Best Practices: Summer Reading Program

Somerville Public Schools
Somerville, NJ

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Why a Summer Reading Program?
University of Tennessee, Knoxville, faculty members Richard Allington and Anne McGill-Franzen conducted a study to show a significantly higher level of reading achievement in students who received books for summer reading at home.

“Every two or three years the kids who don't read in the summer fall a year behind the kids who do.“

July 22, 2010
Most students lose about **two months** of grade level equivalency in mathematical computation skills over the summer months.

**Low-income students also lose more than two months in reading achievement,** despite the fact that their middle-class peers make slight gains (Cooper, 1996).
Research spanning 100 years shows that students typically **score lower** on standardized tests at the **end of summer vacation** than they do on the same tests **at the beginning of the summer** (White, 1906; Heyns, 1978; Entwisle & Alexander 1992; Cooper, 1996; Downey et al, 2004).
McQuillan (1998) found “… considerable evidence that the amount and quality of student’s access to reading materials is substantively related to the amount of reading they engage in, which in turn is the most important determinant of reading achievement.”

Students who read more, read better; they also write better, spell better, have larger vocabularies, and have better control of complex grammatical constructions (Krashen, 2009).
Children who enjoy reading will read more and become proficient at the same time.

A report from the National Institute of Education (1988) concluded that,

“…the amount of reading done out of school is consistently related to gains in reading achievement.”
"Motivating children to read throughout the year is essential to building lifelong readers," says Carol H. Rasco, president and CEO of RIF.

“…and reading is the doorway to all other learning."
Experts agree that children who **read during the summer** **gain** reading skills, while those who do not often **slide** backward.

"A conservative estimate of **lost instructional time** is approximately **two months** or roughly **22 percent** of the school year....

**Teachers spend at least a month re-teaching material that students have forgotten over the summer, that could have been spent on teaching new information and skills.**"

November 2002 report Johns Hopkins Center for Summer Learning
Family income plays a significant role in determining the magnitude of this **summer slide**.

Students from low-income families "...experience an average summer learning loss in reading achievement of **over two months**."
Development of the Summer Reading Program
A district-wide committee was established to include all stake-holders:

- Board of Education members
- District-wide administrators
- Building-based administrators
- Teachers
- Parents
A Summer Reading Program Framework was established to guide each school in designing the program that aligned with the students’ grade level.

The following criteria were developed based on the committee’s analysis of data collected from student, teacher, and parent surveys, as well as discussion of the former summer reading programs.
Summer Reading Program Framework:
• Design a mandatory Summer Reading Program that differentiates program requirements and activities by grade-level clusters (K, 1-2, 3-5, 6-8, 9-12)
• Include Kindergarten in the Summer Reading Program.
• Provide students with choices of books and alternative reading selections.
• Include a minimum of two books to be read during the summer and incorporate at least one required reading.

cont.
• **Link** the Summer Reading Program requirements **to the curriculum** through assignments and/or activities that are meaningful for students.

• Provide students and parents/guardians with clear and specific program descriptions, which include recommendations of strategies to be used in preparation for related assignments.

• Include incentive programs in the Summer Reading Program design.

cont.
• **Communicate** details about the program requirements and activities to students and parents/guardians using a variety of communication methods and tools.

• Provide students who are new to the district with information about the Summer Reading Program.

• **Inform** the community about the district’s Summer Reading Program.
Summer Reading Program Overview

The Somerville Board of Education Curriculum Committee established the following criteria to be used at all levels for the district’s K-12 Summer Reading Program:

• Provide students with choices of books to read.
• Write program descriptions with clarity and coherence.
• Provide students with alternative reading selections.
• Include recommendations on strategies for preparing for the assignment.
• Communicate details about the program to parents.
• Design assignments that are meaningful for students.
• Inform the community about the district’s summer reading program.
• Provide students who are new to the district with information about the summer reading program.
K-12 Summer Reading Program

Goals:

- Develop a love of reading by promoting reading as a pleasurable experience.
- Experience a sense of accomplishment by demonstrating independence and responsibility.
- Ignite imagination by reading a variety of materials.
- Develop the habit of reading independently by increasing the frequency of reading.
- Improve reading ability and expand vocabulary.
One Book – One Community

