



**Nutley Public Schools
Summer Reading Program
"Choice Matters"
K-12**

Summer 2024

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Nutley Public Schools

Summer Reading 2024

Dear Parents/Guardians:

All K-12 students attending the Nutley Public Schools during the 2024-2025 school year will have the opportunity to select books that they are interested in and motivated to read during the summer. By providing students with an element of choice, we believe that the students will be more engaged and committed to read this summer.

For our **incoming kindergarten** students, since most children will not be able to read independently, we encourage you to read with your child and engage in meaningful conversations about the lessons in the text as frequently as possible throughout the summer. Since literature provides parents with invaluable opportunities to engage in meaningful, relevant conversations with their children about life experiences, we are providing you with a list of children's books to help your child prepare for the transition to school this fall; however, you may choose ANY books that you would like to read to/with your child. At the end of the summer, please log your child's top five favorite books on the Kindergarten Summer Reading Log provided in this packet; the completed log is to be returned to your child's kindergarten teacher during the first week of school.

All **incoming 1st through 7th graders** will be encouraged to read, read, read this summer as much as possible. Your child's teacher will notify you of a "reading band" that includes a range of levels that your child can read comfortably with fluency and understanding. Although the reading level band will provide you with a range of levels that are "just right" for your child, your child can choose any texts that he/she wants to read this summer, including challenging books above their reading band and/or old favorites that are even slightly below level.

Research shows that independent recreational reading and sharing the experience with someone who cares increases literacy skills dramatically. To support you with being a part of your child's reading experience, we are providing you with guiding questions that you can ask your child about the book that is being read. It is important to note that when asking guiding questions of your child, you should ask the questions that are at your child's independent reading level. You may go to the next level of questions if you wish to challenge your child to push his/her thinking.

As mentioned, depending on your child's interests and the support that you provide, it is also appropriate for children to enjoy books that are written below or above their "just right" level band. **The best books can often be those that children will read because they are of high interest to them.** Since some students may be motivated to read books above their reading level, if your child chooses to read above level texts, they may need your support with reading these texts. If your child is reading a text above his/her level, please support your child by reading the text aloud, reading the text together, or discussing the text with him/her.

To support you and your child, we are providing you with a listing of books organized by reading level, genre, title, author, and fiction/non-fiction selections. This format will facilitate you and your child's ability to identify books consistent with your child's reading level and personal preference. For any book

that your child may read that is not included on our list, you can identify the reading level by going to www.scholastic.com/bookwizard/. However, please keep in mind that a child may want to read books above or below their level and should have that option. At the end of the summer, your child is to complete the “Summer Reading Bucket List” by filling the bucket with the titles of the texts that he/she read during the summer. In September, completed “bucket lists” should be returned to your child’s teacher during the first week of school. Aside from returning the bucket list, your child will have the opportunity to reflect upon his/her summer reading experience with the class during Readers’ Workshop.

All **incoming 8th graders** are to read books of their choice throughout the summer and return in September with a “Summer Reading Bucket List” filled with titles and authors of the texts that they read. They will not choose texts from a predetermined list. When students return to school in September, completed “bucket lists” will be returned to your child’s teacher during the first week of school. Aside from returning the bucket list, your child will have the opportunity to reflect upon his/her summer reading experience with the class during Readers’ Workshop, sharing reading experiences with his/her peers, as well as formally present a “Book Talk” that the teachers will help all students to prepare.

All **Nutley High School students enrolled in English I, II, III, and/or IV** are required to read a minimum of a fiction and a nonfiction text of their choice. Students will not have to choose from an established list; instead, they are to choose a fiction and nonfiction text that they find interesting and are motivated to read. In addition to these two texts, all students are encouraged to read magazines, newspapers, articles, blogs, and other novels to avoid “summer slide” and best prepare for the upcoming school year. When students return to school in September, they will be required to reflect upon their summer reading text(s) through a verbal and/or written assessment given by their English teacher. Students should know each text well enough to be able to discuss the texts with their peers and/or teacher. **Students enrolled in an honors or AP English class are to follow the summer reading requirements specific to each course. This information is located at the end of this packet.**

During the summer, if your child should need support in choosing a text, please contact the Nutley Public Library. Not only are the librarians equipped to scan books to determine reading levels, but the librarians are available to work one-on-one with your child to support him/her with choosing texts. The Nutley Public Library also has a digital library where students can check out online texts at <https://nutleypubliclibrary.org/hoopla/>. If you are a library member, you can check out up to 8 ebooks. You may also want to check out the resources in this packet to learn about the motivating incentive programs the library is offering throughout the summer.

For more detailed information, please review the packet to best prepare your child for success.

Wishing you a safe, joyful, and book-filled summer!

Warm regards,

Michael Gurrieni

K-12 Coordinator of Language Arts

Kindergarten Reading List

Literature provides parents with invaluable opportunities to engage in meaningful, relevant conversations with their children about life experiences. In an effort to support our incoming Kindergarteners with the transition to school this September and engage in such conversations, this summer, please read with your child as frequently as possible, selecting books similar to those listed below.; however, you may choose to read books that are NOT on this list. Just read! At the end of the summer, please log your child's top five favorite books on the Kindergarten Summer Reading Log.

Title	Author	Topic
Wilma Jean the Worry Machine	Julia Cook	Anxiety
Don't Feed the Worry Bug	Andi Green	Anxiety
A Sick Day for Amos McGee	Phillip Stead	Caring/Compassion
Bear Feels Sick	Karma Wilson	Caring/Compassion
South	Patrick McDonnell	Caring/Compassion
The Teddy Bear	David McPhail	Caring/Compassion
Those Shoes	Maribeth Boelts	Caring/Compassion
Big Al	Andrew Clements	Character Education
Chicken Big	Keith Graves	Character Education
Brave Irene	William Steig	Courage
Courage	Bernard Waber	Courage
Howard Wigglebottom Learns About Courage	Howard Binkow & Susan F. Cornelison	Courage
I'm Brave	Kate McMullan	Courage
Jabari Jumps	Gaia Cornwall	Courage
If I Never Forever Endeavor	Holly Meade	Courage
Peep: A Little Book About Taking a Leap	Maria Van Lieshout	Courage
Sheila Rae, the Brave	Kevin Henkes	Courage
The Little Yellow Leaf	Carin Berger	Courage
The Terrible Plop	Ursula Dubosarsky	Courage
Hello Goodbye Dog	Maria Gianferrari	Diversity/Inclusion
The Skin You Live In	Michael Tyler	Diversity/Inclusion
Strictly No Elephants	Lisa Matcnev	Diversity/Inclusion
Today	Julie Morstad	Diversity/Inclusion
Thunder Boy Jr.	Sherman Alexie	Diversity/Inclusion
Under The Same Sun	Sharon Robinson	Diversity/Inclusion
The Color Monster: A Story About Emotions	Anna Llenas	Emotions/Feelings
Everybody Feels Sad	Moira Butterfields	Emotions/Feelings
How to Be a Friend	Laurie and Marc Brown	Friendship
Howard Wigglebottom Learns We Can All Get Along	Howard Binkow & Susan F. Cornelison	Friendship
Howard Wigglebottom Listens to a Friend	Howard Binkow & Susan F. Cornelison	Friendship
Boxes for Katje	Candace Fleming	Generosity
The Giving Tree	Shel Silverstein	Generosity
The Spiffiest Giant in Town	Julia Donaldson	Generosity

A Day's Work	Eve Bunting	Honesty
Boy Who Cried Bigfoot	Scott Magoon	Honesty
David Gets in Trouble	David Shannon	Honesty
Doug-Dennis and the Flyaway Fib	Darren Farrell	Honesty
Howard Wigglebottom & the Monkey on His Back	Howard Binkow & Susan F. Cornelison	Honesty
Liar, Liar, Pants on Fire	Diane deGroat	Honesty
Little Croc's Purse	Lizzie Findlay	Honesty
Ruthie & the (Not So) Tiny Lie	Laura Rankin	Honesty
Sam Tells Stories	Thierry Robberecht	Honesty
Scapegoat	Dean Hale	Honesty
The Boy Who Cried Wolf	B.G. Hennessy	Honesty
The Empty Pot	Demi	Honesty
The Honest-to-Goodness Truth	Patricia McKissack	Honesty
The Wolf Who Cried Boy	B.J. Hennessy	Honesty
Tiddler	Julia Donaldson	Honesty
Chrysanthemum	Kevin Henkes	Individuality
Cupcake	Charise	Individuality
Free to Be... You and Me	Mario Thomas	Individuality
It's Okay to be Different	Todd Parr	Individuality
Me I Am!	Jack Prelutsky	Individuality
Mostly Monsterly	Tammi Sauer	Individuality
Odd Velvet	Mary Whitcomb	Individuality
Ruby the Copycat	Peggy Rathmann	Individuality
Those Shoes	Maribeth Boelts	Kindness
You, Me, and Empathy	Jayneen Sanders	Kindness
If Kids Ran the World	Leo & Diane Dillon	
Stand Tall, Molly Lou Melon	Patty Lovell	Kindness
The Invisible Boy	Trudy Ludwig	Kindness
We're All Wonders	R.J. Palacio	Kindness
Cookies	Amy Krouse	Life Lessons
Don't Squeal Unless It's a BIG Deal	Jeanie Franz Ranson	Life Lessons
I Just Don't Like the Sound of NO!	Julia Cook	Life Lessons
Lacey Walker, Nonstop Talker	Christianne	Life Lessons
The Way I Act	Steve Metzger	Life Lessons
The Way I Feel	Janan Cain	Life Lessons
The Girl Who Never Made Mistakes	Mark Pett	Making Mistakes
Decibella and Her 6-Inch Voice	Julia Cook	Manners
Do Unto Otters	Laurie Keller	Manners
Don't Do That!	Tony Ross	Manners
Excuse Me	Lisa Kopelke	Manners
How to Behave	Munroe Leaf	Manners
How to Speak Politely and Why	Munroe Leaf	Manners
Howard Wigglebottom and Manners Matters	Howard Binkow & Susan F. Cornelison	Manners

