Somers. Much time and effort was put into the selection of books that will not only challenge student’s thinking but also stimulate their creativity.

Much research has been done over the years which substantiate the fact that summer reading has a direct impact on the achievement gap. Students can lose over 3 months of learning over the summer. This effect becomes more pronounced as students get older and advance through the grades. Children who don’t read over the summer tend to lose literacy skills while children who do read during the summer actually improve their reading ability. Summer learning losses accumulate over several years and are an important contributor to the achievement gap.

But…those students who continue to read over the summer also scored higher on reading achievement tests at the beginning of the next school year.

The best ways to keep your child from becoming a “rusty reader” over the summer are:

1. Encourage your children to read books they enjoy for at least 20-30 minutes per day. The schools have provided a list of both required and optional books.
2. Provide incentives for reluctant readers. For example, if your child enjoys basketball, agree to take them to the local court if they do their “daily reading.”
3. Make reading a social act. Establish a time during the day when all members of the family gather and read on their own, or take turns reading the same book aloud.
4. Connect your reading to family outings. If you take your kids to an aquarium, consider reading a book about fish or the ocean with them later that day. The outing can help place the reading into a broader context.
5. Read before going to bed. This is something we have been doing in my household since my daughter was little. Studies have shown that it relaxes the brain and allows for a deeper sleep. It’s always good to take a break from electronics as well.

So, I encourage you to read with your children, to your children and for your children.

Sincerely,

Dr. Irene H. Zytka

Director of Curriculum

“You can find magic wherever you look. Sit back and relax. All you need is a book.” Dr. Seuss
Dear Parents:

This summer invite your child into a world of adventure, journeys and discovery through the enjoyment of reading books. We encourage your support of literacy and hope that you will engage your child's interest in any of the following books or the thousands of others at your library or bookstores. These are some suggestions and guidelines that you may find helpful.

Reading aloud to your young children is very beneficial. As Joseph Addison said: “Reading is to the mind what exercise is to the body.”

Guidelines for Choosing Books for Children

Preschool and Kindergarten
Children at this age:
- Are delighted by Mother Goose and rhyming stories and love to hear them over and over. They will begin to recite verses by themselves.
- Enjoy pop-up books and books with flaps to flip which provide opportunities for active participation and storytelling.
- Are stimulated by wordless books which allows them to creativity tell stories and provides them with opportunities for expression and conversation.

Grade 1
Children at this age:
- Read aloud picture books with good storylines.
- Enjoy alphabet and counting books, fairy tales, and easy informational books.
- Are attracted to books with vibrant pictures that support the storyline and have repetitive patterns.

Grade 2
Children at this age:
- Enjoy listening to chapter books of some complexity.
- Start to read easy chapter books.
- Continue to enjoy having parents share picture books with them.
- Begin to enjoy particular authors or series books.

Grade 3
Children at this age:
- Read chapter books independently.
- Begin to explore books from various genres such as mysteries, historical fiction and science fiction.
- Continue to enjoy being read aloud to several times per week.
- Like to select their own reading material at school and public libraries.
- Take pride in showing off their reading skills.
- Understand more complex stories and chapter books than they can read themselves.
- Continue to enjoy having chapter books read to them.

Grade 4
Children at this age:
- Are fascinated with unusual facts, record books, and biographies.
- Prefer tall tales over fairy tales.
- Enjoy realistic fiction with happy endings.
- Select sports stories and stories about heroes.
- Enjoy animal stories and nonfiction animal fact books.
- Find science fiction interesting.
Grade 5
Children at this age:
- Enjoy biographies.
- Appreciate funny books and have a well-developed sense of humor.
- Like adventure, spine-tingling and fantasy stories.
- Like historical fiction stories.
- Like statistical collections (sports).
- Enjoy how-to books for parent-child projects.
Arnold, Marsha. *Quick, Quack, Quick!*
Aylesworth, Jim. *Country Crossing*
Barrett, Judi. *Animals Should Definitely Not Wear Clothing*
Berenstain, Stan & Jan. *The Berenstains’ B Book*
Berenstain, Stan & Jan. *Inside Outside Upside Down*
Berenstain, Stan & Jan. *Old Hat New Hat*
Bianco, Margery Williams. *The Velveteen Rabbit*
Brett, Jan. *Gingerbread Baby*
Brett, Jan. *The Mitten*
Brown, Marc. *Wings on Things*
Brown, Margaret Wise. *Goodnight Moon*
Bunting, Eve. *The Mother’s Day Mice*
Carle, Eric. *Does a Kangaroo Have a Mother, Too?*
Carle, Eric. *The Grouchy Ladybug*
Carle, Eric. *The Very Hungry Caterpillar*
Degen, Bruce. *Jamberry*
Demi. *The Empty Pot*
Ets, Marie Hall. *Play With Me*
Ezra, Mark. *The Prickly Hedgehog*
Flora. *Feathers Like a Rainbow*
Hoban, Russell. *Bread and Jam for Frances*
Hutchins, Pat. *The Wind Blew*
Jackson, Kathryn. *Tawny Scrawny Lion*
Kent, Jack. *Round Robin*
Lionni, Leo. *Inch by Inch*
Lionni, Leo. *Little Blue and Little Yellow*
London, Jonathan. *Wiggle Waggle*
Lopshire, Robert. *Put Me in the Zoo*
Lowrey, Janette Sebring. *The Poky Little Puppy*
Maccarone, Grace. *Cars! Cars! Cars!*
Martin, Bill, Jr. and Michael Sampson. *Rock it, Sock it, Number Line*
McFarlane, Sheryl. *A Pod of Orcas: A Seaside Counting Book*
Minarik, Else Holmelund. *A Kiss For Little Bear*
Palmer, Helen. *A Fish Out of Water*
Piper, Watty. *The Little Engine That Could*
Rey, H.A. *Curious George*
Rosenberry, Vera. *Who Is in the Garden?*
Seuling, Barbara. *Spring Song*
Seuss, Dr. *Dr. Seuss’s ABC*
Seuss, Dr. *The Foot Book*
Seuss, Dr. *Great Day for Up*
Seuss, Dr. *Hop on Pop*
Smith, William Jay. *Ho for a Hat!*
Spence, Rob & Amy. *Clickety Clack*
Spicer, Maggee and Richard Thompson. *Fishes in the Ocean*
Steig, William. *Dominic*
Williams, Sue. *I Went Walking*
Wood, Don & Audrey. *The Napping House*
Wood, Audrey. *Quick as a Cricket*
Summer Reading List
Entering Kindergarten - 2019

Action Alphabet by Marty Neumeler and Byron Glazer
Alphabatics by Suse MacDonald
Annabelle Swift, Kindergartner by Amy Schwartz
Anno’s Alphabet by Mitsumasa Anno
Carl books by Alexandra Day
Corduroy by Dan Freeman
Curious George by H.A. Rey and Margret Rey
Dinotrux Books by Chris Gall
Fairy Tales
First Discovery books by Scholastic
Goodnight, Goodnight Construction Site by Sherri Duskey Rinker
Good Night Gorilla by Peggy Rathmann
Goodnight Moon by Margaret Wise Brown
Harold and the Purple Crayon by Crockett Johnson
Hungry Thing (The) by Jon Slepian and Ann Seidler
If You Give A Mouse A Cookie (series) by Laura Numeroff
Little Bear by Elsa Manklin
M&M Counting Book by Barbara Barbieri McGrath
Make Way for Ducklings by Robert McCloskey
Miss Bindergarten Gets Ready for Kindergarten by Joseph Slate
Mother Goose by Tomie dePaola
Olivia by Ian Falconer
Pete the Cat Books by James Dean
Read Aloud Rhymes for the Very Young edited by Jack Prelutsky
Ten Black Dots by Donald Crews
Ten, Nine, Eight by Molly Brown
We’re Going On A Bear Hunt by Michael Rosen
Where The Wild Things Are by Maurice Sendak
Whistle for Willie by Ezra Jack Keats

Suggested Authors
  Jan Brett
  Eric Carle
  Jamie Lee Curtis
  Anna Dewdney
  Lois Ehlert
  Mem Fox
  Gail Gibbons
  Kevin Henkes
  Tana Hoban
  Pat Hutchins
  Bill Martin
  Mercer Mayer
  Bernard Most
  Robert Munsch
  Dr. Seuss
  David Shannon
  Nancy Elizabeth Wallace
  Mo Willems
  Audrey and Dawn Wood
Summer Reading List
Entering Grade 1 - 2019

Note: Raz-Kids accounts will remain active over the summer. Please visit this website for additional titles: www.raz-kids.com

Here are some titles to get your summer reading off to a great start! Please note that the reading level of the books suggested varies. If your child is already reading, have him or her read a page of the book aloud to you to see if the book is a good fit. If they struggle with more than a few words on the page, the book is probably too difficult for independent reading, but would make a great read-aloud! The librarian in the children’s section of the public library is another wonderful resource to help with your child’s summer reading journey!