- Every four years one book is selected by committee to be the required reading at all four grades at the secondary level.
- By engaging in the program every four years, we are ensured that every student will have experienced the program once.
- The community is encouraged to also read the book and discuss with students their understandings.
Activities vary by grade level

- Even though all students read the same book, the critical thinking questions deal with different aspects, aligned to the themes of that grade’s curriculum.
- Students must interview someone from the community as an activity, thereby linking students with members of the community.
One Book One Community titles:

**Biography**
- *Life is so Good* 2005
  - story of George Dawson, who learned to read at age 90
- Richard Glaubman-author gave the keynote address

**Historical Fiction**
- *Rocket Boys* 2009
- Michael Philips NASA engineer presentation
- Star-Lab
- Engineering break-out sessions
- Coalwood movie
Selection of Texts 2011

**Elementary**
- Professional stakeholders collaborate:
  - Administration
  - Teachers
  - Librarian

Develop critical reading question/activity

**Middle School**
- Students make suggestions to Principal
- Principal reviews the suggestions with the teachers

Develop critical reading questions and grade-level activities
Is the program dynamic?
(At the secondary level)

Research other school programs and texts
- Had limited ourselves to those titles on hand
- Allocated funds for the purpose of a lending library and to increase titles on hand

Answer the call of the Common Core
- A major switch in 2011 was to focus on nonfiction.
- Suggested titles came from the New York Times Bestseller Nonfiction List
Elementary Changes

- The wording of the questions at some grade levels were clarified.
- Some summary activities were modified from an open character web (Dr. Seuss book at 2nd grade in 2009) to a closed web with the characters listed for traits to be documented.
- In 2011 the Grade 4 teachers wanted to focus on realistic fiction and so the students were provided with an inclusive list to ensure novels would be of this genre.
Van Derveer School
2010 Summer Reading – Grade 4

The required summer reading for all students entering grade 4 is a mystery book of your choice.

Each fourth grade student must read at least two books: the required mystery book and a book of his/her choice.

Suggestions for the second book are listed below.

Suggested Additional Readings:
- *Best Friend Enemies* by Sally Warner
- *Crispin: At the Edge of the World* by Avi
- *Encyclopedia Brown and the Case of the Dead Eagles* by Donald J. Sobol
- *Fourth-Grade Fairies* by Johanna Hurwitz
- *Frankenstein Doesn’t Scrap Food Fights* by Debbie Dadey and Marcia Thornton Jones
- *Fudge* (series) by Judy Blume
- *Knights of the Kitchen Table* by Jon Scieszka
- *Miss Landau Is Bizarre* by Dan Gutman
- *Small Steps* by Louis Sachar
- A book of your choice focused on an area of personal interest (such as careers, hobbies, places)

Other suggestions for more challenging readings: (Optional)
- *Appalachian: The Voices of Sleeping Rocks* by Cynthia Rydant
- *Eggs* by Jerry Spinelli
- *Minty: A Story of Young Harriet Tubman* by Alan Schroeder
- *Robbie: Voyager* by David Jeffers
- *Sarah, Plain and Tall* by Patricia MacLachlan
- *Shiloh* by Phyllis Reynolds Naylor
- *The Ravenmaster’s Secret* by Eliza Woodruff
- *The Landry News* by Andrew Clements

Complete the attached form and bring it to school on Summer Reading Friday, September 17, 2010.

Visit the district website to download summer reading activities at www.somervilenj.k12.org

Van Derveer School
2011 Summer Reading – Grade 4

The required summer reading for all students entering grade 4 is a realistic fiction book of your choice.

Each fourth grade student must read at least two books: the required realistic fiction book and a book of his/her choice.

Suggestions for the second book are listed on page 2.