Interrupting Chicken	David Ezra Stein	Manners
Lady Lupin's Book of Etiquette	Babette Cole	Manners
Lily's Purple Plastic Purse	Kevin Henkes	Manners
Manners	Aliki	Manners
Manners Can Be Fun	Munroe Leaf	Manners
Manners Mash-Up	Ted Arnold	Manners
Martha Doesn't Say Sorry	Samantha Berger	Manners
Martha Doesn't Share	Samantha Berger	Manners
Mind Your Manners, B.B. Wolf	Judy Sierra	Manners
My Mouth is a Volcano	Julia Cook	Manners
Personal Space Camp	Julia Cook	Manners
Rude Mule	Pamela Edwards	Manners
Rules of the Wild	Bridget Levin	Manners
The Thingumajig Book of Manners	Irene Keller	Manners
This Little Piggy's Book of Manners	Kathryn Allen	Manners
Time to Say Please	Mo Willems	Manners
Tissue Please	Lisa Kopelke	Manners
B is for Breathe	Melissa Munro Boyd	Mindfulness
Breathe Like a Bear: 30 Mindful Moments for Kids to Feel Calm and Focused Anytime, Anywhere	Kira Willey	Mindfulness
Puppy Mind	Andrew Jordan Nance	Mindfulness
What Does it Mean to Be Present?	Rana DiOrio	Mindfulness
Visiting Feelings	Lauren Rubenstein	Mindfulness
Good Morning Yoga	Mariam Gates	Mindfulness
Moody Cow Meditates	Kerry Lee MacLean	Mindfulness
David Goes to School	David Shannon	School Behavior
Howard Wigglebottom Learns to Listen	Howard Binkow & Susan F. Cornelison	School Behavior
Fill a Bucket	Carol McCloud and Katherine Martin, M.A.	Self-Esteem
Giraffes Can't Dance	Giles Andreae	Self-Esteem
Hair Love	Vashti Harrison	Self-Esteem
I Like Me!	Nancy Carlson	Self-Esteem
I Like Myself!	Karen Beaumont & David Catrow	Self-Esteem
I'm Gonna Like Me: Letting Off a Little Self Esteem	Jamie Lee Curtis & Laura Cornell	Self-Esteem
Princess Truly: I Am Truly	Kelly Greenawalt	Self-Esteem
Spoon	Amy Krouse Rosenthal	Self-Esteem
Stand Tall, Molly Lou Melon	Patty Lovell	Self-Esteem
The OK Book	Amy Krouse Rosenthal	Self-Esteem
What I Like About Me	Allia Zobel-Nolan	Self-Esteem
Mine! Mine! Mine!	Shelly Becker	Sharing
My Friend Fred	Hiawyn Oram	Sharing
One of Each	Mary Ann Hoberman	Sharing
One Winter's Day	Christina Butler	Sharing

Should I Share My Ice Cream?	Mo Willems	Sharing
The Mine-o-Saur	Sudipta Quallen	Sharing
We Share Everything	Robert N. Munsch	Sharing
Chu's First Day of School	Neil Gaiman & Adam Rex	Starting School
Corduroy Goes to School	Don Freeman	Starting School
Countdown to Kindergarten	Alison McGhee	Starting School
Don't Eat the Teacher!	Nick Ward	Starting School
First Day Jitters	Julie Danneberg	Starting School
Froggy Goes to School	Jonathan London	Starting School
I Am Too Absolutely Small for School	Lauren Child	Starting School
I Love You All Day Long	Francesca Rusackas	Starting School
Kindergarten Rocks!	Katie Davis	Starting School
Little Miss Spider at Sunny Patch School	David Kirk	Starting School
Little School	Beth Norling	Starting School
Meet the Barkers	Tomie dePaola	Starting School
Miss Bindergarten Gets Ready for Kindergarten	Joseph Slate	Starting School
My Teacher	James Ransome	Starting School
Sam and Gram and the First Day of School	Dianne Blomberg	Starting School
The Kissing Hand	Audrey Penn	Starting School
The New Bear at School	Cariie Weston	Starting School
The Night Before Kindergarten	Natasha Wing	Starting School
Timothy Goes to School	Rosemary Wells	Starting School
Wemberly Worried	Kevin Henkes	Starting School



Nutley Public Schools

Kindergarten Summer Reading Log

Student Name: _____

Parent Signature: _____

Although we do not want you to put a limit on the number of books you read with your child, please log your child's TOP FIVE favorite books on the chart below. This chart is to be returned to your child's Kindergarten teacher during the first week of school.

#	Title	Author	I read this book... (by myself, with Grandma, etc.)	Did you like this book? ☺ or ☹
1				
2				
3				
4				
5				

Summer Reading for Incoming 1st Through 6th Graders

All **incoming 1st through 6th graders** will be encouraged to read, read, read this summer as much as possible. Your child's teacher will assign your child a "reading band" that includes a range of levels that your child can read comfortably with fluency and understanding. Although the reading level band will provide you with a range of levels that are "just right" for your child, your child can choose any texts that he/she wants to read this summer, including challenging books above their reading band and/or old favorites that are even slightly below level.

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As mentioned, depending on your child's interest and the support that you provide, it is also appropriate for children to enjoy books that are written below or above their "just right" level band. **The best books can often be those that children will read because they are of high interest to them.** Since some students may be motivated to read books above their reading level, if your child chooses to read above level texts, they may need your support with reading these texts. If your child is reading a text above his/her level, please support your child by reading the text aloud, reading the text together, or discussing the text with him/her.

To support you and your child, we are providing you with a listing of books organized by reading level, genre, title, author, and fiction/non-fiction selections. This format will facilitate you and your child's ability to identify books consistent with your child's reading level and personal preference. For any book that your child may read that is not included on our list, you can identify the reading level by going to www.scholastic.com/bookwizard/. However, please keep in mind that a child may want to read books above or below their level and should have that option. At the end of the summer, your child is to complete the "Summer Reading Bucket List" by filling the bucket with the titles of the texts that he/she read during the summer. In September, completed "bucket lists" should be returned to your child's teacher during the first week of school. Aside from returning the bucket list, your child will have the opportunity to reflect upon his/her summer reading experience with the class during Readers' Workshop. There are different bucket lists available for your child to choose from in this packet.

Please note, if you are new to Nutley and aren't sure of your child's reading band/which texts to choose, please read the information on "Selecting Just Right Books" provided in the summer reading packet.

Selecting “Just Right” Books

When selecting “just right” books, it is important that students choose books wisely. Not all books are right for all readers. As a result, you should ask yourself the questions listed below to ensure that you are making the right choice for you!

- Interest - Am I interested in what I am reading?
- Voice - Does my reading voice sound like my speaking voice?
- Words - Can I read almost all of these words accurately?
- Talk - Can I talk about what I am reading?

The chart below may help as well.

How do I know if a book is JUST RIGHT?

Too Tricky!

- hard to stay focused
- reads really, really slow
- gets tired pretty quickly
- too many words don't make sense

Just Right

- finds the text interesting
- doesn't want to put the book down
- reads almost all of the words correctly
- can talk about what is happening

Too Easy!

- very boring to read
- going so fast it is hard to focus
- doesn't take much energy or effort
- doesn't present a challenge at all
- knows all of the words

“SUGGESTED” A-Z Leveled Reading List

Please note: the texts contained within this list are suggestions to give families an idea of leveled texts.

Students are free to choose any book, not just the books listed below.

Level	Genre	Title	Author	F-Fic; NF-Non Fic
Varies	Inform./Sciences/ Anim.	Eyewitness Readers (leveled readers)	DK Publishing	NF
Varies	Inform./Sciences/ Anim.	Time for Kids-Science Scoops (Leveled Bks.)	Editors of TIME for Kids	NF
A	Picture Book	In My Home	Bardaus, Anna	NF
A	Picture Book	Berenstain Bears in the House of Mirrors	Berenstain, Stan	F
A	Picture Book	Do You Want To Be My Friend?	Carle, Eric	F
A	Picture Book	Truck	Crews, Donald	F
A	Picture Book	Tom	Depaola, Tomie	F
A	Picture Book	My Mom	Greer, Andy	F
A	Picture Book	Good Morning, Good Night	Grejniec, Michael	F
A	Alphabet Book/Picture Book	The Accidental Zucchini	Grover, Max	F
A	Math/Picture Book	Sea Shapes	Mac Donald, Suse	NF
A	Picture Book	A Boy, A Dog, A Frog And A Friend	Mayer, Mercer	F
A	Picture Book	Growing Colors	McMillan, Bruce	F
A	Picture Book	What Can I Be?	Meister, Cari	F
A	Picture Book	School	Pinnell, Gay Su	NF
A	Picture Book	Autumn Leaves	Saunders-Smith, Gail	F
A	Picture Book	Have You Seen My Duckling?	Tafari, Nancy	F
A	Picture Book	We Write	Tarlow, Ellen	F
A	Picture Book	Hair	Wilton, Briar	NF
A	Picture Book	I Like Bugs	Wise Brown, Margaret	F
B	Informational	In My Neighborhood/En mi vecindario	Bardaus, Anna W.	NF
B	School Fiction	The Bus for Us	Bloom Suzanne	F
B	Pets/Friendship/ Picture Book	Have You Seen My Cat?	Carle, Eric	F
B	Seasonal	Winter	Carr, Aaron	F
B	Realistic Fiction	Our Teacher	Charlesworth, Liza	F
B	Informational	I Can, We Can	Curry, Don L.	NF
B	Fantasy	Ollie	Dunrea, Oliver	F
B	Fantasy	Pig Picnic	Hubbell, Patricia	F
B	Picture Book	Brain Bank: Look at Us	Johns, Linda	F
B	Informational	I Can Ski	Jones, Melanie Davis	NF
B	Math	How Many Fish?	Le Cohen, Carson	NF
B	Realistic Fiction	My Big Family	Rice, Donna	F
B	Informational	Oaxacan Folk Arts: Colores de la vida	Weill, Cynthia	NF
C	Picture Book	Octopus Goes to School	Bordelon, Carolyn	F
C	Poetry	Mice Squeak, We Speak	Depaola, Tomie	F
C	Picture Book	Pancakes for Breakfast	Depaola, Tomie	F
C	Realistic Fiction	Just For You! Level 1: Hurry Up!	Ford, Bernette	F
C	Rhyme	Silly Sally	Franco, Betsy	F
C	Fantasy	Magic Matt and the Dinosaur	Maccarone, Grace	F
C	Stories with Rhyme/Fiction	Brown Bear, Brown Bear, What Do you See?	Martin, Bill Jr./Carle, Eric	F
C	Counting	Bugs!	McKissack, P./Fredrick, L.	F
C	Animal Fiction	Catch that Cat!	Meister, Cari/Brooks, David. J.	F

