

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 Bernardsville Middle School literacy 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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Bernardsville Middle School

Summer Reading 2016

The “Final Four”
Text Choices for Summer 2016
Are:

Rising 6th Graders

Holes by Louis Sachar
1998

Bud, Not Buddy by Christopher Paul
Curtis
1999

*The Miraculous Journey of Edward
Tulane* by Kate DiCamillo
2006

The Secret Garden by Frances Hodgson
Burnett
1911

Rising 7th & 8th Graders

The Maze Runner by James Dashner
2009

And Then There Were None
by Agatha Christie
1939

The Face on the Milk Carton
by Caroline B. Cooney
1990

Wonder by R.J. Palacio
2012



Summer Reading Goals

The four primary objectives of the Bernardsville Middle School English department 's 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 literacy department, which are to develop engaged students who are able to understand, appreciate, and communicate ideas effectively. The literacy department seeks to develop students who, through reading, writing, and speaking, critically examine texts to better understand themselves and the world in which they live.

SUMMER READING REQUIREMENTS

All of the students enrolled at Bernardsville Middle School (grades 6-8) will be required to read **two** books over the summer. **(Rising fifth graders will read one text of their choosing.)**

- **The individual student in consultation with his or her English teacher will select one of these books***. A magazine/periodical series may also be used for this component.
- **Students will select another text from a list of options recommended by the literacy department and determined by the students themselves.** Please see the cover of this brochure for the chosen titles for Summer 2016.

The literacy 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 literacy 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 discuss this book with their teacher and peers when they return to school.

*Students may also read a magazine /periodical throughout the summer to fulfill this component.

Final Four 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. This text, however, 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 segues to more specific year-long English department grade-level curricular objectives. These questions are as follows:

- Grade 6 : (Theme) How has the character changed from the beginning to the end of the story? What life lesson did the character learn? What message does the author want you to take away from the story? Identify one theme from your book and find three pieces of evidence from throughout the book that support the theme. Record the evidence on the handout provided by your literacy teacher.
- Grade 7 : (Citing/Elaborating Effectively) How has one of the text's dynamic characters changed over the course of the novel? Select one quotation per third of the book.
- Grade 8: (Assessing Personality Traits) Which are the character's most predominant personality traits? Which lines from the text clearly reveal these traits? How do the character's thoughts and actions in these scenes support the assessment of the trait?