Read Aloud & Read Together

A Bad Case of Stripes by David Shannon
A Pizza the Size of the Sun by Jack Prelutsky
Click, Clack, Moo: Cows that Type by Doreen Cronin
How I Became a Pirate by Melinda Long
Leo the Late Bloomer by Robert Kraus
Make Way for Ducklings by Rober McCloskey
My Tooth is About to Fall Out by Grace Maccarone
Officer Buckle and Gloria by Peggy Rathmann
Skippyjon Jones by Judy Schachner
The Big Orange Splot by Daniel Pinkwater
The Giving Tree by Shel Silverstein
The Three Little Pigs by David Wiesner
The True Story of the Three Little Pigs by Jon Scieszka
We're Going on a Bear Hunt by Michael Rosen
Where the Sidewalk Ends by Shel Silverstein

Book Series to Read with Your Child

Amelia Bedelia by Peggy Parish
Biscuit series by Alyssa Satin Capucilli
Clifford books by Norman Bridwell
Fancy Nancy series by Jane O’Connor
Froggy books by Jonathan London
Hello Reader series
Henry and Mudge series by Cynthia Rylant
I Can Read books
Little Bear books by Elsie Minarik
Little Critter books by Mercer Mayer
Pigeon series by Mo Willems
Pinkalicious series by Victoria and Elizabeth Kann
Pinky and Rex by James Howe
Step into Reading books
The Bunny series by Kathryn Lasky
Elephant and Piggy series by Mo Willems
Pigeon series by Mo Willems
Pete the Cat books by James Dean
Non-Fiction
Books by Gail Gibbons
Books by Jerry Pallotta
Books by Tana Hoban
Books by Martin Jenkins
I Spy books by Walter Wick and Jean Marzollo

Other Favorite Authors: Jan Brett, Eric Carle, Nancy Carlson, Donald Crews, Tomie dePaola, Lois Ehlert, Kevin Henkes, Ezra Jack Keats, Bruce Lansky, Helen Lester, Leo Lionni, Robert Munsch, Laura Numeroff, Dr. Seuss, Audrey Wood
Summer Reading List
Entering Grade 2 - 2019

Note: Raz-Kids accounts will remain active over the summer. Please visit this website for additional titles: www.raz-kids.com

EASY

Bears on Wheels by Jan and Stan Berenstain
Chick and the Duckling (The) by Mirra Ginsbury
Feathers for Lunch by Lois Ehlert
All By Myself by Mercer Mayer
Morris the Moose by Bernard Wiseman
Here Are My Hands by Bill Martin
Just Like Daddy by Frank Asch
Octopus Under the Sea by Connie Roop
Rosie’s Walk by Pat Hutchins
Biscuit Goes To School by Allyssa Satin Capucilli
Biscuit’s New Trick by Allyssa Satin Capucilli
Biscuit Wins a Prize by Allyssa Satin Capucilli
Each Peach Pear Plum by Alan Ahlberg
Ten Red Apples by Pat Hutchins
Titch by Pat Hutchins
Big Red Barn by Margaret Wise Brown
Circus Shapes by Stuart J. Murphy
Danny and the Dinosaur Go to Camp by Syd Hoff
Flying Bats by Faye Robinson
From Caterpillar to Moth by Jan Kottke
Happy Birthday, Danny & the Dinosaur by Syd Hoff
Just Me and My Babysitter by Mercer Mayer
Just Shopping by Mercer Mayer
Living Near a River by Joanne Winne
Which Witch is Which? By Pat Hutchins
Are You My Mother? By Philip D. Eastman
Froggy Goes to School by Jonathon London
Happy Birthday Sam by Pat Hutchins
Leo the Late Bloomer by Robert Kraus

AVERAGE

Clifford’s Christmas by Norman Bridwell
Clifford’s Puppy Days by Norman Bridwell
Clifford’s Thanksgiving Visit by Norman Bridwell
Curious George and the Pizza by Margaret Rey
Froggy’s Day with Dad by Jonathon London
Froggy Gets Dressed by Jonathon London
Froggy Goes to the Doctor by Jonathon London
Henry and Mudge Series by Cynthia Ryland
Click, Clack, Moo by Doreen Cronin
Clifford, the Big Red Dog by Gene Zion
Duck for President by Doreen Cronin
Franklin and the Tooth Fairy by Bourgeois & Clark/Scholastic
**Franklin Goes to School** by Bourgeois & Clark/Scholastic

**AVERAGE**

**Franklin Rides a Bike** by Bourgeois & Clark/Scholastic

**Frog and Toad** by Arnold Lobel

**Giggle, Giggle, Quack** by Doreen Cronin

**Golly Sisters Go West** by Betsy Byars

**Golly Sisters Ride Again (The)** by Betsy Byars

**Manatee Winter** by Kathleen Zoefeld

**Molly the Brave and Me** by Jane O'Connor

**Noisy Nora** by Rosemary Wells

**Orca Song** by Michael C. Armour

**Pied Piper of Hamelin (The)** by Deborah Hautzig

**Veteran’s Day** by J.Cotton

**CHALLENGING**

**Berenstain Bears** by Jan and Stan Bereinstein

**Going Home** by Eve Bunting

**A-Z Mysteries** by Ron Roy

**Jane Martin Dog Detective** by Eve Bunting

**Magic Tree House** by Mary Pope Osborne

**Chalk Box Kid (The)** by Clyde Robert Bulla

**Dive: A Book of Deep Sea Creatures** by Melvin Berger

**Mr. Maxwell’s Mouse** by Frank Asch

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**BOOK SERIES**

<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henry and Mudge Series</td>
<td>Cynthia Rylant</td>
</tr>
<tr>
<td>Frog and Toad</td>
<td>Arnold Lobel</td>
</tr>
<tr>
<td>Nate the Great</td>
<td>Marjorie Weinman Sharmat</td>
</tr>
<tr>
<td>Berenstain Bears</td>
<td>Jan and Stan Bereinstein</td>
</tr>
<tr>
<td>Arthur and D.W.</td>
<td>Marc Brown</td>
</tr>
<tr>
<td>Curious George</td>
<td>H.A. Rey</td>
</tr>
<tr>
<td>Magic Tree House</td>
<td>Mary Pope Osborne</td>
</tr>
<tr>
<td></td>
<td>Double Orange Dots</td>
</tr>
<tr>
<td>A-Z Mysteries</td>
<td>Ron Roy</td>
</tr>
<tr>
<td>Who Was Series</td>
<td>Illustrated by Nancy Harrison</td>
</tr>
</tbody>
</table>

Different Levels for Different Books

Different Authors for Different Books.
READ ALOUD and READ TOGETHER

Title
Amazing Grace by Mary Hoffman
Charlotte’s Web by E. B. White
Great Kapok Tree (The) by Lynne Cherry
Ira Sleeps Over by Bernard Waber
Lon Po Po by Ed Young
Mary Marony and the Snake by Blanche Sims
Miss Nelson Is Missing by Harry Allard
Monarch Butterfly by Gail Gibbons
Owl Moon by Jane Yolen
Polar Express (The) by Chris Van Allsburg
Popcorn Book (The) by Tomie dePaola
Random House Book of Poetry For Children (The) edited by Jack Prelutsky
Where the Sidewalk Ends by Shel Silverstein

Suggested Authors
Harry Allard        Pat Hutchins
Frank Asch         Steven Kellog
Marc Brown         Arnold Lobel
Eve Bunting        Bernard Most
Norman Bridwell    Mercer Mayer
Eric Code          Cynthia Rylant
Donald Crews       Maurice Sendak
Doreen Cronin      Dr. Seuss
Tomie dePaolo      
Mem Fox
Kevin Henkes
Sid Hoff
Summer Reading List
Entering Grade 3 - 2019

Note: Raz-Kids accounts will remain active over the summer. Please visit this website for additional titles: www.raz-kids.com

EASY

*Dragon* series by Dav Pilkey
*DK Readers (Level 2): Beginning to Read Alone* (nonfiction titles) by various authors
*Henry and Mudge* series by Cynthia Rylant
*Commander Toad* series by Jane Yolen
*Frog and Toad* series by Arnold Lobel
*Joe and Sparky Series* by Jaméie Michalak
*All Aboard Reading (Level 2)* various nonfiction titles by various authors
*Bunnicula: Ready to Read* series by James Howe
*Cam Jansen Mystery* series by David Adler
*Herbie Jones* series by Megan McDonald
*Horrible Harry* series by Suzy Kline
*Judy Moody* series by Megan McDonald
*Magic Tree House* series by Mary Pope Osborne
*Marvin Redpost* series by Louis Sachar
*See More Readers (Level 1)* various nonfiction titles by Seymour Simon
*Rainbow Fairies* by Daisy Meadows