C	Informational	Family Fun	Michaels, Ben	NF
C	Realistic Fiction	I Love My Shadow	Wilhelm	F
C	Fiction	I Went Walking	Williams, Sue	F
C	Paperback Book	My Costume	Wilton, Briar	F
C	Poetry/Rhymes/ Picture Book	Quick As A Cricket	Wood, Audrey	F
D	Paperback Book	Special Delivery	Charlesworth, Liza	F
D	Realistic Fiction	Fiesta!	Foglesong Guy, Ginger	F
D	Paperback Book	All Kinds of Kids	Gardeski, Christina Mia	F
D	Fantasy	Monkey See, Monkey Do	Gave, Marc	F
D	Fantasy	The Chicken and the Duckling	Ginsburg, Mirra	F
D	Fiction	Tiny Goes to the Library	Meister, Cari	F
D	Math/Picture Book	The Best Bug Parade	Murphy, Stuart J.	F
D	Realistic fiction	My Messy Room	Packard, Mary	F
D-G	Fiction series	Noodles (series)	Wilhelm, Hans	F
D+	Informational	National Geographic KIDS	N/A	NF
E	Fiction	Today is Monday	Carle, Eric	F
E	Fiction	Five Little Monkeys Jumping on the Bed	Christelow, Eileen	F
E	Fiction	Pete the Cat series	Dean, Kimberly and James	F
E	Paperback Book	Feast for 10	Falwell, Cathryn	F
E	Paperback Book	Tortillas	González-Jensen, Margarita	F
E	Fiction	Where's Spot?	Hill, Eric	F
E	Picture Book	Pete the Cat Too Cool For School	Litwin, Eric	F
E	Poetry/Verse	We've Got the Whole World in Our Hands	Lopez, Rafael	F
E-H	Realistic fiction	First Grade Friends (series)	Maccarone, Grace	F
F	Informational	The Jobs We Do	Bardaus, Anna W.	NF
F	Picture Book	Biscuit	Capucilli, Alyssa Satin	F
F	Fiction	Biscuit series	Capucilli, Alyssa Satin	F
F	Informational	Taking a Walk / Caminando	Emberley, Rebecca	NF
F	Picture Book	In the Tall, Tall Grass	Flemming, Denise	F
F	Fiction	Itchy, Itchy Chicken Pox	Maccarone, Grace	F
F	Fiction	Mr. Doodle Had a Poodle	Moncure, Jane Belk	F
F	Informational	Feeling Thankful	Rotner, Shelley	NF
F	Comedy/humor	No, David!	Shannon, David	F
F	Fiction	Cookie's Week	Ward, Cindy	F
F-G	Fiction series	Curious George	Rey, H.A.	F
F-H	Comedy / humor	Elephant and Piggie Series	Willems, Mo	F
F-J	Realistic fiction	Biscuit (series)	Capucilli, Alyssa Satin	F
F-K	Comedy / humor	Fly Guy Series	Arnold, Ted	F
G	Poetry/Verse	Why Am I Me?	Britt, Paige	F
G	Comedy / humor	Rabbit's Party	Bunting, Eve	F
G	Poetry/rhymes	Zoo-Looking	Fox, Mem	F
G	Comedy / humor	Teddy Bear for Sale	Herman, Gail	F
G	Poetry/Verse	Daddy Calls Me Man	Johnson, Angela	F
G	Comedy / humor	The Carrot Seed	Krauss, Ruth	F
G	Paperback book	Beautiful	McAnulty, Stacy	F
G	Comedy/humor	David Goes to School	Shannon, David	F

G-J	Informational	Blastoff! Readers various titles	Various authors	NF
H	Informational / Science	My Five Senses	Aliki	NF
H	Fantasy	Hi Fly Guy (series)	Arnold, Tedd	F
H	Realistic Fiction	I Need a Lunch Box	Caines, Jeanne	F
H	All About Me / Picture Book	I Like Me!	Carlson, Nancy L.	F
H	Story in Rhyme	Fox in Socks	Dr. Seuss	F
H	Realistic fiction	Do Like Kyla	Johnson, Angela	F
H	Fantasy fiction	George Shrinks	Joyce, William	F
H	Fantasy	Berenstain Bears (Series)	Mayer, Mercer	F
H	Folk Tales/Fables	Sione's Talo	Nelisi, Lino	F
H	Fantasy	Dogs Don't Wear Sneakers	Numeroff, Laura	F
H	Paperback Book	Looking for Bongo	Velasquez, Eric	F
I	Folk Tales	The Three Billy Goats Gruff	Appleby, Ellen	F
I	Picture Book	Tiny Rabbit's Big Wish	Engle, Margarita	F
I	Informational	We March	Evans, Shane	F
I	Fantasy	The Dinosaur Who Lived in My Backyard	Hennessy, B.G.	F
I	Picture Book	The Missing Mitten Mystery	Kellog, Stephen	F
I	Comedy/Humor	The Saturday Triplets (series)	Kenah, Katharine	F
I	Poetry/Songs	One Love	Marley, Bob	F
I	General Fiction	Messy Bessy (series)	McKissack, Patricia	F
I	Comedy/Humor	Robin Hill School (series)	McNamara, Margaret	F
I	Picture Book	The Kissing Hand	Penn, Audrey	F
I	Informational	Who Likes Rain?	Yee, Wong Herbert	NF
I-L	Comedy/Humor	Froggy (series)	London, Jonathan	F
J	Picture Book	The Very Hungry Caterpillar	Carle, Eric	F
J	Realistic fiction	Shortcut	Crews, Donald	F
J	Fiction Series	Bink and Gollie	DiCamillo, Kate	F
J	Informational	Bugs! Bugs! Bugs!	Dussling, Jennifer	NF
J	Informational	Slinky, Scaly Snakes	Dussling, Jennifer	NF
J	Comedy/Humor	Danny the Dinosaur (series)	Hoff, Syd	F
J	Fantasy	Pete the Cat and His Four Groovy Buttons	Litwin, Eric	F
J	Fantasy	Mouse Tales	Lobel, Arnold	F
J	Fantasy	Owl at Home	Lobel, Arnold	F
J	Realistic Fiction	Emma and Julia Love Ballet	McClintock, Barbara	F
J	Realistic Fiction	Max Found Two Sticks	Pinkney, Brian	F
J	Comedy/Humor Series	Henry & Mudge Books	Rylant, Cynthia	F
J	Realistic fiction	Mr. Putter and Tabby	Rylant, Cynthia	F
J	Fantast	Where the Wild Things Are	Sendak, Maurice	F
J	Humor	Wild About Books	Sierra, Judy	F
J	Comedy/humor	Don't Let the Pigeon Drive the Bus!	Willems, Mo	F
J	Picture Book	The Duckling Gets a Cookie	Willems, Mo	F
J	Fantasy	Let's Go for a Drive	Willems, Mo	F
J	Poetry/Verse	Bright Eyes, Brown Skin	Willis Hudson, Cheryl	F
J	Fiction Series	How Do Dinosaurs...? (series)	Yolen, Jane	F
J-L	Mystery	Young Cam Jansen	Adler, David	F
J-M	Fiction series	There Was An Old Lady Who Swallowed... (series)	Lucille Colandro	F

K	Series	Frog And Toad (series)	Arnold Lobel	F
K	Fantasy (Friendship/Pets)	A Pet for Fly Guy	Arnold, Ted	F
K	Classics/Comedy/ Humor	Madeline (series)	Bemelmens, Ludwig	F
K	Fiction Series	Franklin (series)	Bourgeois, Paulette	F
K	Picture Book	What If...?	Berger, Samantha	
K	Nonfiction	Ruby Bridges Goes to School	Bridges, Rudy	NF
K	Fiction Series	Arthur's Pet Business	Brown, Marc	F
K	Fiction Series	Mercy Watson	DiCamillo, Kate	F
K	Realistic Fiction	I Can Be Anything!	Dillon, Diane	F
K	Story in Rhyme/Humor	One Fish, Two Fish, Red Fish, Blue Fish	Dr. Seuss	F
K	General Fiction	Owen	Henkes, Kevin	F
K	Informational	The Emperor's Egg	Jenkins, Martin	NF
K	Fantasy	Harold and the Purple Crayon	Johnson, Crockett	F
K	Picture Book	Bringing in the New Year	Lin, Grace	F
K	Fiction, Fantasy	Pete the Cat-Rocking In My School Shoes	Litwin, Eric	F
K	Realistic Fiction	City Shapes	Murray, Diane	F
K	Picture Book	If You Give a Moose a Muffin	Numeroff, Laura	F
K	Comedy	If You Give A Mouse A Cookie	Numeroff, Laura & Bond, Felicia	F
K	Mystery	Nate the Great (series)	Sharmat, Majorie	F
K-L	Comedy / humor	Amanda Pig Series	Van Leeuwen, Jean	F
K-M	Realistic fiction	Fancy Nancy	O'Connor, Jane	F
L	Realistic fiction	Lucia the Luchadora	Garza, Cynthia Leonor	F
L	Mystery	Cam Jansen (series)	Adler, David	F
L	Comedy/Humor	Miss Nelson (series)	Allard, Harry	F
L	Realistic Fiction	Ira Sleeps Over	Bernard Waber	F
L	Fiction series	Arthur (series)	Brown, Marc	F
L	Comedy/Humor	There Was an Old Lady Who...(series)	Colandro, Lucille	F
L	Realistic Fiction	Sandwich Swap	Di Pucchio, Kelly	F
L	Realistic Fiction	The Kids of the Polk Street School (series)	Giff, Patricia Reilly	F
L	Realistic Fiction	Pinky and Rex	Howe, James	F
L	Paperback Book	Violet's Music	Johnson, Angela	F
L	Adventure	Captain Awesome (series)	Kirby, Stan	F
L	Fiction, Mystery	Miss Nelson is Missing	Marshall, James	F
L	Informational	Science Vocabulary Readers	Martin, Justin	NF
L	Realistic Fiction	Enemy Pie	Munson, Derek	F
L	Folktale/Myst.(Rhy me)	The Gingerbread Man Loose in the School	Murray, Laura	F
L	Adventure	Galaxy Zak (series)	O'Ryan, Ray	F
L	Realistic Fiction	The Water Princess	Verde, Susan	F
L	Biography	Frida	Winter, Jonah	NF
L-N	Comedy/Fiction	Horrible Harry	Kline, Suzy	F
L-N	Comedy/Humor	Black Lagoon (series)	Thaler, Mike	F
L-O	Comedy/Humor	My Weird School (series)	Gutman, Dan	F
L/M	Comedy/Humor Series	Arthur Chapter Books	Brown, Marc	F
L/M	Comedy/Humor	My Weirder School Series	Gutman, Dan	F

L/M	Comedy/Humor	Judy Moody (series)	McDonald, Megan	F
L/M	Comedy / humor	Amelia Bedelia (series)	Parish, Peggy	F
M	Adventure/Comedy	Ivy and Bean (series)	Barrows, Annie	F
M	Adventure/Comedy	Ivy and Bean (series)	Barrows, Annie	F
M	Classics/Fables	The Mitten (series)	Brett, Jan	F
M	Fantasy	Flat Stanley	Brown, Jeff	F
M	Comedy/Humor	Charlie & Lola (series) I Will Never..	Child, Lauren	F
M	Comedy/humor	Click, Clack, Moo Cows That Type	Cronin, Doreen	F
M	Comedy/Humor	The Day the Crayons Quit	Daywalt, Drew	F
M	Realistic Fiction	Last Stop on Market Street	de la Peña, Matt	F
M	Classics/Fables	Strega Nona (series)	de Paola, Tomie	F
M	Folktale (Charac./Values)	The Empty Pot	Demi	F
M	Fantasy	Miss Smith's Incredible StoryBook	Garland, Michael	F
M	Informational	Dinosaurs	Gibbons,Gail	NF
M	Fantasy(Rdg./Char/ Values)	How Rocket Learned to Read	Hills, Tad	F
M	Fantasy(Writ/Creat. /Val.)	Rocket Writes a Story	Hills, Tad	F
M	Picture Book	The Day the Crayons Quit	Jeffers, Oliver	F
M	Fiction	Purplicious	Kann, Victoria	F
M	Realistic fiction	Swimmy	Lionni, Leo	F
M	Realistic fiction	No Dogs Allowed!	Manzano, Sonia	F
M	Fairytales	Goldilocks and the Three Bears	Marshall, James	F
M	Adventure	Magic Tree House (series)	Osborne, Mary Pope	F
M	Realistic Fiction	Junie B. Jones	Park, Barbara	F
M	Realistic Fiction	Marvin Redpost (series)	Sachar, Louis	F
M	Fantasy	Memoirs of a Goldfish	Scillian, Devin	F
M	Comedy/Humor	Too Many Tamales	Soto, Gary	F
M	Comedy/Humor	Alexander and the...(series)	Viorst, Judith	F
M-O	Realistic Fiction	Ready Freddy (series)	Klein, Abby	F
M/N	Fantasy	Flat Stanley	Brown, Jeff	F
M/N	Mystery	Clue Jr.	Hunter, Parker	F
M/N	Mystery/Suspense	Jigsaw Jones (series)	Preller, James	F
N	Realistic Fiction	The Name Jar	Choi, Yangsook	F
N	Biography	Emmanuel's Dream: The True Story of Emmanuel Ofose Yeboah	Thompson, Laurie Ann	NF
N	Comedy/Humor	The Chocolate Touch	Catling, Patrick Skene	F
N	Realistic Fiction	The Proudest Blue: A Story of Hijab and Family	Muhammad, Ibtihaj and S. K, Ali	F
N	Realistic Fiction	The Name Jar	Choi, Yangsook	F
N	Comedy/Humor	Diary of a Spider/Worm	Cronin, Doreen	F
N	Comedy/Fantasy	The Magic Finger	Dahl, Roald	F
N	Series	Amber Brown (series)	Danziger, Paula	F
N	Comedy/Humor	26 Fairmount Avenue	Depaola, Tomie	F
N	Informational	The Titanic: Lost and Found	Donnelly, Judy	NF
N	Fables/Folktales	The Gingerbread Girl (series)	Ernst, Lisa Campbell	F
N	Comedy/Humor	Zack Files (series)	Greenburg, Dan	F
N	General Fiction	Julius, The Baby of the World	Henkes, Kevin	F
N	General Fiction	Lilly's Purple Plastic Purse	Henkes, Kevin	F

