

THE VALUE OF SUMMER READING

The Somerset School Hills District recognizes the importance of developing life-long reading habits in its students. High aptitude in reading can be correlated with academic achievement, particularly high achievement on state and national standardized tests. The Bernards High School English department seeks, through its summer reading requirements, to provide its students with on-going, authentic reading experiences that are both personally enriching and academically challenging.



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Bernards High School

Summer Reading 2017

The “Final Four”
Interdisciplinary Text choices for
Summer 2017 are:

All The Light We Cannot See

by Anthony Doerr
2014

Short Stories from Hogwarts

by J.K. Rowling
2016

Born a Crime

by Trevor Noah
2016

The Lost City of the Monkey God

by Douglas Preston

2017
Bernards High School



Summer Reading Goals

The four primary objectives of the Bernards High School English department summer reading program are:

1. **Reading for Enjoyment**
2. **Reading to Develop and Maintain Textual Stamina**
3. **Reading to Acquire Knowledge, Develop Vocabulary, and Build Author Familiarity**
4. **Reading to Cultivate a Reading Life**

Each of these objectives supports individual students' academic success and aligns with the larger goals of the English department which are to develop engaged students who are able to understand, appreciate, and communicate ideas effectively. The English department seeks to graduate students who, through reading, writing, and speaking, powerfully and critically examine texts to better understand themselves and the world in which they live.

SUMMER READING REQUIREMENTS

All of the students enrolled at Bernards High School (grades 9-12) will be required to read **two** books over the summer. Students enrolled in Advanced Placement courses may have additional requirements.

- One of these books will be **selected by the individual student in consultation with his or her English teacher.***
- The other text will be **selected from an interdisciplinary list of options recommended by the English and History departments and determined by the students themselves.** Please see the cover of this brochure for the chosen titles for Summer 2014.

The English department also encourages all of its students to read extensively beyond the required two books and to be mindful of the Commission on Reading's recommendation that a minimum of two hours of sustained silent reading a week is necessary to develop and maintain the reading stamina necessary for academic success.

*The English department anticipates that parents and guardians will additionally consider and approve selections.



SUMMER ASSIGNMENT

Personal Choice Text (from list developed in consultation with English teacher): The selection and completion of this text is aligned with the English department's objectives that students read for enjoyment, to develop and maintain reading stamina, to build author knowledge, and to cultivate a reading life. Students will be expected to prepare a written evaluation of this text and present the text in the form of a book talk to their peers when they return to school.

Interdisciplinary Text: The reading of this text, similar to the personal choice text, is aligned with the English department's objectives that students read for enjoyment, to develop and maintain reading stamina, to build author knowledge, and to cultivate a reading life. However, this text will also serve several additional curricular purposes (to acquire knowledge and develop vocabulary) as students will prepare to discuss the content of this text through the lens of a guiding question that maps onto more specific year-long English department grade-level curricular objectives. The questions are as follows:

- **Grade 9:** (Gathering Evidence) How do we know what we know about a character or a central figure's fears, conflicts, values as a result of reading this text?
- **Grade 10:** (Recognizing Motifs and Literary Elements) What recurring work, image, or idea conveys the overall meaning of this text?
- **Grade 11:** (Persuading Effectively) What is the author's purpose for writing this book? How does he or she convey this purpose?
- **Grade 12:** (Synthesizing Information) What supplemental information and additional knowledge (about geography, culture, literature, science, technology, etc.) can deepen our understanding of this text?