

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. Live 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/>

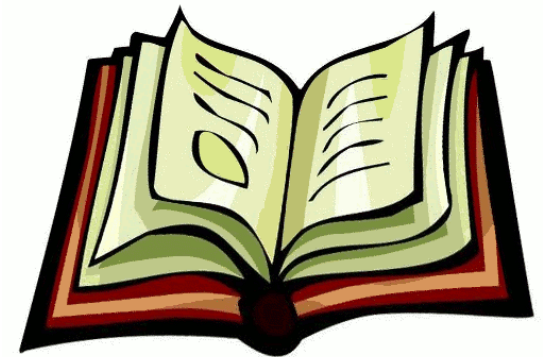
Read more about it:

<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 II Students



"We read books to find out who we are. What other people, real or imaginary, do and think and feel... is an essential guide to our understanding of what we ourselves are and may become."

- Author Ursula Le Guin

Theme:

Exploring Worlds and Cultures



The Themes

Many of the things students will read and write in English II explore stories of and about other cultures, inviting readers to consider who we are and the places we fill in the world. Some of the books on these lists are more challenging than others, but all explore these themes through 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 II 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:

- *The Good Earth*, Pearl S. Buck (T)
- *Nectar in a Sieve*, Kamala Markandaya
- *The Pearl*, John Steinbeck (T)
- **Revolution*, Jennifer Donnelly
- *Climbing the Stairs*, Padma Venkatraman (E)
- *Lost Horizon*, James Hilton (T, J)
- *Copper Sun*, Sharon Draper (E)
- **Shabanu: Daughter of the Wind*, Suzanne Fisher Staples (or others in that series) (E)
- *An Ocean Apart, A World Away*, Lensey Naimioka (E)
- *Kira-Kira*, Cynthia Kodahata (E)
- *The Breadwinner*, Deborah Ellis (E) (and others by this writer)
- *The Life of Pi*, Yann Martel (J)
- *The Book Thief*, Marcus Zusak (J)
- **Joy Luck Club*, Amy Tan (and others by this writer) (J)
- *How the Garcia Girls Lost Their Accents*, Julia Alvarez (and others by this author) (J)
- *Estrella's Quinceanera*, Melin Alegria
- *Tree Girl*, Ben Mikaelson (J)
- *Sarah's Key*, Tatiana de Rosnay (E)
- *A Great and Terrible Beauty*, Libba Bray (J) (and others in this series)
- *Keeping Corner*, Kashmira Sheth
- *Parvana's Journey*, Deborah Ellis
- *Boys Without Names*, Kashmira Sheth (E)
- *Mexican Whiteboy*, Matt de la Pena (E)

Informational Texts such as:

- **Bury My Heart at Wounded Knee*, Dee Brown (J)
- *Reading Lolita in Teheran*, Azar Nafisi (J)
- *Crossing Over: One Woman's Escape from Amish Life*, Ruth Irene Garrett
- *Zlata's Diary: A Child's Life in Wartime Sarajevo*, Zlata Filipovic
- **Autobiography of a Face*, Lucy Grealy (E)
- *A School for My Village: A Promise to the Orphans of Nyaka*, Twesigye Jackson Kaguri
- *The Spirit Catches You and You Fall Down*, Anne Fadiman (E)
- *The Big Truck that Went By: How the World Came to Save Haiti and Left Behind a Disaster*, Jonathan M. Katz
- *Red Scarf Girl*, Ji-Li Jiang
- *The Golden Ratio*, Mario Livio (E)
- *Hello Goodbye Hello: A Circle of 101 Remarkable Meetings*, Craig Brown
- **I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*, Malala Yousafzai

T= Traditional favorites

*= Mature language or topics.

(E) = available on the district e-bookshelf

(J) = available on the public library e-bookshelf via <http://berkeleylibrarysc.org/>