AVERAGE

*Flat Stanley* by Jeff Brown
*Bailey School Kids* series by Debbie Dadey and Marcia Thornton Jones
*Jake Drake* series by Andrew Clements
*Junie B. Jones* series by Barbara Park
*Katie Kazoo* series by Nancy Krulik
*Magic Tree House* series by Mary Pope Osborne
*Matt Christopher* series (sport themes) by Matt Christopher
*Rescue Princesses (The)* by Paula Harrison
*Pete the Cat* series by James Dean
*A to Z Mysteries* series by Rob Roy
*Magic Finger, The Enormous Crocodile (The)* by Roald Dahl
*Notebook of Doom* by Troy Cummings
*Secrets of Droon* series by Tony Abbott
The Littles series by John Peterson
Nonfiction: Eyewitness Books, Ranger Rick, Sports Illustrated for Kids and National Geographic for Kids magazines
Any nonfiction book by Gail Gibbons
Big Nate Series by Nick Bruel
Clementine series by Sara Pennypacker
Gooney Bird Greene series by Lois Lowry
Socks; Mouse and the Motorcycle by Beverly Cleary
Who Would Win? series by Jerry Pallotta
Fantastic Mr. Fox by Roald Dahl
Nancy Drew and Hardy Boys Series
Puppy Patrol Series- Jenny Dale
Bunnicula Series- James Howe
Fudge; Double Fudge by Judy Blume
Tales of a Fourth Grade Nothing by Judy Blume
Big Nate Series by Lincoln Peirce
Matilda by Roald Dahl
Summer Reading List
Entering Grade 4 - 2019

Note: Raz-Kids accounts will remain active over the summer. Please visit this website for additional titles: www.raz-kids.com

Suggested Series

Approaching grade-level:

Animal Ark by Ben Baglio
Magic Tree House by Mary Pope Osborne
Horrible Harry by Suzy Klein
Bailey School Kids by Marcia T. Jones and Debbie Dadey
Owl Diaries by Rebecca Elliott
Katie Kazoo by Nancy Krulik
A to Z Mysteries by Rob Roy

Grade-level:

Geronimo Stilton by Elisabetta Dami
American Girls by Valerie Tripp
Magic School Bus by Joanna Cole
Puppy Place by Ellen Miles
Puppy Patrol by Linda Chapman
Who was...? by various authors
Who Would Win... by Jerry Pallotta
Any nonfiction book by Gail Gibbons

Above grade-level:

Fablehaven by Brandon Mull
Lightning Thief by Rick Riordan
The Missing by Margaret Peterson Haddix
I Survived by Laura Tarshis

Suggested Authors

James Howe Matt Christopher
Louis Sachar Gary Paulsen
Kate DiCamillo Andrew Clements
Roald Dahl Judy Blume
Beverly Cleary Suzy Kline
Patricia Polacco Shel Silverstein
Jerry Spinelli Lois Lowry
Jean Fritz Jack Prelutsky
Summer Reading List
Entering Grade 5 - 2019

Required Summer Reading For All Incoming 5th Graders!
Each student entering 5th grade in the fall of 2019 is required to select and read one of the 2019 Intermediate Nutmeg Award Nominees.

**Awkward** by Svetlana Chmakova
From the first day of middle school, Penelope wants to fit in so badly that she shuns Jaime, the school nerd. Things get awkward when Penelope’s art club and Jaime’s science club have to compete for school support.

**The Best Man** by Richard Peck
Archie McGill has a pretty awesome family. His architect grandfather designed his school, his dad restores classic cars, and his uncle Paul has a sweet job with connections to the Chicago Cubs. These three men help Archie navigate through some embarrassing and challenging experiences, but which one is the best?

**The Blood Guard** by Carter Roy
Ronan just thought his mom was overscheduling him, signing him up for every possible activity. Then his dad disappears and Ronan and his mom are being chased by people who want to capture them. Hopefully he has learned enough skills to survive!

**Fuzzy Mud** by Louis Sachar
Marshall and Tamaya take a shortcut through the woods and encounter a mysterious, bubbling puddle, which could put them in more danger than the bully they were trying to avoid.

**A Handful of Stars** by Cynthia Lord
Lily would do anything to raise money for surgery for her old, blind dog, including entering a beauty contest. But when a beautiful, migrant worker wants to enter too, the girls learn about prejudice in their small town.

**The Hero Two Doors Down** by Sharon Robinson
It’s every kid’s dream to meet a famous baseball player, let alone live next door to one. This dream comes true for eight-year-old Steven Satlow, when none other than Jackie Robinson moves into his neighborhood. Jackie breaks the color barrier on the field, as well as in Steven’s neighborhood.

**Loot: How to Steal a Fortune** by Jude Watson
One night the infamous cat burglar Alfie McQuinn falls from a rooftop to the pavement below, and with his last breath he utters the words: “find jewels” to his young son March. March sets out to solve the mystery and finds out that the “jewels” are not the glittery gems he thought.

**Ms. Bixby’s Last Day** by John David Anderson
Have you ever had a teacher who moved you to make sacrifices you wouldn’t normally make? Meet Ms. Bixby - an amazing teacher who has this kind of impact on her students. A trio of boys embark on a quest to make sure that their teacher knows how special she is.

**Nine, Ten: A September 11 Story** by Nora Raleigh Baskin
On September 9, 2001, four kids from different parts of the country cross paths for an instant. They have no idea that two days later their lives will change forever.

**Seven Dead Pirates** by Linda Bailey
When Lewis’ family moves into his great-grandfather’s seaside mansion, he realizes he has a problem, or actually seven problems. Seven dead pirates are living in his bedroom! Can Lewis conquer his fears to help get this rowdy but funny crew back where they belong?

**Task:** Each student must come to school the first day having read the book AND completed the following items:

- Story Map
- Response Question
- Student Created Bookmark

These handouts can also be downloaded from the fifth-grade teachers’ websites or picked up at the SES school office. See attached.

Have a great summer!
**Fifth Grade Summer Reading Tasks**

These 3 tasks should be completed based on the Nutmeg Book Award Nominee book you selected. Please return this packet along with your bookmark on the 1st day of school. The list of book choices can also be found on [https://www.nutmegaward.org/intermediate-4-6](https://www.nutmegaward.org/intermediate-4-6).

**Task 1 - Story Map (The map may be in list format.)**

<table>
<thead>
<tr>
<th>Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td></td>
</tr>
<tr>
<td>Setting (time/place)</td>
<td></td>
</tr>
<tr>
<td>Main Characters</td>
<td></td>
</tr>
<tr>
<td>Problem</td>
<td></td>
</tr>
<tr>
<td>Solution</td>
<td></td>
</tr>
</tbody>
</table>

Please continue to the next page.
Task 2 - Literature Response

Choose one of the following questions to write a response to. Use specific events from the story to explain your response.

**Question 1:** Choose one character from the story and explain how the character changed throughout the story.

**Question 2:** Choose one important event and explain why the author included this event in the story. How did this event effect the characters and the problem of the story?

**Question 3:** What was an important theme or lesson addressed in this book? Explain.

Continue on to the next page.
Task 3 - Bookmark

Create a bookmark for the book you read. Creatively illustrate your bookmark to represent the book. Below are the required parts of the bookmark. Check off each as they are completed to help you make sure you include them all.

Front
Name (Do not forget to put your name ON the bookmark!) ______

Title ______

Author of the book ______

Creative Illustration ______

Rating in Stars ______
(1 to 5 stars, 5 being an excellent book)

Back
Reason for the rating ______
(Explain why you rated the book the way you did. Give 1-2 specific examples from the story to support your reason.)
### Summer Reading Grading Rubric

#### 5th Grade Summer Reading - Nutmeg Book Award Nominee

<table>
<thead>
<tr>
<th>Items</th>
<th>Beginning (10 Points)</th>
<th>Developing (20 Points)</th>
<th>Accomplished (30 Points)</th>
<th>Exemplary (25 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story Map</td>
<td>Story map is missing significant parts or includes misinformation.</td>
<td>All parts of the story map are filled out but important details may be missing.</td>
<td>All parts of the story map are complete and include all relevant information.</td>
<td>The story map is complete and accurate. The student has demonstrated excellent understanding and effort. (ex: may have included the attempts to solve the problem that led up to the climax).</td>
</tr>
<tr>
<td>Response Question</td>
<td>Response lacked development or did not address the question.</td>
<td>Response directly addressed the question but lacked development and may have show misunderstanding.</td>
<td>Response was thorough, using complete sentences, grade level appropriate spelling, and correct punctuation/capitalization.</td>
<td>Response was written in paragraph format (i.e. topic sentence, supporting details, concluding sentences) Response explored the prompt thoroughly and thoughtfully, making meaningful text to self text/world connection(s). Response used transitions and question stems to well organize their thinking in a clear way.</td>
</tr>
<tr>
<td>Bookmark</td>
<td>Is missing significant required parts: Title, Author, Creative Illustration, Rating Reason for Rating Including 1-2 Specific Examples from the Story Name.</td>
<td>Includes most required parts but is missing: Title, Author, Creative Illustration, Rating Reason for Rating Including 1-2 Specific Examples from the Story Name.</td>
<td>Includes all required parts: Title, Author, Creative Illustration, Rating Reason for Rating Including 1-2 Specific Examples from the Story Name.</td>
<td>Includes all required parts. Demonstrates exceptional effort in design and creativity by student including illustrations and text.</td>
</tr>
</tbody>
</table>
Intermediate Grades 4-6

2019 Nutmeg Book Award
Intermediate Nominees

Awkward by Svetlana Chmakova
From the first day of middle school, Penelope wants to fit in so badly that she shuns Jaime, the school nerd. Things get awkward when Penelope's art club and Jaime's science club have to compete for school support.