N	Fiction	Pinkalicious	Kann, Victoria	F
N	Comedy/Humor	The Scrambled States of America	Keller, Laurie	F
N	Historical	Pompeii- Buried Alive	Kunhartz, Edith	NF
N	Realistic Fiction	Mr. Peabody's Apples	Madonna	F
N	Informational	Shark Lady:True Adventures of Eugenie Clark	McGovern,Ann	NF
N	Adventure	The Littles(series)	Peterson, John	F
N	Adventure	Ricky Ricotta (series)	Pilkey, Dav	F
N	Mystery	Judy Moody - Girl Detective	Reynolds, Peter H.	F
N	Realistic Fiction	The Real Slam Dunk	Richardson, Charisse	F
N	Mystery	A-Z Mysteries (series)	Roy, Ron	F
N	Humor	The Huckabuck Family	Sandburg, Carl	F
N	Fable	The Giving Tree	Silverstein,Shel	F
N	Fiction Series	The Berenstain Bears (series)	Berenstain, Stan	F
N	Fiction Series	Return of the Homerun Kid	Christopher, Matt	F
N	Fiction Series	Catwings (series)	LeGuin, Ursula K	F
N +	informational	Who Would Win (series)	Pallotta, Jerry	NF
O	Biography	Planting Stories: The Life of Librarian and Storyteller Pura Belpre	Escobar, Paola	NF
O	Fantasy	The Secrets of Droon - Journey to the Volcano Palace	Abbott, Tony	F
O	Fiction, adventure	Drake, Jake	Clements, Andrew	F
O	Fiction, adventure	Bunnicula (series)	Howe, James	F
O	Biography	I Am (series)	Jim Haskins	NF
O	Fiction, adventure	Stone Fox	John Reynolds Gardiner	F
O	Fiction	Silverlicious	Kann, Victoria	F
O	Humor	Pippi Longstocking	Lindgren, Astrid	F
O	Fiction, adventure	Babysitters Club	Martin, Ann M.	F
O	Informational	Fantastic Frogs	Penelope Arlon	NF
O	Adventure/Comedy	Clementine (series)	Pennypacker, Sara	F
O	Fiction, adventure	Boxcar Children	Warner, Gertrude	F
O-R	Biography	Who Is...Who Was... (Series)	Published by Penguin Group	NF
P	Biography	Diego Rivera: His World and Ours	Duncan, Tonatiuh	
P	Fantasy	George's Marvelous Medicine	Dahl, Roald	F
P	Science/Space	Magic School Bus - Space Explorers	Eva Moore	NF
P	Fantasy	Wayside School (series)	Sachar, Louis	F
P	Fantasy	Time Warp Trio (series)	Scieszka	F
P	Realistic Fiction	Encyclopedia Brown Sets the Pace	Sobol, Donald J.	F
Q	Fiction	Mr. Popper's Penguins	Atwater, Richard	F
Q	Fiction	SuperFudge	Blume, Judy	F
Q	Fiction	Tales of a Fourth Grade Nothing	Blume, Judy	F
Q	Fiction	Dear Mr. Henshaw	Cleary, Beverly	F
Q	Fantasy	James and the Giant Peach	Dahl, Roald	F
Q	Fiction	The Miraculous Journey of Edward Tulane	DiCamillo, Kate	F
Q	Fiction	If You Lived (series)	McGovern,Ann	F
Q	Fiction	There's a Boy in the Girls' Bathroom	Sachar, Louis	F
Q	Fiction	Goosebumps	Stine, R.L.	F
Q	Fiction	I Survived (series)	Tarshis, Lauren	F
Q	Biography	Who was Hellen Keller (series)	Thompson, Gare	NF

Q	Realistic Fiction	Super Emma	Warner, Sally	F
Q-R	Children's Lit.	Tales of a fourth grade nothing	Blume, Judy	F
Q-R	Fantasy	Spiderwick Chronicles (Series)	Di Terlizzi, Tony & Black, Holly	F
R	Series Book	The Major Eights: Battle of the Bands	Reed, Melody	F
R	Fantasy	Indian in the Cupboard	Banks, Lynne Reid	F
R	Autobiography	Of Thee I Sing: A Letter to My Daughters	Obama, Barack	NF
R	Fiction	The Indian in the Cupboard	Banks, Lynne Reid	F
R	Informational	Dog Finds Lost Dolphins-Natl Geographic	Carney, Elizabeth	NF
R	Fable	The Great Kapok Tree: Tale of the Amazon Rain Forest	Cherry, Lynn	F
R	Fiction	Frindle	Clements, Andrew	F
R	Fantasy	Charlie and the Chocolate Factory	Dahl, Roald	F
R	Realistic Fiction	Because of Winn Dixie	DiCamillo, Kate	F
R	Biography	Where Was Patrick Henry on the 29th of May?	Fitz, Jean	NF
R	Fiction	Who's Sleeping on Plymouth Rock?	Fritz, Jean	F
R	Historical Fiction	Phoebe the Spy	Griffin, Judith Barry	F
R	Fiction	Rules	Lord, Cynthia	F
R	Fiction	Shiloh	Naylor, Phyllis Rerynolds	F
R	Fiction	Hatchet	Paulson, Gary	F
R	Fantasy	Stuart Little	White, E.B.	F
R	Fantasy	Charlotte's Web	White, E.B.	F
R	Humor	The Hank Zipzer Series	Winkler, Henry	F
R	Fiction	The Castle in the Attic	Winthrop, Elizabeth	F
R/S	Hist. Fiction	I Survived Series...	Tarshis, Lauren	NF
S	Animal Stories	The One and Only Ivan	Applegate, K.A.	F
S	Fiction	The One and Only Ivan	Applegate, K.A.	F
S	Fantasy	Matilda	Dahl, Roald	F
S	Realistic Fiction	The Lemonade War	Davies, Jacqueline	F
S	Fiction	The Fabled Fourth Graders of Aesop Elementary	Fleming, Denise	F
S	Fiction	The Kid Who Became President	Gutman, Dan	F
S	Historical Fiction	Turtle in Paradise	Holm, Jennifer	F
S	Hist. Fiction	Sweet Clara and the Freedom Quilt	Hopkinson, Deborah	NF
S	Mystery	From the Mixed-Up Files of Mrs. Basil E. Frankweiler	Konigsburg, E.L.	F
S	Adventure	Zoobreak	Korman, Gordon	F
S	Fiction	In the Year of the Boar and Jackie Robinson	Lord, Bette Bao	F
S	Realistic Fiction	The Great Gilly Hopkins	Peterson, Katherine	F
S	Fiction	A Taste of Blackberries	Smith, Doris Buchanan	F
S	Fiction	The War with Grandpa	Smith, Robert Kimmel	F
S-W	Adventure and Myths	Percy Jackson and the Olympians Series	Riordan, Rick	F
T	Mystery	Chasing Vermeer	Balliett, Blue	F
T	Fiction	Joey Pigza Loses Control	Gantos, Jack	F
T	Fiction	Joey Pigza Swallowed the Key	Gantos, Jack	F
T	Realistic Fiction	The Kid Who Ran for President	Gutman, Dan	F
T	Fantasy	The Lion the Witch and the Wardrobe	Lewis, C.S.	F

T	Historical Fiction	Boy at War	Mazer, Harry	F
T	Fiction	I Funniest: a MiddleSchool Story	Paterson, James	F
T	Fiction	Bridge to Terabithia	Paterson, Katherine	F
T	Humor	I Even Funnier A Middle School Story	Patterson, James	F
T	Humor	I Funniest A Middle School Story	Patterson, James	F
T	Humor	I Funny A Middle School Story	Patterson, James	F
T	Suspense	The Chain Letter	Schumacher, Julie	F
T	Informational	Sharks	Simon, Seymour &Mugford, Simon	NF
T	Hist. Fiction	The Sign of the Beaver	Speare, Elizabeth George	NF
T	Fiction	Abel's Island	Steig, William	F
T	Graphic Novel	Smile	Tegemeier, Raina	F
U	Fantasy	The Wizard of Oz	Baum, Frank L.	F
U	Realistic Fiction	Masterpiece	Broach, Elise	F
U	Realistic Fiction	The Secret Garden	Burnett, Frances Hodgson	F
U	Realistic Fiction	Summer of the Swans	Byars, Betsy	F
U	Realistic Fiction	Princess Diaries (series)	Cabot, Meg	F
U	Fiction	Bud Not Buddy	Curits, Christopher Paul	F
U	Fiction	Mighty Miss Malone	Curits, Christopher Paul	F
U	Fiction	The BFG	Dahl, Roald	F
U	Fantasy	Tales of Despereaux	DiCamillo, Kate	F
U	Adventure	My Side of the Mountain	George, Jean Craighead	F
U	Fantasy/Adventure	Warriors (series)	Hunter, Erin	F
U	Realistic Fiction	The View From Saturday	Konigsburg, E. L.	F
U	Fantasy	Ella Enchanted	Levine, Gail Carson	F
U	Fiction	Number the Stars	Lowry, Lois	F
U	Realistic Fiction	The Big Field	Lupica, Mike	F
U	Realistic Fiction	Jeremy Fink and the Meaning of Life	Mass, Wendy	F
U	Realistic Fiction	Wonder	Palacio, R. J.	F
U	Fiction	Star in the Forest	Resau, Laura	F
U	Mystery/Detective	39 Clues (series)	Roardan, Rick	F
U	Historical Fiction	Sign of the Beaver	Speare, Elizabeth George	F
U	Fiction	Loser	Spinelli, Jerry	F
U	Realistic Fiction	A Crooked Kind of Perfect	Urban, Linda	F
U-V	Fiction	The Kind of Friends We Used to Be	O'Roark, Frances	F
V	Fiction	Tuck Everlasting	Babbitt, Natalie	F
V	Fiction	Mrs. Frisby and the Rats of NIMH	Bernstein, Zena	F
V	Fiction	Chasing Redbird	Creech, Sharon	F
V	Fiction	Yolanda's Genius	Fenner, Carol	F
V	Fiction	Pictures of Hollis Woods	Giff, Patricia Reilly	F
V	Realistic Fiction	Old Yeller	Gipson, Fred	F
V	Fiction	Heat	Lupica, Mike	F
V	Realistic Fiction	The Underdogs	Lupica, Mike	F
V	Fiction	Dragonsong	McCaffrey, Anne	F
V	Fiction	Rascal	North, Sterling	F
V	Fiction	Island of the Blue Dolphins	O'Dell, Scott	F
V	Fiction	Tom's Midnight Garden	Pearce, Phillippa/Einzig, S.	F
V	Historical Fiction	Esperanza Rising	Ryan, Pam Munez	F
V	Fiction	Holes	Sachar, Louis	F