A realistic fiction book must be chosen from the following list:
- *Allie Finkle’s Rules for Girls #1: Moving Day* by Meg Cabot
- *Bridge to Terabithia* by Katherine Paterson
- *Dear Mr. Henshaw* by Beverly Cleary
- *Encyclopedia Brown* by Donald J. Sobol
- *Lacrosse Firestorm* by Matt Christopher
- *Lunch Money* by Andrew Clements
- *Maggie Maggie* by Beverly Cleary
- *No Talking* by Andrew Clements
- *Otherwise Known as Sheila the Great* by Judy Blume
- *Sarah, Plain and Tall* by Patricia MacLachlan
- *Skateboard Tough* by Matt Christopher
- *Allie Finkle’s Rules for Girls #2: The New Girl* by Meg Cabot
- *Allie Finkle’s Rules for Girls #4: Stage Fright* by Meg Cabot
- *Stealing Home* by Matt Christopher
- *Superfudge* by Judy Blume
- *Tales of a Fourth Grade Nothing* by Judy Blume
- *The Kid in the Red Jacket* by Barbara Park
- *The Landry News* by Andrew Clements
- *The Million Dollar Puck* by Dan Gutman
- *The School Story* by Andrew Clements
- *The Talent Show* by Dan Gutman

Complete the attached form and bring it to school on Summer Reading Friday, September 16, 2011.

Visit the district website to download summer reading activities at www.somervilenj.k12.org
Select the mystery book of your choice.

Title: ____________________________
Author: __________________________

Identify the mystery in the book.

List the clues in the story.

How was the mystery solved? Provide evidence from the story.

The second book I read was:
Title of Book: __________________________
Author: __________________________

Read, relax, and enjoy your summer!
Van Derveer School
2011 Summer Reading – Grade 4

The required summer reading for all students entering grade 4 is a realistic fiction book of your choice.

Each fourth grade student must read at least two books: the required realistic fiction book and a book of his/her choice. Suggestions for the second book are listed on page 2.

A realistic fiction book must be chosen from the following list:

- Allie Finkle's Rules for Girls #1: Moving Day by Meg Cabot
- Bridge to Terabithia by Katherine Paterson
- Dear Mr. Henshaw by Beverly Cleary
- Encyclopedia Brown by Donald J. Sobol
- Lacrosse Firestorm by Matt Christopher
- Lunch Money by Andrew Clements
- Muggie Maggie by Beverly Cleary
- No Talking by Andrew Clements
- Otherwise Known as Sheila the Great by Judy Blume
- Sarah, Plain and Tall by Patricia MacLachlan
- Skateboard Tough by Matt Christopher
- Allie Finkle's Rules for Girls #2: The New Girl by Meg Cabot
- Allie Finkle's Rules for Girls #4: Stage Fright by Meg Cabot
- Stealing Home by Matt Christopher
- Strider by Beverly Cleary
- Superfudge by Judy Blume
- Tales of a Fourth Grade Nothing by Judy Blume
- The Kid in the Red Jacket by Barbara Park
- The Lensy News by Andrew Clements
- The Million Dollar Fart by Dan Gutman
- The School Story by Andrew Clements
- The Talent Show by Dan Gutman

Complete the attached form and bring it to school on Summer Reading Friday, September 16, 2011.

Visit the district website to download summer reading activities at: www.somervillenj12.org
Van Derveer School
2011 Summer Reading – Grade 4

Each fourth grade student must read at least two books: the required realistic fiction book and a book of his/her choice.

Suggestions for the second book are listed below.

Suggested Additional Readings:
✓ Alien vs. My Homework by Bruce Coville
✓ Best Friend Enemies by Sally Warner
✓ Charlotte's Web by E.B. White
✓ Encyclopedia Brown and the Case of the Dead Eagles by Donald J. Sobol
✓ Fourth-Grade Foes by Johanna Hurwitz
✓ Fudge (series) by Judy Blume
✓ Miss Lacgr by Bizarro by Don Guzman
✓ The Knights of the Kitchen Table by Jon Scieszka
✓ A book of your choice focused on an area of personal interest (such as careers, hobbies, places)

Other suggestions for more challenging readings: (Optional)
• Appalachia: The Voices of Sleeping Birds by Cynthia Rylant
• Cripin: At the Edge of the World by Avi
• Eggs by Jerry Spinelli
• Minty: A Story of Young Harriet Tubman by Alan Schroeder
• Robot Voyager by David Jeffers
• Shiloh by Phyllis Reynolds Naylor
• Small Steps by Louis Sachar
• The Ravenmaster’s Secret by Elvira Woodruff

Complete the attached form and bring it to school on Summer Reading Friday, September 16, 2011.