The Best Man by Richard Peck
Archer McGill has a pretty awesome family. His architect grandfather designed his school, his dad restores classic cars, and his uncle Paul has a sweet job with connections to the Chicago Cubs. These three men help Archie navigate through some embarrassing and challenging experiences, but which one is the best?

The Blood Guard by Carter Roy
Ronan just thought his mom was overscheduling him, signing him up for every possible activity. Then his dad disappears and Ronan and his mom are being chased by people who want to capture them. Hopefully he has learned enough skills to survive!

Fuzzy Mud by Louis Sachar
Marshall and Tamaya take a shortcut through the woods and encounter a mysterious, bubbling puddle, which could put them in more danger than the bully they were trying to avoid.

A Handful of Stars by Cynthia Lord
Lily would do anything to raise money for surgery for her old, blind dog, including entering a beauty contest. But when a beautiful, migrant worker wants to enter too, the girls learn about prejudice in their small town.

The Hero: Two Doors Down by Sharon Robinson
It's every kid's dream to meet a famous baseball player, let alone live next door to one. This dream comes true for eight-year-old Steven Satlow, when none other than Jackie Robinson moves into his neighborhood. Jackie breaks the color barrier on the field, as well as in Steven's neighborhood.

Loot: How to Steal a Fortune by Jude Watson
One night the infamous cat burglar Alfie McQuinn falls from a rooftop to the pavement below, and with his last breath he utters the words "find jewels" to his young son March. March sets out to solve the mystery and finds out that the "jewels" are not the glittery gems he thought.

Ms. Bixby's Last Day by John David Anderson
Have you ever had a teacher who moved you to make sacrifices you wouldn't normally make? Meet Ms. Bixby - an amazing teacher who has had this kind of impact on her students. A trio of boys embark on a quest to make sure that their teacher knows how special she is.

Nine: Ten: A September 11 Story by Nora Raleigh Baskin
On September 9, 2001, four kids from different parts of the country cross paths for an instant. They have no idea that two days later their lives will change forever.

Seven Dead Pirates by Linda Bailey
When Lewis' family moves into his great-grandfather's Upside-down mansion, he realizes he has a problem, or actually seven problems. Seven dead pirates are living in his bedroom! Can Lewis conquer his fears to help get this rowdy but funny crew back where they belong?

from https://www.nutmegaward.org/intermediate-4-6
Intermediate Grades 4-6

2018 Intermediate Winner

from https://www.nutmegaward.org/intermediate-4-6
NEWBERY MEDAL AWARD BOOKS
For students entering grades 4 and 5

If you are looking for additional titles for your child to read in addition to the summer reading book.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TITLE</th>
<th>AUTHOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1936</td>
<td>Caddie Woodlaw</td>
<td>Carol Ryrie Brink</td>
</tr>
<tr>
<td>1941</td>
<td>Call It Courage</td>
<td>Armstrong Sperry</td>
</tr>
<tr>
<td>1946</td>
<td>Strawberry Girl</td>
<td>Lois Lenski</td>
</tr>
<tr>
<td>1951</td>
<td>Amos Fortune, Free Man</td>
<td>Elizabeth Yates</td>
</tr>
<tr>
<td>1954</td>
<td>...And Now Miguel</td>
<td>Joseph Krumgold</td>
</tr>
<tr>
<td>1959</td>
<td>The Witch Of Blackbird Pond</td>
<td>Elizabeth George Speare</td>
</tr>
<tr>
<td>1960</td>
<td>Onion John</td>
<td>Joseph Krumgold</td>
</tr>
<tr>
<td>1961</td>
<td>Island Of The Blue Dolphins</td>
<td>Scott O'Dell</td>
</tr>
<tr>
<td>1963</td>
<td>A Wrinkle In Time</td>
<td>Madeleine L’Engle</td>
</tr>
<tr>
<td>1968</td>
<td>From The Mixed-Up Files Of Mrs. Basil E.</td>
<td>E.L. Konigsburg</td>
</tr>
<tr>
<td></td>
<td>Frankweiler</td>
<td></td>
</tr>
<tr>
<td>1970</td>
<td>Sounder</td>
<td>William Armstrong</td>
</tr>
<tr>
<td>1971</td>
<td>Summer Of The Swans</td>
<td>Betsy Byars</td>
</tr>
<tr>
<td>1972</td>
<td>Mrs. Frisby And The Rats Of Nimh</td>
<td>Robert C. O’Brien</td>
</tr>
<tr>
<td>1973</td>
<td>Julie Of The Wolves</td>
<td>Jean Craighead George</td>
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<tr>
<td>1975</td>
<td>M.C. Higgins The Great</td>
<td>Virginia Hamilton</td>
</tr>
<tr>
<td>1977</td>
<td>Roll Of Thunder, Hear My Cry</td>
<td>Mildred D. Taylor</td>
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<tr>
<td>1978</td>
<td>Bridge To Terabithia</td>
<td>Katherine Paterson</td>
</tr>
<tr>
<td>1980</td>
<td>A Gathering Of Days</td>
<td>Joan W. Blos</td>
</tr>
<tr>
<td>1981</td>
<td>Jacob Have I Loved</td>
<td>Katherine Paterson</td>
</tr>
<tr>
<td>1984</td>
<td>Dear Mr. Henshaw</td>
<td>Beverly Cleary</td>
</tr>
<tr>
<td>1986</td>
<td>Sarah, Plain And Tall</td>
<td>Patricia Maclachlan</td>
</tr>
<tr>
<td>1987</td>
<td>The Whipping Boy</td>
<td>Sid Fleischman</td>
</tr>
<tr>
<td>1988</td>
<td>Lincoln</td>
<td>Russell Freedman</td>
</tr>
<tr>
<td>1989</td>
<td>Joyful Noise: Poems For Two Voices</td>
<td>Paul Fleischman</td>
</tr>
<tr>
<td>1990</td>
<td>Number The Stars</td>
<td>Lois Lowry</td>
</tr>
<tr>
<td>1991</td>
<td>Maniac Magee</td>
<td>Jerry Spinelli</td>
</tr>
<tr>
<td>1992</td>
<td>Shiloh</td>
<td>Phyllis Reynolds Naylor</td>
</tr>
<tr>
<td>1993</td>
<td>Missing May</td>
<td>Cynthia Rylant</td>
</tr>
<tr>
<td>1994</td>
<td>The Giver</td>
<td>Lois Lowry</td>
</tr>
<tr>
<td>1995</td>
<td>Walk Two Moons</td>
<td>Sharon Creech</td>
</tr>
<tr>
<td>1996</td>
<td>The Midwife’s Apprentice</td>
<td>Karen Cushman</td>
</tr>
<tr>
<td>1997</td>
<td>The View From Saturday</td>
<td>E.L. Konigsburg</td>
</tr>
<tr>
<td>1998</td>
<td>Out Of The Dust</td>
<td>Karen Hesse</td>
</tr>
<tr>
<td>1999</td>
<td>Holes</td>
<td>Louis Sachar</td>
</tr>
<tr>
<td>2000</td>
<td>Bud, Not Buddy</td>
<td>Christopher Paul Curtis</td>
</tr>
<tr>
<td>2001</td>
<td>A Year Down Yonder</td>
<td>Richard Peck</td>
</tr>
<tr>
<td>2002</td>
<td>A Single Shard</td>
<td>Linda Sue Park</td>
</tr>
<tr>
<td>2003</td>
<td>Crispin: The Cross of Lead</td>
<td>Avi</td>
</tr>
<tr>
<td>2004</td>
<td>The Tale of Despereaux: Being the Story of</td>
<td>Kate DiCamillo</td>
</tr>
<tr>
<td></td>
<td>a Mouse, a Princess, Some Soup, and a Spool</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of Thread</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>Kira-Kira</td>
<td>Cynthia Kadohata</td>
</tr>
<tr>
<td>2006</td>
<td>Criss Cross</td>
<td>Lynne Rae Perkins</td>
</tr>
<tr>
<td>2007</td>
<td>The Higher Power of Lucky</td>
<td>Susan Patron</td>
</tr>
</tbody>
</table>
# NEWBERY MEDAL AWARD BOOKS
For students entering grades 4 and 5

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TITLE</th>
<th>AUTHOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>Good Masters! Sweet Ladies! Voices from a Medieval Village</td>
<td>Laura Amy Schlitz</td>
</tr>
<tr>
<td>2009</td>
<td>The Graveyard Book</td>
<td>Neil Gaiman</td>
</tr>
<tr>
<td>2010</td>
<td>When You Reach Me</td>
<td>Rebecca Stead</td>
</tr>
<tr>
<td>2011</td>
<td>Moon Over Manifest</td>
<td>Clare Vanderpool</td>
</tr>
<tr>
<td>2012</td>
<td>Dead End in Norvelt</td>
<td>Jack Gantos</td>
</tr>
<tr>
<td>2013</td>
<td>The One and Only Ivan</td>
<td>Katherine Applegate</td>
</tr>
<tr>
<td>2014</td>
<td>Flora &amp; Ulysses: The Illuminated Adventures</td>
<td>Kate DiCamillo</td>
</tr>
<tr>
<td>2015</td>
<td>The Crossover</td>
<td>Kwame Alexander</td>
</tr>
<tr>
<td>2016</td>
<td>Last Stop on Market Street</td>
<td>Matt de la Peña</td>
</tr>
<tr>
<td>2017</td>
<td>The Girl Who Drank the Moon</td>
<td>Kelly Barnhill</td>
</tr>
<tr>
<td>2018</td>
<td>Hello, Universe</td>
<td>Erin Entrada Kelly</td>
</tr>
<tr>
<td>2019</td>
<td>Merci Suarez Changes Gears</td>
<td>Meg Medoma</td>
</tr>
</tbody>
</table>
What Makes You Unique?