V	Realistic Fiction	A Series of Unfortunate Events: The Bad Beginning	Snickett, Lemony	F
V	Fiction	Crash	Spinelli, Jerry	F
V	Fiction	The Cay	Taylor, Theodore	F
W	Fiction	Walk Two Moons	Creech, Shannon	F
W	Fiction	The Honest Truth	Gemeinhart, Dan	F
W	Realistic Fiction	Hoot	Hiaasen, Karl	F
W	Fantasy	A Wrinkle in Time	L'Engle, Madeleine	F
W	Fiction	Elijah of Buxton	Lowry, Lois	F
W	Fantasy	Harry Potter (series)	Rowling, JK	F
W	Fiction	Maniac Magee	Spinelli, Jerry	F
W	Fiction	Roll of Thunder, Hear My Cry	Taylor, Mildred D.	F
W	Fiction	How I Spent My Summer Vacation	Teague, Mark	F
W	Fiction	Three Times Lucky	Turnage, Sheila	F
X	Fiction	The Five Within	d'Lacey, Chris	F
X	Fiction	Al Capone Does My Shirts	Cholenko, Gennifer	F
X	Fantasy	The Graveyard Book	Gaiman, Neil	F
X	Science Fiction	The Maze Runner	Dashner, James	F
X	Sports Fiction	Travel Team	Lupica, Mike	F
X	Realistic Fiction	The Clique (Series)	Harrison, Lisi	F
X	Fiction	Gathering Blue	Lowry, Lois	F
X	Fiction	Where the Red Fern Grows	Rawls, Wilson	F
Y	Fiction	Artemis Fowl	Colfer, Eoin	F
Y	Fiction	Milkweed	Spinelli, Jerry	F
Y	Fiction	Silent Boy	Lowry, Lois	F
Y	Fiction	The Giver	Lowry, Lois	F
Z	Fiction	The Hunger Games (series)	Collins, Suzanne	F
W-Z	Fiction	Alex Rider (series)	Horowitz, Anthony	F
Y	Biography	Schomburg: The Man Who Built a Library	Velasquez, Eric	NF
Y/Z	Fiction	The Hobbit	Tolkien, JRR	F
Y/Z	Fiction	The Adventures of Tom Sawyer	Twain, Mark	F
Z	Fiction	Among the Hidden	Haddix, Margaret Petterson	F
Z	Biography	The Greatest: Muhammad Ali	Myers, Walter Dean	NF
Z	Nonfiction	Chasing Lincoln's Killer	Swanson, James L.	NF

A-Z Leveled Guiding Questions

To support you with being a part of your child's reading experience, we are providing you with guiding questions that you can ask your child about the book that is being read. It is important to note that when asking guiding questions of your child, you should ask the questions that are at your child's independent reading level. You may go to the next level of questions if you wish to challenge your child to push his/her thinking.

Level A

Here is a sample list of questions that readers at this level can ask before, during, and/or after they read:

Fiction:

- What do you think is going to happen next by looking at the pictures?
- What do you think will happen at the end of the story?
- How does the character feel in this story? (Use the pictures to show how a character feels.)

Non-Fiction:

- What do you already know about this topic?
- What is something new you learned from reading this book?
- What was the most interesting thing about this book?

Level B

Here is a sample list of questions that readers at this level can ask before, during, and/or after they read:

Fiction:

- What do you think is going to happen next by looking at the pictures?
- What do you think will happen at the end of the story?
- How does the character feel in this story? (Use the pictures to show how a character feels.)
- What is the beginning of the story? The ending?

Non-Fiction:

- What do you already know about this topic?
- What is something new you learned from reading this book?
- What was the most interesting thing about this book?

Level C

Here is a sample list of questions that readers at this level can ask before, during, and/or after they read:

Fiction:

- What predictions can you make about the text based on what you already know and your experiences?
- What do you think is going to happen next by looking at the pictures?
- How does the character feel in this story? (Use the pictures to show how a character feels.)

Non-Fiction:

- What do you already know about this topic?
- What is something new you learned from reading this book?
- What happened first in the text? Next? Last?

Level D

Here is a sample list of questions that readers at this level can ask before, during, and/or after they read:

Fiction:

- What prediction can you make using the pictures?
- What is the beginning of the story? The middle? The end?
- What have you learned new about this book? Show evidence in the text.

Non-Fiction:

- What do you already know about this topic?
- What is something new you learned from reading this book?
- What did you learn about this book through pictures/graphs?

Level E

Here is a sample list of questions that readers at this level can ask before, during, and/or after they read:

Fiction:

- What prediction can you make about what will happen based on what you have read in the text?
- What prediction can you make based on what you know about the characters?
- What caused the character to feel the way he/she does? Find evidence in the text.
- What caused the character to do something in the story? Find evidence in the text.
- Have you ever felt like this character? How did you feel?

Non-Fiction:

- What do you already know about this topic?
- What is something new you learned from reading this book?
- What did you learn about this book through pictures/graphs?

Level F

Here is a sample list of questions that readers at this level can ask before, during, and/or after they read:

Fiction:

- What prediction can you make about what will happen based on what you have read in the text?
- What prediction can you make based on what you know about the characters?
- What caused the character to feel the way he/she does? Find evidence in the text.
- What words does the author use to convey meaning? i.e. shouted, cried
- Find the part of the story where the problem is solved?

Non-Fiction:

- What do you already know about this topic?
- What new information did you learn from reading this text?
- What was the sequence of events in this book?

Level G

Here is a sample list of questions that readers at this level can ask before, during, and/or after they read:

Fiction:

- What prediction can you make about what will happen based on what you have read in the text?
- What prediction can you make based on what you know about the characters?
- What caused the character to feel the way he/she does? Find evidence in the text.
- Could this story be true? Tell why.
- Find the part of the story where the problem is solved?

Non-Fiction:

- What do you already know about this topic?
- What new information did you learn from reading this text?
- What was the sequence of events in this book?

Have you changed your mind about this topic after reading this text?

Level H

Here is a sample list of questions that readers at this level can ask before, during, and/or after they read:

Fiction:

- What prediction can you make based on what you know about the characters?
- Where in the text can you prove your prediction was correct or not correct?
- What caused the character to feel the way he/she does? Find evidence in the text.
- Why do you think the character feels the way he/she does? Find evidence in the text.
- Find the part of the story where the problem is solved? What do you think caused the problem?

Non-Fiction:

- What do you already know about this topic?
- What new information did you learn from reading this text?
- What was the sequence of events in this book?
- Have you changed your mind about this topic after reading this text?
- Do you agree with the author's point of view about this text?
- What did the author want you to learn?

Level I

Here is a sample list of questions that readers at this level can ask before, during, and/or after they read:

Fiction:

- What is the problem of the story? Can you make a prediction about what the solution may be?
- Where in the text can you prove your prediction was correct? Or disprove your prediction?
- What caused the character to do something in the story? What was the effect of his/her actions?
- Find examples of descriptive language the author used. How did it add to the story?
- How might the character have acted differently?

Non-Fiction:

- What do you already know about this topic?

- What new information did you learn from reading this text?
- What did you notice about the layout of the text? (bold letters, italics...)
- Why did the author organize it this way?
- Have you changed your mind about this topic after reading this text?
- Do you agree with the author's point of view about this text?
- What did the author want you to learn?

Level J

Here is a sample list of questions that readers at this level can ask before, during, and/or after they read:

Fiction:

- What is the problem of the story? Can you make a prediction about what the solution may be?
- Where in the text can you prove your prediction was correct? Or disprove your prediction?
- What caused the character to do something in the story? What was the effect of his/her actions?
- Find examples of descriptive language the author used. How did it add to the story?
- How might the character have acted differently?

Non-Fiction:

- What do you already know about this topic?
- What new information did you learn from reading this text?
- What did you notice about the layout of the text? (bold letters, italics...)
- Why did the author organize it this way?
- Have you changed your mind about this topic after reading this text?
- Do you agree with the author's point of view about this text?
- What did the author want you to learn?

Level K

Here is a sample list of questions that readers at this level can ask before, during, and/or after they read:

Fiction:

- What is the problem of the story? Can you make a prediction about what the solution may be?
- Where in the text can you prove your prediction was correct? Or disprove your prediction?
- How did the _____ change the outcome of the story?
- How did the _____ change how the character felt?
- What descriptive language is used and how did it add to the text?
- Do you feel the text was interesting, humorous, or exciting, and why?

Non-Fiction:

- What do you already know about this topic?
- What new information did you learn from reading this text?
- What did you notice about the layout of the text? (bold letters, italics...)
- Why did the author organize it this way?
- Have you changed your mind about this topic after reading this text?
- Do you agree or disagree with the ideas in the text?

Level L

Here is a sample list of questions that readers at this level can ask before, during, and/or after they read:

Fiction:

- What is the problem in the story? What prediction can you make about the outcome?
- Where in the text can you prove your prediction was correct? Or disprove your prediction?
- Why did the character make that choice?
- How did the _____ change how the character felt?
- Find the part in the story where the problem is resolved.
- What might have changed the character's behavior?

Non-Fiction:

- What do you already know about this topic?
- What new ideas have you learned?
- How did what you learned add to your knowledge?
- What connections can you make to other books?
- Find facts and opinions.
- Do you agree with the author's point of view? Support your answer.
- How can you tell this book is nonfiction?

Level M

Here is a sample list of questions that readers at this level can ask before, during, and/or after they read:

Fiction:

- What is the problem in the story? What prediction can you make about the outcome?
- What evidence can you use to see if your prediction was correct?
- Why did the character make that choice?
- How did the _____ change how the character felt?
- Find the part in the story where the problem is resolved.
- What might have changed the character's behavior?
- What did the author want you to learn?
- How can you tell this book is fiction?

Non-Fiction:

- What do you already know about this topic?
- What new ideas have you learned?
- How did what you learned add to your knowledge?
- What connections can you make to other books?
- Find facts and opinions.
- Do you agree with the author's point of view? Support your answer.
- What else would you have included if you were the author?
- How can you tell this book is nonfiction?

Level N

Here is a sample list of questions that readers at this level can ask before, during, and/or after they read:

Fiction:

- What is the problem in the story? What prediction can you make about the outcome?
- What evidence can you use to see if your prediction was correct?
- Why did the character make that choice?
- How did the _____ change how the character felt?
- Find the part in the story where the problem is resolved.
- What might have changed the character's behavior?
- What did the author want you to learn?
- How can you tell this book is fiction?
- What did the author do that made this book interesting/funny?