Visit the district website to download summer reading activities at: www.somerville.k12.ma.us
Summer Reading Summary

Parents/Guardians: Please encourage your child to read as much of this book as he/she can on their own. You are welcome to read this book along with your child to share in the joy and pleasure of reading.

Select the realistic fiction book of your choice from the list.

Title: 

Author: 

Think about the main character of the realistic fiction story you read.
- How is that character like you?
- How is that character different from you?

Write about the things the main character says or does in the story that describes how the main character is alike and different from you.

The second book I read was:

Title of Book: 

Author: 

Read, relax, and enjoy your summer!
Changes to Intermediate level

- The students were queried for books they had read and would recommend to a peer.
- The selection process was different at each grade level.
- Two or three books were submitted to the summer reading committee for review.
- Some classes took popular votes after students had presented their supporting arguments, others wrote open-ended persuasive essays to convince the Principal.
The summer reading committee read the suggested books (after weeding out some obviously inappropriate choices) and discussed the program and book selections.

- The sixth grade selected a mystery novel.
- Seventh grade were provided with choice between fantasy and realistic fiction.
- Eighth grade had a choice between science fiction and realistic fiction.
- Other books not selected were added to the suggested, additional reading list.
Somerville Middle School
2010 Summer Reading – Grade 7

The required summer reading for all students entering grade 7 is Maximum Ride: The Final Warning by James Patterson.

Each seventh grade student must read at least two books: the required reading Maximum Ride: The Final Warning by James Patterson and a book of his/her choice.

Suggestions for the self-selected reading choice are listed below.

Suggested Additional Readings:
- 15 Minutes by Steve Young
- A Long Way From Chicago by Richard Peck
- Catching Redbird by Sharon Creech
- Down the Rabbit Hole: An Echo Falls Mystery by Peter Abrahams
- Eliphant of Success by Christopher Paul Curtis
- Hoof by Mike Lupica
- Mirror Image by K.L. Denman
- Swiped by Michele Martin Bosley
- The Ghost Boy by Anne Schraff
- The London Eye Mystery by Siobhan Dowd
- The Wednesday Wars by Gary D. Schmidt
- A book of your choice focused on an area of personal interest (such as games, history, relationships)

Suggestions for more challenging readings:
- Everby by Gail Carson Levine
- Found by Margaret Peterson Haddix
- Honeybear: Poems & Short Stories by Naomi Shihab Nye
- How We Know About What We Know About Our Changing Climate, Scientists and Kids Explore Global Warming by Lynne Cherry
- In Defiance of Hitler: The Secret Mission of Varian Fry by Carla Kilgough McCafferty
- Johnny Tremain by Esther Forbes
- The Aviator of Samarkand by Jonathan Stroud
- The Boy Who Dared by Susan Campbell Bartolli

Complete the attached form and bring it to Language Arts Literacy class on Summer Reading Friday, September 17, 2010.

Visit the district website to download summer reading activities at www.somervillenjk12.org

Somerville Middle School
2011 Summer Reading – Grade 7

The required summer reading for all students entering grade 7 is The Anybody by N.E. Bode or Peak by Roland Smith.

Each seventh grade student must read at least two books: the required reading The Anybody by N.E. Bode or Peak by Roland Smith and a book of his/her choice.

Suggestions for the self-selected reading choice are listed below.

Suggested Additional Readings:
- 15 Minutes by Steve Young
- A Long Way From Chicago by Richard Peck
- Down the Rabbit Hole: An Echo Falls Mystery by Peter Abrahams
- Everby by Gail Carson Levine
- Flipped by Wendelin Van Draanen
- Hoof by Mike Lupica
- Mirror Image by K.L. Denman
- Swiped by Michele Martin Bosley
- The Last Apprentice by Joseph Delaney
- The Maze Runner by James Dashner
- The Wednesday Wars by Gary D. Schmidt
- A book of your choice focused on an area of personal interest (such as games, history, relationships)

Suggestions for more challenging readings:
- Everby by Gail Carson Levine
- Found by Margaret Peterson Haddix
- Honeybear: Poems & Short Stories by Naomi Shihab Nye
- In Defiance of Hitler: The Secret Mission of Varian Fry by Carla Kilgough McCafferty
- The Aviator of Samarkand by Jonathan Stroud
- The Boy Who Dared by Susan Campbell Bartolli

*These books were recommended by students of the seventh grade.