6TH GRADE SUMMER READING

*Stargirl* by Jerry Spinelli

As you read *Stargirl*, by Jerry Spinelli, think about what qualities make her a *unique*, one of a kind, character. How does this relate to you? What makes you *unique*? What qualities and traits make you a one of a kind person?

Using the attached STAR, create a colorful and unique representation of yourself. You can use words and pictures. Use the following guidelines for each point of the star.

- Center: Picture (photo) of you with your name
- Point 1: What you want to be when you grow up
- Point 2: Favorite Food
- Point 3: Favorite Hobby
- Point 4: Favorite Place
- Point 5: Goal for this year

Cut out your star. STARS will be collected on the first day of school and will be displayed for others to see. Remember: Quality work – make your star be a great first impression!
Summer Reading List
Entering Grade 7
2019 (Nevins/Rivard)

Keep cool this summer and choose TWO summer reading books from the list below.

**Realistic Fiction:**

*The Honest Truth* by Dan Gemeinhart - In all the ways that matter, Mark is a normal kid. But in one important way, Mark is not like other kids at all. Mark is sick. The kind of sick some people never get better from. So Mark runs away. He leaves home with his camera, his notebook, his dog, and a plan to reach the top of Mount Rainier—even if it's the last thing he ever does. The Honest Truth is a rare and extraordinary novel about big questions, small moments, and the incredible journey of the human Spirit. (Lexile 550)

*Fish in a Tree* by Lynda Mullaly Hunt- Ally is great at math, and her ability to visualize moving pictures makes her an amazing artist, but she has a terrible secret: reading is almost impossible for her. By using her wits and adopting a troublemaking persona, she's been able to avoid anyone finding out a truth she is deeply ashamed of, but a new teacher at school seems to see right through the defenses she's built. (Lexile 550)

*No More Dead Dogs* by Gordon Korman – Nobody understands Wallace Wallace. This reluctant school football hero has been suspended from the team for writing an unfavorable book report of *Old Shep, My Pal*. But Wallace won’t tell a lie – he hated every minute of the book! Why does the dog in every classic novel have to croak at the end? After refusing to do a rewrite, his English teacher, who happens to be directing the school play *Old Shep, My Pal*, forces him to the rehearsals as punishment. Although Wallace doesn’t change his mind, he does end up changing the play into a rock-and-roll rendition, complete with Rollerblades and a moped! (Lexile 610)

*The Young Man and the Sea* by Rodman Philbrick - Twelve-year-old Skiff Beaman's mom just died, and his fisherman dad is too depressed to drag himself off the couch and go to work. So these days Skiff has to take care of everything himself. But when his dad's boat sinks, Skiff discovers it will cost thousands to buy a new engine. Skiff's lobster traps won't earn him enough, but there are bigger fish in the sea -- bluefin tuna. If he can catch one of those monster fish, Skiff just might save the boat -- and his family. (Lexile 800)

*Moo* by Sharon Creech - When Reena, 12, and her brother Luke move with their parents to Maine from the noisy bustle of New York City, lots of adjustments are required. The family is thrust into small-town life, and things get awkward when Reena’s parents force her and Luke to help out a neighbor, Mrs. Falala, tend to her very stubborn cow. As Reena and Luke learn about farm life, they also discover more about Mrs. Falala, who impacts the lives of the family in unexpected ways. (Lexile 790)

*The Running Dream* by Wendelin Van Draanen – The story’s main character, Jessica, thinks her life is over when she loses a leg in a car accident. She’s not comforted by the news that she’ll be able to walk with the help of a prosthetic leg. Who cares about walking when you live to run? As she struggles to cope with crutches and prosthetic, people who don’t know what to say, act like she’s not there. She could handle her situation better if she weren’t so aware of how she has done the same thing to a girl with cerebral palsy named Rosa who is now going to tutor her through all the math she’s missed. (Lexile 650)
Historical Fiction:
*The War That Saved My Life* by Kimberly Brubaker Bradley - Ada isn't exactly sure how old she is; for as long as she can remember, she's been a prisoner in her mother's third floor one-room apartment. She was born with a clubfoot and her mother uses her disability as an excuse to abuse her both emotionally and physically. When her mother prepares to ship her brother Jamie out to the countryside with other children being evacuated from London, Ada escapes with him. When the two fail to be chosen by any villagers, the woman in charge forces Susan Smith, a recluse, to take them in. (Lexile 580)

*Live in Infancy* by Caroline Tung Richmond – What if the Axis Powers won World War II? America has changed drastically in the hands of the unforgiving Japanese. But there are still those who aspire to what the county used to stand for: freedom for all. Chinese American Ren Cabot has lost nearly everything to Imperial Japan’s rule. After the public execution of his mom for treason five years ago, Ren lives under constant scrutiny of the Empire, afraid that one wrong step will rip apart what remains of the family for good. (Lexile 890)

Science Fiction:
*Michael Vey-Prisoner of Cell 25* by Richard Paul Evans - To everyone at Meridian High School, fourteen-year-old Michael Vey is nothing special, just the kid who has Tourette’s syndrome. But in truth, Michael is extremely special—he has electric powers. Michael thinks he is unique until he discovers that a cheerleader named Taylor has the same mysterious powers. Their investigation into their powers soon brings them to the attention of a powerful group who wants to control the electric teens—and through them, the world. (Lexile 500)

*The Eleventh Plague* by Jeff Hirsch - In the aftermath of a war, America’s landscape has been ravaged and two-thirds of the population left dead from a vicious strain of influenza. Fifteen-year-old Stephen Quinn and his family were among the few that survived and became salvagers, roaming the country in search of material to trade. But when Stephen’s grandfather dies and his father falls into a coma after an accident, Stephen finds his way to Settler’s Landing, a community that seems too good to be true. (Lexile 790)

*The Forest of Hands and Teeth* by Carrie Ryan-In Mary's world there are three simple truths. The Guardians will protect and serve. The Unconsecrated will never relent. And you must always mind the fence that surrounds the village, the fence that protects the village from the Forest of Hands and Teeth. When the fence is breached and her world is thrown into chaos, she must choose between her village and her future—between the one she loves and the one who loves her. (Lexile 900)

Nonfiction:
*Chasing Lincoln’s Killer* by James L. Swanson - A riveting account of the chase for Abraham Lincoln’s assassin. Chasing Lincoln’s Killer is a fast-paced thriller about the pursuit and capture of John Wilkes Booth: a wild twelve-day chase through the streets of Washington, D.C., across the swamps of Maryland, and into the forests of Virginia. (Lexile 980)

*Chasing King’s Killer* The Hunt for Martin Luther King, Jr.’s Assassin by James L. Swanson - In his meteoric rise to fame, Dr. Martin Luther King Jr. led a mass movement for Civil Rights with his non-violet protests, public demonstrations, and eloquent speeches. But as violent threats cast a dark shadow over Dr. King’s life, Swanson hones in on James Earl Ray, a bizarre, racist, prison escapee who tragically ends King’s life. Swanson transports readers back to one of the most shocking, sad, and terrifying events in American history. (Lexile 1080)
# 2019 SUMMER READING
## Grade 7

As you read each summer reading book, fill in the chart below to get ready to make your Facebook page.

Novel: 

Author: 

<table>
<thead>
<tr>
<th>Main character's name:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Physical appearance:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>THREE words that describe him/her:</th>
<th>1. Page #</th>
<th>2. Page #</th>
<th>3. Page #</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Choose a “theme song” for him/her</th>
<th>Artist:</th>
<th>Title:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Setting (Where?):</th>
<th>Setting (When?):</th>
<th>LIKE OR DISLIKE (Circle one)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Interests of main character:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Friends (name three):</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What lesson is learned?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What is the theme or moral of the story?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Favorite quotation (as you read, look for a quote that you find interesting, inspiring, etc.):</th>
<th>Quote:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Write down THREE new words you learned (with definitions): 1.</th>
<th>2.</th>
<th>3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition:</td>
<td>Definition:</td>
<td>Definition:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What was the PROBLEM in the novel?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What was the SOLUTION in the novel?</th>
</tr>
</thead>
</table>
Please read *Endangered* by Eliot Schrefer.