Non-Fiction:

- What do you already know about this topic?
- What new ideas have you learned?
- How did what you learned add to your knowledge?
- What connections can you make to other books?
- Find facts and opinions.
- Do you agree with the author's point of view? Support your answer.
- What else would you have included if you were the author?
- How can you tell this book is nonfiction?
- What did the author do that made this book interesting?

Level O

Here is a sample list of questions that readers at this level can ask before, during, and/or after they read:

Fiction:

- What is the problem in the story? What prediction can you make about the outcome?
- What evidence can you use to see if your prediction was correct?
- Why did the character make that choice?
- How did the _____ change how the character felt?
- Find the part in the story where the problem is resolved.
- What did the author want you to learn?
- Why is the setting important?
- You may not have had the same experiences as this character, but how can you understand him anyway?
- What things can you infer about this character? Using that information, what do you think the character will do in this situation?

Non-Fiction:

- What do you already know about this topic?
- What new ideas have you learned?
- Have you changed your mind after reading this book?
- What connections can you make to other books?

- Find facts and opinions.
- Do you agree with the author's point of view? Support your answer.
- What did the author do that made this book interesting?
- How would you categorize the information?

Level P

Here is a sample list of questions that readers at this level can ask before, during, and/or after they read:

Fiction:

- What is the problem in the story? What prediction can you make about the outcome?
- What evidence can you use to see if your prediction was correct?
- Why did the character make that choice?
- How did the _____ change how the character felt?
- Find the part in the story where the problem is resolved.
- What did the author want you to learn?
- Why is the setting important?
- You may not have had the same experiences as this character, but how can you understand him anyway?
- What things can you infer about this character? Using that information, what do you think the character will do in this situation?
- (Fantasy) How did the author use symbols or magic in this story?

Non-Fiction:

- What do you already know about this topic?
- What new ideas have you learned?
- Have you changed your mind after reading this book?
- What connections can you make to other books?
- Find facts and opinions.
- Do you agree with the author's point of view? Support your answer.
- What did the author do that made this book interesting?
- How would you categorize the information?

Level Q

Here is a sample list of questions that readers at this level can ask before, during, and/or after they read:

Fiction:

- What is the problem in the story? What prediction can you make about the outcome?
- What evidence can you use to see if your prediction was correct?
- Why did the character make that choice?
- What might have changed the character's behavior?
- Find the part in the story where the problem is resolved.
- What did the author want you to learn?
- Why is the setting important?
- You may not have had the same experiences as this character, but how can you understand him anyway?
- What things can you infer about this character? Using that information, what do you think the character will do in this situation?

- How does the author build suspense throughout the story?
- (Fantasy) How did the author use symbols or magic in this story?

Non-Fiction:

- What do you already know about this topic?
- What new ideas have you learned?
- How does this book give you a new perspective?
- What connections can you make to other books?
- Do you agree with the author's point of view? Support your answer.
- What did the author do that made this book interesting?
- How would you categorize the information?

Level R

Here is a sample list of questions that readers at this level can ask before, during, and/or after they read:

Fiction:

- What is the problem in the story? What prediction can you make about the outcome?
- What evidence can you use to see if your prediction was correct?
- Why is the setting important?
- You may not have had the same experiences as this character, but how can you understand him anyway?
- What things can you infer about this character? Using that information, what do you think the character will do in this situation?
- What do you think the character will do based on his personality?
- How has your view of this character changed now that you've read more?
- How does the author build suspense throughout the story?
- Find the part in the story where the problem is resolved.
- What did the author want you to learn?
- (Fantasy) How did the author use symbols or magic in this story?

Non-Fiction:

- What do you already know about this topic?
- What new ideas have you learned?
- How does this book give you a new perspective?
- What connections can you make to other books?
- Do you agree with the author's point of view? Support your answer.
- What did the author do that made this book interesting?
- How would you categorize the information?

Level S

Here is a sample list of questions that readers at this level can ask before, during, and/or after they read:

Fiction:

- What is the problem in the story? What prediction can you make about the outcome?
- What evidence can you use to see if your prediction was correct?

- Why is the setting important?
- You may not have had the same experiences as this character, but how can you understand him anyway?
- What things can you infer about this character? Using that information, what do you think the character will do in this situation?
- What do you think the character will do based on his personality?
- How has your view of this character changed now that you've read more?
- How does the author build suspense throughout the story?
- Find the part in the story where the problem is resolved.
- What did the author want you to learn?
- (Fantasy) How did the author use symbols or magic in this story?

Non-Fiction:

- What do you already know about this topic?
- What new ideas have you learned?
- How does this book give you a new perspective?
- What connections can you make to other books?
- What did the author do that made this book interesting?
- Do you agree with the author's point of view? Support your answer.
- What did the author do that made this book interesting?
- How would you categorize the information?

Level T

Here is a sample list of questions that readers at this level can ask before, during, and/or after they read:

Fiction:

- What is the problem in the story? What prediction can you make about the outcome?
- What evidence can you use to see if your prediction was correct?
- Why is the setting important?
- You may not have had the same experiences as this character, but how can you understand him anyway?
- What things can you infer about this character? Using that information, what do you think the character will do in this situation?
- What do you think the character will do based on his personality?
- How has your view of this character changed now that you've read more?
- How does the author build suspense throughout the story?
- Find the part in the story where the problem is resolved.
- What did the author want you to learn?
- (Fantasy) How did the author use symbols or magic in this story?

Non-Fiction:

- What do you already know about this topic?
- What new ideas have you learned?
- How does this book give you a new perspective?
- What connections can you make to other books?
- What did the author do that made this book interesting?
- Do you agree with the author's point of view? Support your answer.
- What did the author do that made this book interesting?
- How would you categorize the information?

Level U

Here is a sample list of questions that readers at this level can ask before, during, and/or after they read:

Fiction:

- What is the problem in the story? What prediction can you make about the outcome?
- What evidence can you use to see if your prediction was correct?
- Why is the setting important?
- You may not have had the same experiences as this character, but how can you understand him anyway?
- What things can you infer about this character? Using that information, what do you think the character will do in this situation?
- What do you think the character will do based on his personality?
- How has your view of this character changed now that you've read more?
- How has the character(s) of the text changed? Support with text examples.
- How does the author build suspense throughout the story?
- How has the author's use of figurative language added meaning/enjoyment to the reading of the text?
- Find the part in the story where the problem is resolved.
- What did the author want you to learn?
- (Fantasy) How did the author use symbols or magic in this story?

Non-Fiction:

- What do you already know about this topic?
- What new ideas have you learned?
- How does this book give you a new perspective?
- What connections can you make to other books?
- What did the author do that made this book interesting?
- Do you agree with the author's point of view? Support your answer.
- What did the author do that made this book interesting?
- How would you categorize the information?

LEVEL V

Here is a sample list of questions that readers at this level can ask before, during, and/or after they read:

Fiction:

- Why is the setting important?
- What things can you infer about this character? Using that information, what do you think the character will do in this situation?
- What do you think the character will do based on his personality?
- How has your view of this character changed now that you've read more?
- How has the character(s) of the text changed? Support with text examples.
- How does the author build suspense throughout the story?
- How has the author's use of figurative language added meaning/enjoyment to the reading of the text?
- How has the author used satire and irony to make a point or increase enjoyment? Provide examples.
- What did the author want you to learn?

Non-Fiction:

- What do you already know about this topic?
- What new ideas have you learned?
- How does this book give you a new perspective?
- What connections can you make to other books?
- What did the author do that made this book interesting?
- Do you agree with the author's point of view? Support your answer.
- What did the author do that made this book interesting?
- How would you categorize the information?

Level W

Here is a sample list of questions that readers at this level can ask before, during, and/or after they read:

Fiction:

- Why is the setting important?
- What things can you infer about this character? Using that information, what do you think the character will do in this situation?
- What do you think the character will do based on his personality?
- How has your view of this character changed now that you've read more?
- How has the character(s) of the text changed? Support with text examples.
- How does the author build suspense throughout the story?
- How has the author's use of figurative language added meaning/enjoyment to the reading of the text?
- How has the author used satire and irony to make a point or increase enjoyment? Provide examples.
- What did the author want you to learn?
- What connections can you make about the social/moral issues in your text and real current events?

Non-Fiction:

- What do you already know about this topic?
- What new ideas have you learned?
- How does this book give you a new perspective?
- What connections can you make to other books?
- What did the author do that made this book interesting?
- Do you agree with the author's point of view? Support your answer.
- What did the author do that made this book interesting?
- How would you categorize the information?
- What do you think of your subject(s)'s decisions, motivations, accomplishments, etc.? Support your opinion.
- Does the biographer of your subject do so in a fair way? Or, is he/she biased? If so, how? Support your answer.

Level X

Here is a sample list of questions that readers at this level can ask before, during, and/or after they read:

Fiction:

- Why is the setting important?
- What things can you infer about this character? Using that information, what do you think the character will do in this situation?
- What do you think the character will do based on his personality?
- How has your view of this character changed now that you've read more?
- How has the character(s) of the text changed? Support with text examples.
- How does the author build suspense throughout the story?
- How has the author's use of figurative language added meaning/enjoyment to the reading of the text?
- How has the author used satire and irony to make a point or increase enjoyment? Provide examples.
- What did the author want you to learn?
- What connections can you make about the social/moral issues in your text and real current events?

Non-Fiction:

- What do you already know about this topic?
- What new ideas have you learned?
- How does this book give you a new perspective?
- What connections can you make to other books?
- What did the author do that made this book interesting?
- Do you agree with the author's point of view? Support your answer.
- What did the author do that made this book interesting?
- How would you categorize the information?
- What do you think of your subject(s)'s decisions, motivations, accomplishments, etc.? Support your opinion.
Does your author write with a biased point of view? Use propaganda? Provide evidence.

Level Y/Z

Here is a sample list of questions that readers at this level can ask before, during, and/or after they read:

Fiction:

- Why is the setting important?
- What things can you infer about this character? Using that information, what do you think the character will do in this situation?
- What do you think the character will do based on his personality?
- How has your view of this character changed now that you've read more?
- How has the character(s) of the text changed? Support with text examples.
- How does the author build suspense throughout the story?
- How has the author's use of figurative language added meaning/enjoyment to the reading of the text?
- How has the author used satire and irony to make a point or increase enjoyment? Provide examples.
- What did the author want you to learn?
- What connections can you make about the social/moral issues in your text and real current events?

Non-Fiction:

- What do you already know about this topic?

- What new ideas have you learned?
- How does this book give you a new perspective?
- What connections can you make to other books?
- What did the author do that made this book interesting?
- Do you agree with the author's point of view? Support your answer.
- What did the author do that made this book interesting?
- How would you categorize the information?
- What do you think of your subject(s)'s decisions, motivations, accomplishments, etc.? Support your opinion.
Does your author write with a biased point of view? Use propaganda? Provide evidence.

Bucket Lists

All incoming students in grades 1st through 8th are to select bucket lists from the options available below or create an original bucket list(s) to be returned in September.