Complete the attached form and bring it to Language Arts Literacy class on Summer Reading Friday, September 16, 2011.

Visit the district website to download summer reading activities at www.somervillenjk12.org
**Title:** Maximum Ride: The Final Warning

**Author:** James Patterson

**Setting(s): Time/Place**
Rate this book on a scale of 1-10 (1 = lowest / 10 = highest). Explain your reasoning.

**List the main characters and identify their most prominent personality traits.**

In the novel, Maximum Ride: The Final Warning, explain why Max is the leader although Max and Fang are the same age. What characteristics does Max possess that enable her to safely lead the flock? What are the drawbacks to Max’s leadership?

The second book I read was:

**Title:**
**Author:**
Would you recommend this book to a friend: _____ Why or Why Not? ___________

**Title:** The Anybodies by N.E. Bode

**Title:** Peak by Roland Smith

**Setting(s): Time/Place**
Rate this book on a scale of 1-10 (1 = lowest / 10 = highest). Explain your reasoning.

**List the main characters and identify their most prominent personality traits.**

**The Anybodies:** In the beginning of the novel it is clear that Fern did not fit in with the dull Drudger family because of her unusual behaviors and imagination. Describe Fern’s odd abilities and explain how by the end of the book they helped her figure out who she actually is.

**OR**

**Peak:** In this story, many changes happen at the summit of Mt. Everest. Describe how at least two people change from the way they were at the beginning of the book.

The second book I read was:

**Title:**
**Author:**
Would you recommend this book to a friend: _____ Why or Why Not? ___________

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*Read, relax, and enjoy your summer!*
Somerville Middle School
2011 Summer Reading – Grade 7

The required summer reading for all students entering grade 7 is The Anybodies by N.E. Bode or Peak by Roland Smith.

Each seventh grade student must read at least two books: the required reading The Anybodies by N.E. Bode or Peak by Roland Smith and a book of his/her choice.

Suggestions for the self-selected reading choice are listed below.

Suggested Additional Readings:
- "15 Minutes" by Steve Young
- "A Long Way From Chicago" by Richard Peck
- "Down the Rabbit Hole: An Echo Falls Mystery" by Peter Abrahams
- "Everest" by Gordon Korman
- "Flipped" by Wendelin Van Draanen
- "Hook" by Mike Lupica
- "Mirror Image" by K.L. Dimman
- "Swiped" by Michaels Martin Bosley
- "The Last Apprentice" by Joseph Delaney
- "The Maze Runner" by James Dashner
- "The Wednesday Wars" by Gary D. Schmidt
- A book of your choice focused on an area of personal interest (such as games, history, relationships)

Suggestions for more challenging readings:
- "Ever" by Gail Carson Levine
- "Found" by Margaret Peterson Haddix
- "Honeybee: Poems & Short Prose" by Naomi Shihab Nye
- "In Defiance of Hitler: The Secret Mission of Varian Fry" by Carla Killough McClafferty
- "The Annals of Samaraand" by Jonathan Stroud
- "The Boy Who Drew" by Susan Campbell Bartolletti

*These books were recommended by students of the seventh grade.

Complete the attached form and bring it to Language Arts Literacy class on Summer Reading Friday, September 16, 2011.

Visit the district website to download summer reading activities at: www.somervilienjkt12.org
Summer Reading Friday celebrated reading. Celebrations varied across the district and grade-levels.
Summer Reading Summary
Complete the summary below with information about the required reading.

Title: *The Anybodies* by N.E. Bode
or
Title: *Peak* by Roland Smith

Setting(s): Time/Place
Rate this book on a scale of 1-10 (1 = lowest / 10 = highest). Explain your reasoning.

List the main characters and identify their most prominent personality traits.

The *Anybodies*: In the beginning of the novel it is clear that Fern did not fit in with the dull Drudge family because of her unusual behaviors and imagination. Describe Fern’s odd abilities and explain how by the end of the book they helped her figure out who she actually is.