Use specific story details to complete the 5 W's and 1H organizer.

Then, **choose between** the two NEWSELA articles provided:

- War took away their childhood” by Rick Loomis of the Los Angeles Times
- “Endangered Species: The gorilla” by Gale of Cengage Learning

Use specific details from the article to complete the topic-main ideas-key details organizer.

Be sure to include as much detail as possible when completing the organizers as they will be used to complete an activity and to develop an essay during the first week of school.

The organizer and summary will be graded using the attached rubrics.

---

**First Day of School Checklist:**

- Completed 5Ws and 1H organizer for *Endangered* by Eliot Schrefer.
- The book (if you purchased it).
- Completed topic-main ideas-key details organizer for “War took away their childhood” by Rick Loomis of the Los Angeles Times **OR** “Endangered Species: The gorilla” by Gale of Cengage Learning.
- The article with your notes/highlights on it.
- A three-ring binder.
- Four dividers.
- Something to write with.
- A positive attitude.
Children Left Behind

Children have been victims in virtually every conflict in this country, one of the poorest in the world. More than a year ago, a rebel group known as the Seleka seized power from the government. As many as 3,500 children were part of it. Other armed groups started fighting back and the number of child soldiers grew to 6,000. Some children, like Jordy, were handed guns, while other children were made slaves.

Today, children barely in their teens still are with the fighters. Even by day, armed men threaten travelers on the road. Rifles and machetes are slung over their shoulders, and the fighters have protective charms draped around their necks.

The Seleka left behind nearly 400 children when they were pushed from power in January. Recently, the humanitarian organization UNICEF negotiated the release of more than 1,000 other children. On a recent day, dozens of the children gathered on a shaded porch in Sibut. UNICEF made them available for interviews. Several of them smiled shyly at the visitors. But a few were angry, shouting that they needed help.

When The Rebels Came

Charly recalled the day when the rebels arrived. He was 15, and he was selling soap, sugar and other goods from a market stall in Sibut. His father was dead, and his mother couldn’t support him. The fighters streamed in on motorcycles and in pickup trucks. They fired their guns and set homes and businesses on fire. “When they saw I was brave, and I could point out houses to rob, they accepted me,”
Charly said. He was given a Kalashnikov rifle and sent on patrols around his hometown, his fear replaced by arrogance.

“Everyone saw me carrying an AK,” he said. The thought of the return to his old life makes him sit rigid with anger, his eyes flashing. “See the shoes I’m wearing?” the teenager snapped, pointing at his dusty blue flip-flops full of holes.

With the rebels, he had power, he said. “I had boots, a uniform and a gun in my hand.” Jordy, Charly and other youths marched with the rebels to the capital. Some were forced to go, but others were drawn by the idea of stealing.

Reuniting

Many children don’t even know where their relatives are — hundreds of thousands have fled their homes in the fighting. Humanitarian workers who are caring for some of the former fighters can spend months trying to locate their families. When families can be traced, they may be slow to take their sons back. Children who have been with the rebels have a hard time obeying their parents.

Many children still march with the fighters, but those who have left struggle to find a way forward. Mireille, a young woman taken and forced to be a “wife,” said she’d like to go back to school and Jordy said he would like to try farming. Charly, though, has already been approached by militias eager to take advantage of his knowledge of the Seleka.

“With a gun,” he said, “you always have money.”
Endangered Species: The gorilla
By Gale, Cengage Learning, adapted by Newsela staff

Physical Features and Daily Life

The gorilla is... the largest living primate. Primates include lemurs, monkeys, chimpanzees, orangutans and even humans. Gorillas have small ears, broad nostrils and a black, hairless face. Their coats are colored brown-gray to black. In males, hair on their backs turns silver after 10 years of age. An average male gorilla measures 5 to 5.75 feet high. It weighs between 300 and 500 pounds. Females measure 5 feet in height and weigh between 200 and 250 pounds.

Gorillas move around during the day. They search for vines, herbs, leaves, fruits, roots and bark to eat. During the wet season, they tend to eat more fruit. During the dry season, they often eat fibrous vegetables and herbs. At night, gorillas build nests for themselves from branches and leaves in trees or on the ground.

Gorillas are highly social animals. They form groups of five to 10 members. An average group is made up of a mature male (called a silverback) and several females and their young.

Habitat And Population

All gorillas prefer a forest habitat. The eastern lowland gorilla is found primarily in the eastern Democratic Republic of the Congo. There are between 3,000 and 5,000 eastern lowland gorillas. The mountain gorilla is found in the Virunga Mountains. These mountains stretch from the eastern Democratic Republic of the Congo to southwestern Uganda to northwestern Rwanda. Only 880 mountain gorillas exist. They are one of the most endangered gorillas.
The western lowland gorilla is found in many places. Some of these places are Nigeria, Cameroon, the Central African Republic and the Republic of the Congo. Scientists think there are about 95,000 western lowland gorillas, but there may be fewer. The Cross River gorilla is the rarest gorilla of all. It lives in a small area of highland forest along the Cross River. This river crosses from Cameroon into Nigeria. Only 250 to 300 Cross River gorillas remain in existence.

**History And Conservation**

Gorillas have been hunted for years. They are killed for food or trapped to become pets. Current agreements between nations do not allow the selling and trading of gorillas as pets. However, hunters capture them illegally.

The loss of African forests is another serious danger to gorillas. Forests are cleared for farming and to supply timber companies. Logging roads are built deep into the forests. They allow hunters to easily capture remaining gorillas.

In 2007 the position of western gorillas changed. Instead of just being endangered, they became critically endangered. In some areas, more than 90 percent of western gorillas were killed. Unlike the western gorilla, the eastern gorilla's population is decreasing more slowly, and it is only listed as endangered. But the number of all gorillas still decreased about 60 percent from 1980 to 2010. This decrease happened because of hunting and Ebola, a deadly disease. Ebola was discovered in Africa in the 1970s.

African countries with gorillas are trying to establish programs to help protect them. But these efforts are often limited by money and conflicts in the region. One successful program has been the Mountain Gorilla Veterinary Project. The program provides health care for injured and sick mountain gorillas. It is one of the few programs in the world to provide treatment to gorillas.

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Summer Reading Activity Entering Grade 8- 2019
Realistic Fiction

Review the following questions and take notes in complete sentences as you read. Your notes should be concrete with specific details, as you will be allowed to use these notes for the in-class assessments on the books you have read. Use additional paper if needed.

Novel: *Endangered*  
Author: Eliot Schrefer

5 W’s and 1 How Question Frame

WHO was the protagonist (main character): ________________________________

A. Describe the character’s physical traits (looks, mode of dress, etc.). __________

B. Assign a personality trait to the character and provide quotes from the novel in support of your choices.

<table>
<thead>
<tr>
<th>Personality Trait</th>
<th>Quotes From the Novel (with page numbers)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

WHAT was the conflict (problem) in the novel?  
Circle: Internal  
External

Describe in detail here: ____________________________________________

__________________________________________

__________________________________________
WHERE did the majority of the story take place (setting)?
Circle: Urban Rural Suburban
Describe in detail here: ______________________________________________________
_____________________________________________________________________
_____________________________________________________________________

WHEN did the story take place? Circle: Past Present Future
Describe in detail here: ______________________________________________________
_____________________________________________________________________
_____________________________________________________________________

WHY is the conflict a problem/challenge for the main character? _________________
_____________________________________________________________________
_____________________________________________________________________

HOW does the main character try to solve his/her problem? ______________________
_____________________________________________________________________
_____________________________________________________________________

Theme - What lesson did the main character learn that we the reader are meant to learn?
_____________________________________________________________________
_____________________________________________________________________

SUMMARY: Please write a summary of the information in the organizer in no less than two paragraphs (12 sentences). This can be done on a separate piece of lined paper or typed.

Name: ________________________ Date: _________________
Review the following questions and take notes in complete sentences as you read. Your notes should be concrete with specific details, as you will be allowed to use these notes for the in-class assessments on the books you have read. Use additional paper if needed.

**Mark Your Chosen Article:**
- “War took away their childhood” by Rick Loomis of the Los Angeles Times
- “Endangered Species: The gorilla” by Gale of Cengage Learning

**Topic of the article in your own words:**

**Author’s Purpose- Circle:** Persuade Inform Entertain

What does the author want us to take away (understand) about the topic based on the article in its entirety?

