

Talk About It:

Part of growing as a reader is learning how to think while you read. Ask each other questions before, during, and after reading:

- What was most important about what we just read?
- How did the characters change over time?
- What was your favorite part of that section?
- Did you read anything that might impact your life? How?
- Does this text remind you of something you have read, seen, or heard before? How?



Get Caught Reading:

Set an example by reading in public. Let everyone see you reading a newspaper or browsing through a novel on the beach or beside the pool. Liven up chore time or meal time by taking turns working while one person reads aloud a favorite book or an exciting new novel. Have fun!

Why should students read during the summer?

University of Tennessee, Knoxville, faculty members Richard Allington and Anne McGill-Franzen have completed a three-year study showing that students lose up to three months of learning every summer—skills they worked hard to acquire during the school year. However, the study showed a significantly higher level of reading achievement in students who took part in summer reading at home.

Allington compares the slide in reading ability to an athlete's fitness. "Just like hockey players lose some of their skills if they stay off their skates and off the ice for three months, children who do not read in the summer lose two to three months of reading development," Allington said.

- from <http://www.sciencedaily.com/>

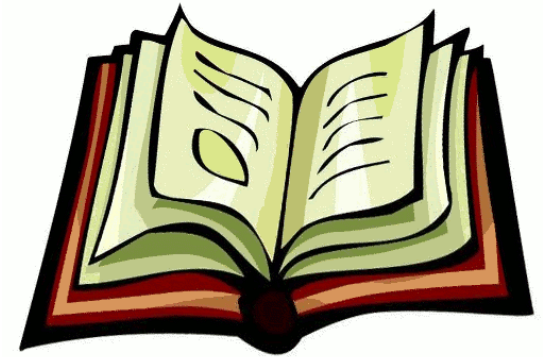
Read more about it:

<http://intl.kappanmagazine.org/content/85/1/68.short>

<http://www.scholastic.com/teachers/article/bridging-summer-reading-gap>

Berkeley County School District Summer Reading

Rising English III Students



"It was books that taught me that the things that tormented me most were the very things that connected me with all the people who were alive, or who had ever been alive."

- Author *James Baldwin*

Theme:
On Being American



The Themes

Many of the things students will read and write in English III explore what it has meant and what it means now to be an American. Some of the books on these lists are more challenging than others, but all explore these themes through familiar settings, events (plot), characters, and conflicts.

Summer Reading Project

Consult with teachers and/or teacher librarians to choose one book from each list (fiction and informational) or other titles from each genre that fit the theme. With parent approval of the choices, students will read the two books over the summer.

Teachers of **HONORS** English III classes will choose one title from the brochure for required summer reading in addition to a second title (chosen by student or teacher) from the brochure or another source, for a total of two selections for **HONORS** classes.

Prospective **AP Language** and **AP Literature** students should contact that teacher for specific expectations. Each school will share rewards and expectations for when school starts.

These books and others like them are available not only in school libraries, but also in your public libraries and local book stores. Have a great summer and enjoy the magic of books!

Fiction Texts such as:

- *Our Town*, Thornton Wilder (T)
- *Centennial*, by James Michener (E)
- **What Can't Wait*, Ashley Hope Perez (E)
- *The Friendly Persuasion*, Jessamyn West (T)
- *The Adventures of Huckleberry Finn*, Mark Twain (T)
- *Gray Baby*, Scott Loring Sanders (E)
- *Code Orange*, Caroline Cooney (E)
- **October Mourning: A Song for Matthew Shepard*, Leslea Newman
- **Eli the Good*, Silas House (E)
- *The Secret Life of Bees*, Sue Monk Kidd (E)
- *Harris and Me*, Gary Paulsen (E)
- **The Things They Carried*, Tim O'Brien
- *A Long Way from Chicago* or *The Teacher's Funeral* (E), Richard Peck
- **The Grapes of Wrath, East of Eden, or Winter of Our Discontent*, John Steinbeck (E)
- **Looking for Alaska*, John Green (E)
- *A Gathering of Old Men*, Ernest J. Gaines
- *Sycamore Row*, John Grisham (E)
- **The Color Purple*, Alice Walker (E)
- *Ismael: An Adventure of the Mind and Spirit*, Daniel Quinn (E)
- **A Prayer for Owen Meaney*, John Irving
- *A Raisin in the Sun*, Lorraine Hansberry
- *O Pioneers*, Willa Cather (T) (E)
- *The Scarlet Letter*, Nathaniel Hawthorne (T) (E)
- *The Jungle*, Upton Sinclair (T) (E)
- *Soldier's Heart*, Gary Paulsen (E)
- *Andersonville*, MacKinlay Kantor
- **The Prince of Tides*, Pat Conroy (and others by this author)
- *In My Father's House*, Ann Rinaldi (and others by this author)

Informational Texts such as:

- *Witch Hunt: Mysteries of the Salem Witch Trials*, Mark Aronson
 - *The Boys in the Boat*, Daniel Brown
 - *A Walk in the Woods: Rediscovering America on the Appalachian Trail*, Bill Bryson (E)
 - **A Heartbreaking Work of Staggering Genius*, Dave Eggers
 - *The Glass Castle: A Memoir*, Jeanette Walls
 - *The Hippest Trip in America: Soul Train and the Evolution of Style*, Nelson George
 - *A Level Playing Field: African American Athletes and the Republic of Sports*, Gerald L. Early
 - *The Evolution of Useful Things*, Henry Petroski (E)
 - *Gift from the Sea*, Anne Morrow Lindbergh (T) (E)
 - **Having Our Say*, The Delaney Sisters
 - *The Greatest Generation*, Tom Brokaw (T)
 - *Bomb: The Race to Build - and Steal - the World's Most Dangerous Weapon*, Steve Sheinkin (E)
 - *Dear Miss Breed: True Stories of the Japanese American Incarceration During World War II and a Librarian Who Made a Difference*, Joanne Oppenheim
 - *Unbroken or Seabiscuit*, Lauren Hillenbrand (E)
 - *Killing Lincoln*, Bill O'Reilly
 - *The American Sniper*, Chris Kyle, Scott McEwen, Jim DeFelice
 - *Seal Team Six*, Howard E. Wasdin and Stephen Templin
- T= Traditional favorites
 *= Mature topics or language
 (E) = available on district e-bookshelf