OR

*Peak*: In this story, many changes happen at the summit of Mt. Everest. Describe how at least two people change from the way they were at the beginning of the book.

The second book I read was:
Title: ____________________________
Author: ____________________________
Would you recommend this book to a friend: ____________________________
Why or Why Not: ____________________________

Read, relax, and enjoy your summer!
Somerville High School
2010 Summer Reading – Grade 9

The required summer reading for all students entering grade 9 is
A Separate Peace by John Knowles.

Each ninth grade student must read at least two books: the required reading is A Separate Peace by John Knowles and a book of his/her choice.

Suggestions for the self-selected reading choice are listed below.

Suggested Additional Readings: (Optional)
- A Thousand Splendid Suns by Khaled Hosseini
- Animal Farm by George Orwell
- Around the World in Eighty Days by Jules Verne
- Marley & Me by John Grogan
- My Sister’s Keeper by Jodi Picoult
- The Chocolate War by Robert Cormier
- The Five People You Meet in Heaven by Mitch Albom
- The Freedom Writers by Erin Gruwell
- The Last Lecture by Randy Pausch
- Twilight Series by Stephanie Meyer
- A book of your choice selected from a current or past best seller list

Suggestions for more challenging readings: (Optional)
- Great Expectations by Charles Dickens
- Hunchback by John Henley
- Look Me in the Eye by John Elder Robison
- The Curious Incident of the Dog in the Night-Time by Mark Haddon
- The Memory Keeper’s Daughter by Kim Edwards
- The Secret Life of Bees by Sue Monk Kidd
- The Handmaid’s Tale by Margaret Atwood
- The Hobbit by J.R.R. Tolkien

Honors level classes in grade 9 receive additional summer reading requirements

Please complete the attached form and bring it to English class on Summer Reading Friday, September 17, 2010.

Visit the district website to download summer reading activities at: www.somervilleknjk12.org

Somerville High School
2011 Summer Reading – Grade 9

The required summer reading for all students entering grade 9 is How I Killed Pluto and Why It Had It Coming by Mike Brown.

Each ninth grade student must read at least two books: the required reading is How I Killed Pluto and Why It Had It Coming by Mike Brown and a book of his/her choice.

Suggestions for the self-selected reading choice are listed below.

Suggested Additional Readings: (Optional)
- Briar Rose by Jane Yolen
- Marley & Me by John Grogan
- My Sister’s Keeper by Jodi Picoult
- Taming the Star Runner by S.E. Hinton
- The Hunger Games by Suzanne Collins
- The Five People You Meet in Heaven by Mitch Albom
- The Right Stuff by Tom Wolfe
- The Freedom Writers Diary by Erin Gruwell
- A book of your choice selected from a current or past best seller list

Suggestions for more challenging readings: (Optional)
- Great Expectations by Charles Dickens
- Look Me in the Eye by John Elder Robison
- Pride and Prejudice by Jane Austin
- Quiet Strength by Tony Dungy
- The Chosen by Chaim Potok
- The Handmaid’s Tale by Margaret Atwood
- The Last Lecture by Randy Pausch
- The Memory Keeper’s Daughter by Kim Edwards
- The Secret Life of Bees by Sue Monk Kidd
- The Wall by John Hersey

Honors level classes in grade 9 receive additional summer reading requirements

Please complete the attached form and bring it to English class on Summer Reading Friday, September 16, 2011.

Visit the district website to download summer reading activities at: www.somervilleknjk12.org
Summer Reading Summary
Complete the summary below with information about the required reading: *A Separate Peace*

**Title:** *A Separate Peace*
**Author:** John Knowles

### Setting(s): Time/Place
Rate this book on a scale of 1-10 (1 = lowest / 10 = highest). Explain your reasoning.

List the main characters and identify their most prominent personality traits.

Gene, one of the protagonists of *A Separate Peace*, matured throughout the novel. Discuss, citing examples from the text, how Gene’s character changed over the course of the novel.

The second book I read was:
**Title:**
**Author:**
Would you recommend this book to a friend: _____ Why or Why Not?

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**Title:** *How I Killed Pluto and Why It Had It Coming*
**Author:** Mike Brown

### Setting(s): Time/Place
Rate this book on a scale of 1-10 (1 = lowest / 10 = highest). Explain your reasoning.

List the main characters and identify their most prominent personality traits.