**Main Idea One** (Hint- this is usually a subheading):

<table>
<thead>
<tr>
<th>Key Detail:</th>
<th>Key Detail:</th>
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<tbody>
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**Main Idea Two** (Hint- this is usually a subheading):

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**Main Idea Three** (Hint- this is usually a subheading):

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<td>Key Detail:</td>
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**SUMMARY**: Please write a summary of the information in the organizer in no less than two paragraphs (12 sentences). This can be done on a separate piece of lined paper or typed.
Summer Reading
Fiction Rubric

Worksheet Completion

Notes:

<table>
<thead>
<tr>
<th>All Elements are Filled-in</th>
<th>3- Always</th>
<th>2- Sometimes</th>
<th>1- Rarely</th>
<th>0- Not at All</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Elements are Accurate</td>
<td>3- Always</td>
<td>2- Sometimes</td>
<td>1- Rarely</td>
<td>0- Not at All</td>
</tr>
</tbody>
</table>

Fiction Summary Checklist
Review your summary and be sure it includes all elements of the plot:
☐ Exposition: protagonist, setting, problem
☐ Rising Action: 3 key events, turning point
☐ Climax
☐ Falling Action: one event
☐ Resolution: how do things change, what does the protagonist learn (theme)

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student has included all elements of a fiction summary.</td>
<td>The student is missing 1-2 elements of the summary.</td>
<td>The student is missing 3-4 elements of the summary.</td>
<td>The students is missing most of the summary.</td>
</tr>
</tbody>
</table>

Total Score: ____/10= _____%
**Summer Reading**  
**Nonfiction Rubric**

**Worksheet Completion**

Notes:

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<th>3- Always</th>
<th>2- Sometimes</th>
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<th>0- Not at All</th>
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<td>1- Rarely</td>
<td>0- Not at All</td>
</tr>
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**Fiction Summary Checklist**

Review your summary and be sure it includes all elements of the plot:
- Topic identified
- Author’s purpose is correctly identified
- 3 Main ideas are identified
- 4 Key details for each main idea are given

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<td>The student is missing most of the summary.</td>
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Total Score: ____/8= _____%
2019 Summer Reading
Somers High School

Entering Grade 9

**Honors English 9:** Please read the 2 required texts and 1 one text of your choice. You must select a book of appropriate reading level that you have not previously read (Lexile level should be higher than 900). For *Julius Caesar and your choice book*, read both, complete a thematic poster (find and demonstrate the theme) for the *choice book only*. We will address JC in school the first few weeks, but I reserve the right to pop quiz. For *Into Thin Air*, write an essay answering the question below. You are NOT required to complete the summer reading packet. The essay, poster and forthcoming assignment will be used to assess the readings.

**Required Text 1:** *Julius Caesar*, William Shakespeare - Treason, mutiny and murder... or is it? This play by Shakespeare is not only a classic tragedy, but also lends itself to a formidable study in rhetoric and argument. We will focus on the use of rhetoric in the play, especially during the most famous eulogies given by Brutus and Antony.

**Required Text 2:** *Into Thin Air* by Jon Krakauer - A bank of clouds was assembling on the not-so-distant horizon, but journalist-mountaineer Jon Krakauer, standing on the summit of Mt. Everest, saw nothing that "suggested that a murderous storm was bearing down." He was wrong. The storm, which claimed five lives and left countless more--including Krakauer's--in guilt-ridden disarray, would also provide the impetus for *Into Thin Air*, Krakauer's epic account of the May 1996 disaster.

**Required Essay (Due first day of school):** In Krakauer's riveting, tragic account of the May 10th, 1996 summit of Sagarmatha, there is an ever-present sense of human egotism that pervades the text. Using the text, discuss where this sense of human superiority over Nature (and in this case the sacred mountain) presents itself. Does Krakauer (through subtext) argue for or against human superiority over Nature through his account?

****Only the novel should be used to complete this essay. No outside sources can be used under any circumstances. Do not copy work from friends. Work will be checked for plagiarism. Please include an MLA work cited page. YOU WILL TURN THIS IN ON TURNITIN.COM. We will go over the instructions in class the first day.

**College English 9:** Please read the one required text and one book of your choice. For your choice book, you must choose a book of appropriate reading level that you have not previously read. You must also complete the following summer reading worksheet for the required book AND your choice book and bring the completed worksheets to English class on the first day of school. You will also complete a reading assessment for Of Mice and Men the first week of school.

**Required Text:** *Of Mice and Men*--The compelling story of two outsiders striving to find their place in an unforgiving world. Drifters in search of work, Lennie and his guardian, George, do not have anything in this world except each other and a dream--a dream that one day they will have some land of their own. Eventually, they find work on a ranch in California’s Salinas Valley, but their hopes are doomed as Lennie, struggling against extreme cruelty, misunderstanding and feelings of jealousy, becomes a victim of his own strength. Tackling universal themes such as the friendship of a shared vision, and giving voice to America's lonely and dispossessed, this text will captured your attention and the characters will win your heart.

****Only the novels should be used to complete this assignment. No outside sources should be used under any circumstances. Do not copy work from friends either. Work will be checked for plagiarism and plagiarized work will receive a zero in the gradebook. Plagiarism may also result in additional disciplinary action.

To locate the Summer Reading Worksheet, please go to the district site and locate the work you need for the course in which you are enrolled:

[https://www.somers.k12.ct.us/departments/curriculum_and_instruction](https://www.somers.k12.ct.us/departments/curriculum_and_instruction)
Entering Grade 10

Honors English 10: Please read the 2 required texts and 1 one text of your choice. For *Pride and Prejudice*, you will have an open-ended analysis test on the second day of school. For *Catcher in the Rye*, you are to write a thesis-driven 2-3-page essay that is due on the first day of school. Please choose one prompt from the essay options listed below. For the self-selected novel, you must choose a book of appropriate and rigorous reading level that you have not previously read.

**Required Text 1: Pride and Prejudice** - “It is a truth universally acknowledged, that a single man in possession of a good fortune must be in want of a wife.’ Thus memorably begins Jane Austen’s *Pride and Prejudice*, one of the world’s most popular novels. *Pride and Prejudice*—Austen’s own ‘darling child’—tells the story of fiercely independent Elizabeth Bennett, one of five sisters who must marry rich, as she confounds the arrogant, wealthy Mr. Darcy. What ensues is one of the most delightful and engrossingly readable courtships known to literature, written by a precocious Austen when she was just twenty-one years old.

Humorous and profound, and filled with highly entertaining dialogue, this witty comedy of manners dips and turns through drawing-rooms and plots to reach an immensely satisfying finale. In the words of Eudora Welty, *Pride and Prejudice* is as ‘irresistible and as nearly flawless as any fiction could be.” (summary from Goodreads)

**Required Text 2: The Catcher in the Rye** by J.D. Salinger--Since his debut in 1951 as The Catcher in the Rye, Holden Caulfield has been synonymous with "cynical adolescent." Holden narrates the story of a couple of days in his sixteen-year-old life, just after he’s been expelled from prep school, in a slang that sounds edgy even today and keeps this novel on banned book lists. His constant wry observations about what he encounters, from teachers to phonies (the two of course are not mutually exclusive) capture the essence of the eternal teenage experience of alienation.

**Essay Options:**

1. Many novels and plays focus on individuals involved in a struggle to find themselves or to seek a purpose in life. Sometimes the effort pays off; sometimes it doesn’t. Focusing on Salinger’s *The Catcher in the Rye*, write an essay in which you explain Holden’s search or struggle throughout the novel, assess to what extent it succeeds, and analyze how it contributes to the meaning of the work as a whole.

2. Salinger weaves a variety of symbols into *The Catcher in the Rye*, including (but not limited to) the red hunting hat, the ducks in Central Park, and Allie’s mitt. Select and analyze one symbol that Salinger uses in the book. In an essay, explain how Salinger develops this object as a symbol throughout the story. Discuss the symbol’s meaning and significance and explore its contributions to the overall message of the novel.

3. Consider Holden’s ideas about childhood and adulthood. Are childhood and adulthood are as separate as Holden thinks they are? If so, which category would he fit in?

****Only the novel should be used to complete this essay. No outside sources should be used, under any circumstances. Do not copy work from friends either. Work will be checked for plagiarism. Please include an MLA work cited page.

College English 10: Please read the required book described below and one book of your choice. For your self-selected book, you must choose a book of appropriate reading level that you have not previously read. For both novels, you must complete the following summer reading worksheet and bring it to English class the first day of school.

**Required Reading**- Octavia Butler’s *Parable of the Sower*. This is a dystopian tale of survival following a female teen in California. This Science Fiction novel depicts California in a light of political turmoil, economic upheaval and environmental destruction. Octavia Butler portrays the fictional, but real, use of “Earthseed” as the main hope for humankind while making the protagonist one of heroic admiration. Same as with the choice book, you must complete the following summer reading worksheet and bring it to English class during the first week of school.
To locate the Summer Reading Worksheet, please go to the district site and locate the work you need for the course in which you are enrolled:

https://www.somers.k12.ct.us/departments/curriculum_and_instruction

****Only the novel should be used to complete this assignment. No outside sources should be used, under any circumstances. Do not copy work from friends either. Work will be checked for plagiarism.
Entering Grade 11

Honors English 11: Please read the 2 required texts and a 3rd text of your choice. For your choice book, you must choose a book of appropriate reading level that you have not previously read. For the required texts, you must write a 4 to 5 page, thesis driven, argumentative essay based on one of the two essay topics provided below. A hard copy of the essay is due the first day of school but you will also be asked to submit the essay to turnitin.com once Chromebooks are dispersed. The essay will be graded using the school-wide communication rubric. There will also be a reading quiz on the required texts the first week of school.