Prior to leaving school this June, most students selected “just right” texts to read this summer. These texts were listed on the side of the bucket list or on a separate page. Over the summer, each student is to fill his/her individual “Bucket List” with the title and author of the texts that were completed during summer reading. Each student may decorate his/her bucket lists in a way that is personalized for him/her. Students may use as many copies of the bucket lists as necessary to fill the bucket with titles/authors or, again, create original bucket lists in a personalized manner. Please note, it is not required that a child read all pre-selected books listed on the “Bucket List” created in June with the guidance of the classroom teacher. If a child would like to abandon a text and select a different book, he/she has the option to do so.





My Bucket

Name: _____

Teacher: _____ Class Period: _____





my summer

BUCKET LIST

Fun things to do this summer!

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Summer Reading for Incoming 7th & 8th Graders

All **incoming 7th graders** are to read books of their choice throughout the summer and return in September with a "Summer Reading Bucket List" filled with titles and authors of the texts that they read. They will not choose texts from a predetermined list. The goal is to have students reading throughout the summer to avoid "summer slide." As a result, all students should read as many texts, of their choice, throughout the entire summer. At a minimum, students should read one fiction text and one nonfiction text of their choice.

When students return to school in September, completed "bucket lists" will be returned to your child's teacher during the first week of school. Aside from returning the bucket list, your child will have the opportunity to reflect upon his/her summer reading experience with the class during Readers' Workshop, sharing reading experiences with his/her peers, as well as formally present a "Book Talk" that the teachers will help all students to prepare.

To best prepare for September, while reading, students are encouraged to reflect upon their reading; therefore, it might be helpful to consider questions such as:

- *What new ideas/perspectives have I gained by reading?*
- *How has this text changed my thinking?*
- *What new information have I learned?*
- *What in the text really made an impact on me? Why?*

Additionally, it is suggested that students record their ideas about the texts in an app, journal, notebook, or using post-its to track their thinking. Although this component is not required, it may better prepare students for the "Book Talk" in September.

All **incoming 8th graders** are required to read a minimum of **one fiction and one nonfiction text** of their choice. They will not choose texts from a predetermined list so that they can truly choose a text that they are motivated to read. In addition to these two texts, all students are encouraged to read magazines, newspapers, articles, blogs, and other novels to best prepare for the upcoming school year.

When students return to school in September, they will be required to reflect on both of their texts through a verbal and/or written assignment given by their English teacher during class. Students should know each text well enough to be able to discuss the text with their peers and/or teacher.

While reading, it might be helpful to consider questions such as:

- *What do I notice about the way in which this text is written? (Fiction/Nonfiction)*
- *What do I notice about the relationships that my main character is having with other characters? (Fiction)*
- *How does a character (Fiction) or a person (Fiction) react in this moment/situation and what does that reveal about them?*
- *What moments seem significant for a character (Fiction) or a person (Nonfiction)? Why?*
- *How has this text changed my thinking? (Fiction/Nonfiction)*
- *What new information have I learned? (Fiction/Nonfiction)*
- *What in the text really made an impact on me? Why? (Fiction/Nonfiction)*
- *What can be learned from this text? (Fiction/Nonfiction)*

Additionally, it is **highly suggested** that students take notes in the composition notebook listed on the 8th Grade Supply List. While these notes are not mandatory, students will be allowed to utilize them while completing the in-class Summer Reading Assignment. Notes can be composed in any way that a student prefers, whether that be bullet points, charts, t-charts, etc. Students are encouraged to reflect upon their reading, and focus their notes based upon the questions above.

Link to Google Slides Presentation for Incoming 8th Graders:

https://docs.google.com/presentation/d/1S4oLMK-kmqjaQxa3wrqK-BxCcA_mNsJqfwizv6g7no/edit?usp=sharing

Summer Reading at Nutley High School

This summer, **all Nutley High School students enrolled in English I, II, III, or IV** are required to read a minimum of a fiction and a nonfiction text of their choice. Students will not have to choose from an established list; instead, they are to choose a fiction and nonfiction text that they find interesting and are motivated to read. By providing an element of choice, we believe that students will be more engaged and committed to read over the summer. **In addition to these two texts, all students are encouraged to read magazines, newspapers, articles, blogs, and other novels to avoid “summer slide” and best prepare for the upcoming school year.**

Students enrolled in English I Honors, English II Honors, English III Honors, English IV Honors, AP Language and Composition, or AP Literature and Composition are to view the course specific summer reading assignments for details about expectations for each course.

When students return to school in September, they will be required to reflect upon their summer reading text(s) through a verbal and/or written assessment given by their English teacher. Students should know each text well enough to be able to discuss the texts with their peers and/or teacher.

To best prepare for September, while reading, students are encouraged to reflect upon their reading; therefore, it might be helpful to consider questions such as:

- *What new ideas/perspectives have I gained by reading?*
- *How has this text changed my thinking?*
- *What new information have I learned?*
- *What in the text really made an impact on me? Why?*

Additionally, it is suggested that students record their ideas about the texts in an app, journal, notebook, or using post-its to track their thinking. Although this component is not required, it may better prepare students for the in-class assessment in September.

Prior to leaving for the school year, students will work with their teachers to begin to find texts that they might want to read this summer. If any student needs assistance in selecting two texts, he/she may want to search the links provided below or visit the Nutley Public Library. During the summer, if your child should need support in choosing a text, please contact the Nutley Public Library. Not only are the librarians equipped to scan books to determine reading levels, but the librarians are available to work one-on-one with your child to support him/her with choosing texts. Students may also want to use the links in this packet to help them find books that they may want to read. Please keep in mind that if your child begins to read, but is no longer engaged, the student should abandon the text and find a new text to read.

If you are looking for online texts, the Nutley Public Library has a digital library where students can check out online texts at <https://nutleypubliclibrary.org/hoopla/>. If you are a library member, you can check out up to 8 titles per month. You may also want to check out the resources in this packet to learn about the motivating incentive programs the library is offering throughout the summer.

Link to NHS Summer Reading Google Slides Presentation:

https://docs.google.com/presentation/d/1PleLDJioRuJd5yA1UUKIndufO8p_TMiJ4Lq23eoX1eA/edit?usp=sharing

Places to Find Digital Texts and Audiobooks

1. [Audible](#) (Grades K-12)

Download free audiobooks online or via the app.

2. [SORA Sweet Reads](#) (Grades K-12)

OverDrive's annual reading program. Sora Sweet Reads is designed for schools in the United States and Canada to encourage students to keep reading all year long. They offer a collection of free, simultaneous-use ebooks (and select audiobooks) that spans grades K-12. These titles will be available to participating schools and prominently displayed in Sora so it's easy for students to find their next sweet read.

3. [Raz Kids](#) (Grades K-5)

Our K-2 students currently have an account through their classroom teachers. These students should have access to their account through the end of July. When the access to Raz Kids runs out, you might want to try Epic free for 30 days. For grades 3-5, they do offer a free trial or parent subscription.

4. [Epic: Digital Library for Kids](#) (Grades K-6)

Read ebooks online or via the app. Epic free is limited, but you can sign up for a 30 day free subscription or subscribe for a monthly fee for full access.

5. [Storyline Online](#) (Grades K-4)

Watch videos of texts being read aloud by celebrities.

6. [Nutley Public Library: Digital Library](#) (Grades K-12)

Borrow up to 8 eBooks and digital audiobooks to read on your smartphones and tablets using the [Hoopla](#) app or online.

Suggested Websites to Assist Students with Selecting Books

Leveled Books

Scholastic Book Wizard

Website to search the level of books according to guided reading levels. (A-Z)

www.scholastic.com/bookwizard/

Booksource

Website with popular titles listed by collection/genre according to reading levels. (A-Z)

<http://www.booksource.com/Departments/Leveled-Reading.aspx>

Highly Recommended/Award Winning Children's Books

Award Winning Kids' Books

<https://www.readingrockets.org/books-and-authors/award-winning-and-notable-kids-books>

Recommended Books from ALSC (Association for Library Service to Children)

<http://www.ala.org/alsc/booklists>

Diverse Books

Diverse BookFinder

<https://diversebookfinder.org/>

- The Diverse BookFinder is a comprehensive collection of children's picture books featuring Black and Indigenous people and People of Color (BIPOC). They've cataloged and analyzed trade picture books fitting this criteria, published since 2002.

Websites that Provide Lists to Diverse Books

<https://diversebooks.org/resources/where-to-find-diverse-books/>

Young Adult/Teen Books

Not sure what to read?

- <https://www.whatshouldireadnext.com/>
- <https://www.readbrightly.com/ages-stages/teen/>
- **Novelist Plus:**
 - Need help choosing a book? You can match a favorite author or title, identify a book by describing the plot, explore fiction by genre such as mystery, romance, or adventure, find lists of award-winning books, read book reviews, and more. *Novelist Plus* also includes certain nonfiction genres such as adventure stories, biographies, current events, history, and true crime. It's for all ages too! **To access Novelist Plus or Novelist K-8 Plus all you need is your Nutley Library card number.**

Links to book lists:

[100 Best-Ever Teen Novels](#)

[100 Best YA Books of All Time](#)

[10 Best Books for Teen Boys](#)

Young Adults' Choices Reading Lists

These book lists were created by teens in grades 7-12.

[2023: Young Adult Favorites](#)

[2020](#)

[2019](#)

[2018](#)

[2017](#)

❖ Epic Reads

➤ <http://www.epicreads.com/books/>

❖ Quick Picks for Reluctant Readers

➤ <https://www.ala.org/yalsa/2023-quick-picks-reluctant-young-adult-readers>

❖ 50 Books to Read in High School

➤ <https://blog.agradeahead.com/post/recommended-reading-50-books-every-high-school-student-read/>

❖ **YALSA's Teens' Top Ten**

➤ <http://www.ala.org/yalsa/teenstopten>

❖ **Book Lists & Book Trailers from New York Libraries**

➤ <https://www.nypl.org/books-more/recommendations/staff-picks/teens>

➤ <https://nyslibrary.libguides.com/c.php?g=1284706&p=9432281>

Summer Reading Incentive Programs (K-12)

1. [Barnes and Noble](#)

Download and print a Reading Journal. Read eight books and record them in the journal. Once it's complete, take your journal to your local Barnes and Noble and get a free book. It couldn't be easier. You can also find a printable parent's guide with tips and fun literacy activities.

2. [Scholastic Summer Reading](#)

The Scholastic Summer Reading program offers kids an exciting, free, and safe summer reading experience, while helping to provide books to kids with limited or no access over the summer, keeping every child reading.

3. [BOOK IT](#)

Sign up for weekly emails. The website gives book suggestions plus activities for each book. Reading earns kids free Pizza Hut pizzas as a reward.

4. [Half-Price Books Summer Reading Camp](#)

Read for at least 15 minutes each day. Download their free reading log to record your minutes. Once you've read 300 minutes, you can turn your completed log into your local HPB store and earn \$5 Half-Price Books Bucks. You can also find tips and printable books lists.

5. [Summer Reading at the Nutley Public Library](#)

Earn rewards right here in Nutley!

2024 Nutley Public Library Summer Reading Program

2024 SUMMER READING PROGRAM BIG PRIZES FOR CHILDREN & TEENS

Read to Earn Tickets & Enter Them for Your Chance to Win!