Discuss the internal conflict that the author had to overcome regarding the importance of newly discovered celestial bodies to Pluto’s planetary demise. How did these discoveries affect our knowledge of the solar system?

The second book I read was:
**Title:**
**Author:**
Would you recommend this book to a friend: _____ Why or Why Not?

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Read, relax, and enjoy your summer!
Somerville High School
2011 Summer Reading – Grade 9

The required summer reading for all students entering grade 9 is *How I Killed Pluto and Why It Had It Coming* by Mike Brown.

Each ninth grade student must read at least two books: the required reading is *How I Killed Pluto and Why It Had It Coming* by Mike Brown and a book of his/her choice.

Suggestions for the self-selected reading choice are listed below.

Suggested Additional Readings: (Optional)
- *Briar Rose* by Jane Yolen
- *Marley & Me* by John Grogan
- *My Sister’s Keeper* by Jodi Picoult
- *Taming the Star Runner* by S.E. Hinton
- *The Hunger Games* by Suzanne Collins
- *The Five People You Meet in Heaven* by Mitch Albom
- *The Right Stuff* by Tom Wolfe
- *The Freedom Writers Diary* by Erin Gruwell
- A book of your choice selected from a current or past best seller list

Suggestions for more challenging readings: (Optional)
- *Great Expectations* by Charles Dickens
- *Look Me in the Eye* by John Elder Robison
- *Pride and Prejudice* by Jane Austin
- *Quiet Strength* by Tony Dungy
- *The Chosen* by Chaim Potok
- *The Handmaid’s Tale* by Margaret Atwood
- *The Last Lecture* by Randy Pausch
- *The Memory Keeper’s Daughter* by Kim Edwards
- *The Secret Life of Bees* by Sue Monk Kidd
- *The Wall* by John Hersey

Honors level classes in grade 9 receive additional summer reading requirements

Please complete the attached form and bring it to English class on Summer Reading Friday, September 16, 2011.

Visit the district website to download summer reading activities at: [www.somervilenjk12.org](http://www.somervilenjk12.org)
Summer Reading Summary

Title: How I Killed Pluto and Why It Had It Coming
Author: Mike Brown

Settings/Time/Place:

Rate this book on a scale of 1-10 (1 = lowest / 10 = highest). Explain your reasoning.

List the main characters and identify their most prominent personality traits.

Discuss the internal conflict that the author had to overcome regarding the importance of newly discovered celestial bodies to Pluto's planetary demise. How did these discoveries affect our knowledge of the solar system?

The second book I read was:
Title: Author:
Would you recommend this book to a friend: ______ Why or Why Not?: ____________________________

Read, relax, and enjoy your summer!
Somerville High School
2010 Summer Reading – Grade 11

The required summer reading for all students entering grade 11 is *All My Sons* by Arthur Miller.

Each eleventh grade student must read at least two books: the required reading is *All My Sons* by Arthur Miller and a book of his/her choice.

Suggestions for the self-selected reading choice are listed below.

**Suggested Additional Readings:** (Optional)
- *Extremely Loud and Incredibly Close* by Jonathan Safran Foer
- *I Know This Much Is True* by Wally Lamb
- *Infidel* by Ayaan Hirsi Ali
- *Look Me in the Eye* by John Elder Robison
- *The Kite Runner* by Khaled Hosseini
- *The Maltese Falcon* by Dashiell Hammett
- *The Secret Life of Bees* by Sue Monk Kidd
- *Twelve Angry Men* by Reginald Rose
- *Unsettling America: An Anthology of Contemporary Multicultural Poetry* by Maria Mazzotti Gillan and Jennifer Gillan
- *Values of the Game* by Bill Bradley
- A book of your choice selected from a current or past best seller list

**Suggestions for more challenging readings:** (Optional)
- *A Tale of Two Cities* by Charles Dickens
- *Jesus Sotelo Stories* by Denis Johnson
- *Lucy* by Jamaica Kincaid
- *Moby Dick* by Herman Melville
- *Seize the Day* by Saul Bellow
- *They Poured Fire on Us From the Sky* by B. Ajak, B. Deng, and A. Deng
- *Their Eyes Were Watching God* by Zora Neale Hurston
- *Water for Elephants* by Sara Gruen

Please complete the attached form and bring it to English class on Summer Reading day, September 17, 2010.