Required Text 1: 1984 by George Orwell -- “Published in 1949, the book offers political satirist George Orwell's nightmare vision of a totalitarian, bureaucratic world and one poor stiff's attempt to find individuality. The brilliance of the novel is Orwell's prescience of modern life—the ubiquity of television, the distortion of the language—and his ability to construct such a thorough version of hell. Required reading for students since it was published, it ranks among the most terrifying novels ever written”. (Excerpt from Goodreads Review)

Required Text 2: Feed by M.T. Anderson --”Identity crises, consumerism, and star-crossed teenage love in a futuristic society where people connect to the Internet via feeds implanted in their brains... Following in the footsteps of George Orwell, Anthony Burgess, and Kurt Vonnegut Jr., M. T. Anderson has created a not-so-brave new world — and a smart, savage satire that has captivated readers with its view of an imagined future that veers unnervingly close to the here and now”. (Excerpt from Goodreads Review)

Summer Reading Essay Topics for Honors 11:

1. Control, Censorship and Technology
   A strong theme running through the novels is the danger posed to society of being fed information, as opposed to a society which freely seeks information. Write a persuasive essay in which you analyze how censorship and technology are used to control citizens in both novels and the effects this type of control can have on a society as a whole. Your essay should be organized, thesis driven, and 4 to 5 pages in length not including the works cited page. It must also be formatted using MLA 8 formatting guidelines (header, in text citations, works cited page, double spaced, Times New Roman size 12 font, etc). A minimum of 10 points will be deducted from essays that are too short, go beyond 6 pages, don’t include a works cited page and/or don’t include in text citations.

2. Then vs. Now
   Both novels are written as cautionary tales for future generations and challenge the reader to question the direction today’s society is headed in. Write a persuasive essay in which you analyze the similarities and differences among society in the two novels and compare them to society today. Is today’s society headed in the direction warned against in the novels or are the concerns presented unwarranted? Your essay should be organized, thesis driven, and 4 to 5 pages in length not counting the works cited page. It must also be formatted using MLA 8 guidelines (header, in text citations, works cited page, double spaced, Times New Roman size 12 font, etc.) A minimum of 10 points will be deducted from essays that are too short, go beyond 6 pages, don’t include a works cited page and/or don’t include in text citations.

***Please Note***

The novels and your own ideas should be the primary sources used to complete your essay. If you use additional outside sources they must be accurately cited. In text citations are required for all sources in addition to a works cited page. Work will be checked for plagiarism and plagiarized work will receive a zero in the gradebook. Additional disciplinary action may also be taken.
**College English 11:** Please read the **required text** and **one text of your choice**. You must select a book of appropriate reading level that you have not previously read (see the Self-Selected Book Recommendations sheet for ideas) and complete the notes sheet/graphic organizer. For the required text, complete the summer reading worksheet and in Google Classroom OR bring a hardcopy to English class during the first week of school. You will be completing an assignment in class during the first week of school in relation to your choice text.

Google Classroom Join Code: rc0kiu

**Required Text:** *The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson

“In this harrowing tale of good and evil, the mild-mannered Dr. Jekyll develops a potion that unleashes his secret, inner persona—the loathsome, twisted Mr. Hyde” (goodreads.com).

While reading *The Strange Case of Dr. Jekyll and Mr. Hyde*, please complete the reading response worksheet located on Google Classroom (Join Code: rc0kiu).

****Only the novel should be used to complete this assignment. No outside sources should be used, under any circumstances. Do not copy work from friends either. Work will be checked for plagiarism.***

**Choice Text:**

Please read a book of your choice on a topic or genre that you enjoy. It should be grade level appropriate. When you come back to school in the fall, be prepared for a written discussion of the text. Please complete the corresponding worksheet for your choice text genre.

To locate the Summer Reading Worksheet, please go to Google Classroom (Join Code: rc0kiu).

**English 11:** Select and read a book of your choice (See the Self-Selected Book Recommendations sheet for ideas). You must select a book of appropriate reading level that you have not previously read. Complete both the following summer reading worksheet and the Summer Reading Log and bring both to the first English class.

To locate the Summer Reading Log, please go to Google Classroom (Join Code: 90d6osn).

****Only the novel should be used to complete this assignment. No outside sources should be used, under any circumstances. Do not copy work from friends as work will be checked for plagiarism.

To locate the Summer Reading Worksheet, please go to the district site and locate the work you need for the course in which you are enrolled: [https://www.somers.k12.ct.us/departments/curriculum_and_instruction](https://www.somers.k12.ct.us/departments/curriculum_and_instruction)
Entering Grade 12

Advanced Placement English 12:
This information is also available in our Advanced Placement 12 Google Classroom.

Please read the 2 required texts and one (1) text of your choice, as well as complete the Sound and Sense requirement. Your self-selected book must be from the AP list provided at the mandatory meeting. During the first week of school, there will be an AP-style prompt given about your self-selected text. More information on this will be covered during the first week. For the 2 required texts, complete the required essay described below, and bring the essay and the books to English class during the first day of school.

Required Text 1: Invisible Man by Ralph Ellison--One of the lasting masterpieces of American literature. It chronicles the existential journey of an unnamed black man attempting to discover his identity and role in a hostile and confusing world that refuses to acknowledge his existence.

Required Text 2: Cry, The Beloved Country by Alan Paton--The most famous and important novel in South Africa's history, an impassioned novel about a black man's country under white man's law. It is the deeply moving story of the Zulu pastor Stephen Kumalo and his son Absalom set against the background of a land and a people driven by racial injustice. The novel is a classic work of love and hope, courage and endurance, born of the dignity of man.

Please write a thesis driven essay of a minimum of 4 pages on one of the following prompts:

Prompt 1: In some works of literature, a character who appears briefly, or does not appear at all, is a significant presence. Write an essay in which you show how such a character functions in Invisible Man. You may wish to discuss how the character affects action, theme, or the development of other characters.

Prompt 2: Novels and plays often include scenes of weddings, funerals, parties, and other social occasions. Such scenes may reveal the values of the characters and the society in which they live. Select one of these scenes from Invisible Man and in a focused essay, discuss the contribution the scene makes to the meaning of work as a whole.

Prompt 3: Discuss how Cry, the Beloved Country displays that while there are conditions in the world that separate people, there are deeper similarities between people that transcend social and racial differences.

Prompt 4: What is Alan Paton’s message about apartheid in this novel? How do the different settings exemplify that message?

****Only the novel should be used to complete this assignment. No outside sources should be used, under any circumstances. Do not copy work from friends as work will be checked for plagiarism. Please include an MLA work cited page.

As noted in the AP Contract, inability to complete the required summer assignments will result in withdrawing from the course. This list of summer assignments is also posted on Google classroom, which you have been notified about via email.

College English 12:
Reading Requirement: Read Outliers by Malcolm Gladwell
Please see Google Classroom for resources and assignments.
Google Classroom Join Code: 7rkga

Malcolm Gladwell takes us, his readers, on an intellectual journey through the world of "outliers"--the best and the brightest, the most famous and the most successful. He asks the question: what makes high-achievers different? His answer is that we pay too much attention to what successful people are like, and too little attention to where they are from: that is, their culture, their family, their generation, and the idiosyncratic experiences of their upbringing. Along the way he explains the secrets of software billionaires, what it takes to be a great soccer player, why Asians are good at math, and what made the Beatles the greatest rock band.
To locate the Summer Reading Worksheet, please go to Google Classroom. The join code is: 7rlkga

Choice Text:
Please choose one of the following books from below, and complete the Summer Reading Worksheet on Google Classroom. You will be required to complete an in-class task/project, using your notes, the first week of school. The Google Classroom join code is: 7rlkga

1. *The Kite Runner* - Khaled Hosseini (fiction)
2. *Hiroshima* - John Hersey (fiction)
3. *Secret Life of Bees* - Sue Monk (fiction)
4. *I am Malala* - Malala Yousafazi (non-fiction)
5. *Dichotomy of Leadership* - Jocko Willink (non-fiction)
6. *Dubliners* - James Joyce (fiction)
7. *Dracula* - Bram Stoker (fiction)
8. *Shop Class of Soulcraft* - Matthew Crawford (non-fiction)
Entering English 12:

**Reading Requirements: Read Excerpts from *Outliers* by Malcolm Gladwell**

*Intro, Ch 1, Ch 2, Ch 3, Ch 4, Ch 8, Ch 9*

*Please see Google Classroom for resources and assignments.*

Malcolm Gladwell takes us, his readers, on an intellectual journey through the world of "outliers"—the best and the brightest, the most famous and the most successful. He asks the question: what makes high-achievers different? His answer is that we pay too much attention to what successful people are like, and too little attention to where they are from: that is, their culture, their family, their generation, and the idiosyncratic experiences of their upbringing. Along the way he explains the secrets of software billionaires, what it takes to be a great soccer player, why certain demographics are better at math, and what made the Beatles the greatest rock band.

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