Visit the district website to download summer reading activities at www.somervilenj.k12.org
Title: *All My Sons*
Author: Arthur Miller

**Setting(s): Time/Place**
Rate this book on a scale of 1-10 (1 = lowest / 10 = highest). Explain your reasoning.

List the main characters and identify their most prominent personality traits.

How do family loyalty, guilt, and regret motivate each of the main characters in Arthur Miller’s *All My Sons*. What are the consequences of the personal choices made by the characters based on their motivations?

The second book I read was:
Title: 
Author: 
Would you recommend this book to a friend: ______ Why or Why Not: 

The second book I read was:
Title: 
Author: 
Would you recommend this book to a friend: ______ Why or Why Not: 

Read, relax, and enjoy your summer!
Somerville High School
2011 Summer Reading – Grade 11

The required summer reading for all students entering grade 11 is *Nemesis* by Philip Roth.

Each eleventh grade student must read at least two books: the required reading is *Nemesis* by Philip Roth and a book of his/her choice.

Suggestions for the self-selected reading choice are listed below:

**Suggested Additional Readings: (Optional)**
- *I Know This Much is True* by Wally Lamb
- *Infidel* by Ayaan Hirsi Ali
- *Look Me in the Eye* by John Elder Robison
- *The Blessing Way* by Tony Hillerman
- *The Help* by Kathryn Stockett
- *The Maltese Falcon* by Dashiell Hammett
- *The Secret Life of Bees* by Sue Monk Kidd
- *Unsettling America: An Anthology of Contemporary Multicultural Poetry* by Maria Manzetti Gillan and Jennifer Gillan
- *Quiet Strength* by Tony Dungy
- A book of your choice selected from a current or past best seller list

**Honors level classes in grade 11 receive additional summer reading requirements**

Suggestions for more challenging readings: (Optional)
- *A Tale of Two Cities* by Charles Dickens
- *A Thousand Splendid Suns* by Khaled Hosseini
- *Lucy* by Jamaica Kincaid
- *Indian Givers: How the Indians of the Americas Transformed the World* by Jack Weatherford
- *Moby Dick* by Herman Melville
- *Seize the Day* by Saul Bellow
- *They Poured Fire on Us From the Sky* by B. Ajak, B. Deng, and A. Deng
- *Water for Elephants* by Sara Gruen

Please complete the attached form and bring it to English class on Summer Reading Friday, September 16, 2011.

Visit the district website to download summer reading activities at: www.somervillenjk12.org
**Summer Reading Summary**

Complete the summary below with information about the required reading.

**Title:** Nemesis

**Author:** Philip Roth

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| Rate this book on a scale of 1-10 (1 = lowest / 10 = highest). Explain your reasoning. |
|  

| List the main characters and identify their most prominent personality traits. |
|  

**In the novel, Nemesis, what choices did the main characters make that redirected their lives and goals? How do the main characters withstand the onslaught of circumstances?**

**The second book I read was:**

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Would you recommend this book to a friend: _____ Why or Why Not: ____________________________

*Read, relax, and enjoy your summer!*
Evaluation

- Teachers and students complete a survey online and a hard copy survey is provided to parents on Back to School night at the three district schools.
- Over the past 3 years, the parents have responded in the affirmative that the program is a valuable experience.
- VDV: 93 – 97 – 97%
- SMS: 90 – 92 – 92%
- SHS: 74 – 91 – 93%
Student Survey Results

“Did you read your assigned book?”
- VDV: 89 – 97 – 90%
- SMS: 75 – 91 – 95%
- SHS: 83 – 85 – 82%

“Did you enjoy the Summer Reading Program?”
- VDV: 54 – 72 – 53%
- SMS: 44 – 34 – 41%
- SHS: 50 – 23 – 25%

“Did you enjoy completing the assignment (project)?”
- VDV: 39 – 69 – 59%
- SMS: 14 – 46 – 47%
- SHS: NA – 21 - 18

Year #3 data at SHS was for the One Book, One Community