BOOK BUNDLES: AWESOME FICTION,
NON-FICTION BOOKS AND GRAPHIC NOVELS!
TURTLEBACK ZOO FAMILY MEMBERSHIP
NINTENDO SWITCH & SWITCH LITE
YOTO MINI PLAYER
PIKA3D JUNIOR 3D PEN
FUJIFILM INSTAX MINI 9 CAMERA BUNDLE
TEMPO! MUSIC TOGETHER GIFT CERTIFICATE
LEGO GIFT CARD
CODING CRITTERS
ARTS & CRAFTS BUNDLE
GIFT CARDS TO BARNES & NOBLE,
OCHADO BUBBLE TEA, BAGEL BOY
& AMC MOVIES
LED ROOM LIGHTING
SQUISHMALLOW MYSTERY BOXES
POSCA PEN ARTIST BUNDLE
STANLEY CUP BUNDLE

Sign up at nutleypubliclibrary.beanstack.org!

WEEKLY PRIZES

STOP BY THE PRIZE TABLE IN THE
TEEN AREA FOR A NEW BRAG TAG
EVERY WEEK AND A CHANCE TO SPIN
THE PRIZE WHEEL FOR EVEN MORE
TICKETS!



Prizes Sponsored by the Friends of the Nutley Public Library

Nutley Public Library
93 Booth Drive, Nutley NJ / 973-667-0405



2024
SUMMER READING PROGRAM
JUNE 1 - AUGUST 15

Sponsored by
the Friends of the Nutley Public Library

PROGRAMS, ACTIVITIES,
WEEKLY INCENTIVES & CHANCES
TO WIN BIG PRIZES
ALL SUMMER LONG!

Sign-up and start logging books beginning
SATURDAY, JUNE 1

at nutleypubliclibrary.beanstack.org

ALL YOU HAVE TO DO IS SIGN-UP AND READ!

FOR ALL AGES: BABIES TO ADULTS



2024 SUMMER EVENTS FOR CHILDREN AT THE NUTLEY PUBLIC LIBRARY

For more info and to sign-up, visit
youthservices.nutleypubliclibrary.org
or call 973-667-0405 ext. 2623.

NO REGISTRATION REQUIRED / DROP-IN PROGRAMS

2024 Summer Reading Program Kick-Off: Thursday, June 27 from 2-4 PM
 Summer Craft Saturdays: June 29 to August 10 from 11 AM - 4 PM
 Chalk Day: June 29 from 10 AM - 12 PM
 Maker Mondays: Every Monday from July 1 to August 5 from 2 - 4 PM
 Babygarten Story Time (23 months & younger):
 Tuesdays at 10 AM from July 2 to August 6
 Free Play with Bricks (Ages 5 & Up): July 3 from 11 AM to 3 PM
 Adventure Begins at Your Library Story Time: July 6 at 10:30 AM
 STEAM Story Time: July 12 & August 9 at 10:30 AM
 Pajama Story Time: July 15 & July 29 at 6:00 PM
 Finger Painting (5 years & younger): July 17 & July 20 from 10 AM - 11 AM
 Cartooning Lessons with Mike Dawson (Ages 8 & up): July 19 at 3:00 PM
 Stuffed Animal Sleepover: July 22 at 6:00 PM
 Making Space for Pollinators Show: July 24 at 10:30 AM
 Video Game Free Play: July 27 from 10 AM - 12 PM
 Family Game Night: August 12 at 6:00 PM
 End-of-Summer Show featuring Eyes of the Wild: August 15 at 2:00 PM



REGISTRATION REQUIRED

Essex County Environmental Workshops (Ages 5-10):
 June 28, July 18 and August 7 at 3:00 PM
 Hooked on Books Reading Club (Grades 4-6): July 8 & August 5 at 6:30 PM
 Joe Fischer's Secrets of Magic (Ages 6 & up): July 9 & July 23 at 3:00 PM
 Friends Fundraiser Paint with Pinot's Palette of Nutley (Ages 5-12):
 July 10 at 10:00 AM
 Challenge Island STEM Workshops (Grades 1-5): July 11, July 16 & August 8 at
 3:00 PM
 Summer Brick Building Workshop (Grades K-5): July 12 & July 26 at 3:00 PM
 What's Out There: A Planetarium Experience (Ages 6 & up):
 July 13 from 10:00 AM - 1:00 PM
 Read to a Dog (Grades K-5): July 17, July 24 and July 31 at 2:00 PM
 Domino Challenge (Grades K-5): July 25 at 3:00 PM
 Origami Workshop (Ages 7 & up): July 30 at 3:00 PM
 Sand Art Workshop (All Ages): July 31 & August 3 from 10 AM - 11 AM



NUTLEY PUBLIC LIBRARY
2024
SUMMER READING PROGRAM
KICK-OFF PARTY
THURSDAY, JUNE 27
FROM 2 PM TO 4 PM

START THE SUMMER WITH AN OUTDOOR DANCE PARTY WITH GAMES, RITA'S ICES AND MUSIC FROM DJ ROB OF ULTIMATE ENTERTAINMENT!

FOR ALL AGES! NO REGISTRATION REQUIRED FOR EVENT.

DON'T FORGET TO PICK UP YOUR GOODIE BAG WHEN YOU SIGN UP FOR THE 2024 SUMMER READING PROGRAM!

NUTLEYPUBLICLIBRARY.BEANSTACK.ORG

MUSIC SPONSORED BY
 SPENCER SAVINGS BANK OF NUTLEY

TEENS SUMMER CLUB FOR GRADES 7-12

Thursdays at 6:30 PM from July 11 to August 8

Hang out with other teens as we play games and make crafts.

New activities each week!

Snacks and materials provided. No registration required.

For tweens and teens entering grades 7-12 in Fall 2024.

TEEN VOLUNTEERING

Give back to the community and take part in our 8-week flexible teen volunteering program at the library!

No previous experience necessary.

FOR TEENS ENTERING GRADES 9-12 IN FALL 2024

Online registration required. Register from June 3 to July 3 at
teenservices.nutleypubliclibrary.org/volunteers.

NUTLEY PUBLIC LIBRARY

TEEN SUMMER VOLUNTEERING



**GIVE BACK TO THE COMMUNITY AND
TAKE PART IN OUR 8-WEEK FLEXIBLE
TEEN VOLUNTEERING PROGRAM!**

NO EXPERIENCE NECESSARY!

**FOR TEENS ENTERING GRADE 9-12
ONLINE REGISTRATION REQUIRED.**

REGISTRATION BEGINS ON JUNE 3, 2024.

LAST DAY TO SIGN UP: JULY 3, 2024

**FOR MORE INFORMATION, PLEASE VISIT
[TEENSERVICES.NUTLEYPUBLICLIBRARY.ORG/VOLUNTEERS](https://teenservices.nutleypubliclibrary.org/volunteers)**

Digital Resources at the Nutley Public Library

Keep learning all year long with digital resources
for children & teens available with your library card!

OverDrive & Libby

Access over 30,000 eBooks and eAudiobooks, including many children's and young adult titles, by logging on to OverDrive or its mobile app, Libby. You can even read over 300 of the most popular magazines on your computer, tablet or smart phone that you never need to return. Just login with your library card at ebcls.overdrive.com

Mango Languages

Looking to discover a new language? Try Mango Languages, a fun and interactive way to learn over 70 languages! Lessons are simple and easy-to-follow, and will appeal to children, as well as adults. Access it at nutleypubliclibrary.org/mango

World Book Online

World Book Online is a suite of resources that hosts thousands of articles, as well as hundreds of maps, videos, activities and immersive media for all students, from pre-K to high school. Educators can also access teacher resources, curriculum tools, and learning standards. Log in at worldbookonline.com/home

Kanopy

Discover thousands of hours of quality children's programming with our new streaming service, Kanopy! Enjoy educational and entertaining films, favorite shows like Sesame Street, animated storybooks by Mo Willems and more, all with free unlimited streaming for kids. Get started at nutleypubliclibrary.kanopy.com

EBSCO Research Databases

Nutley Public Library offers dozens of EBSCO databases and e-journals as part of our Digital Collection of research databases and homework help centers at nutleypubliclibrary.org/digital-collections

Hoopla

Log on to Hoopla to browse more than 700,000 items, including eBooks, movies, music, TV shows, and comics! Hoopla is compatible on Apple, Android, and Kindle, as well as Apple TV, Fire TV, and Chromecast. You can even ask Amazon's Alexa to play titles. Access it at hoopladigital.com

Novelist Plus

Need help choosing a book? You can match a favorite author or title, identify a book by describing the plot, find lists of award-winning books, read book reviews, and more. Visit nutleypubliclibrary.org/novelist-plus

Creativebug

Learn how to paint, sew, knit, bake and more! Access over 1000 virtual classes from industry experts and artists at creativebug.com/lib/nutleylibrary

Nutley History Archives

Researching local events or family history? we offer a variety of resources on Nutley history, including our digital Newspaper Archives and Ancestry Library Edition (available on-site at the library). You can access them at nutleyhistory.nutleypubliclibrary.org

Live Assistance

Library staff are always available to answer questions, provide technical assistance, and help you find great new reads! Visit the Children's Room, call 973-667-0405 ext. 2623 or email library@nutleynj.org!

Many of our resources are open to anyone,
but some require a Nutley Public Library card.
Need a card?

Visit nutleypubliclibrary.org/apply-for-a-library-card/ to sign up for one today!

English I Honors Summer Reading 2024

Mr. Gurrieri

District Requirement:

One fiction book of your choice

One non-fiction book of your choice

*You should be reading these “choice” books for enjoyment because it will prevent [“summer slide”](#) and studies show that [reading for pleasure has tremendous social and emotional benefits](#).

Class Required Reading (in addition to the district requirement):

A fictional **novel** of your choice from any “AP Literature” list that is considered of “literary merit” and challenges your thinking ([List](#)).

Books that you should **not** select (we will be reading them this year): *The Color of Water* by James McBride and *The Immortal Life of Henrietta Lacks* by Rebecca Skloot.

As you read your “literary merit” text, consider the three academic purposes for reading:

- **Reading for Understanding:** What is this text literally saying? What information is this text communicating? To demonstrate an understanding of a text, you should be able to summarize it - to identify its *main idea and most significant details*.
- **Reading for Interpretation:** What ideas give the text significance? What are the ideas *behind* the text’s literal meaning? To demonstrate an interpretation of a text, you should be able to explain its *theme, meaning, or purpose*.
- **Reading for Style:** Why was this text created in the way it was? To demonstrate an analysis of style, you should be able to explain how *the choices that the creator of the text makes* - language and visuals - help to communicate its meaning.

Active Reading Graphic Organizer:

Make a copy of the following graphic organizer to guide your reading of your “literary merit” text:

<https://docs.google.com/document/d/17Oah8li02jWXXvKwgsyS7rbSMw5PUYyxIP4LwDVGjM/edit?usp=sharing>

You will fill out the above graphic organizer before, during, and after reading to ensure that you are reading actively.

You will be using these notes for an in-class assignment during the first full week of school.

Please feel free to email me with any questions or concerns regarding summer reading -

mgurrieri@nutleyschools.org. I look forward to a challenging and rewarding 2024-2025 school year!

~Mr. Gurrieri

Hello and happy summer! In order to prepare you for the year ahead, you will read two texts.

Text #1: Select a fictional novel from any “AP Literature” list that is considered of “literary merit” and challenges your thinking ([List #1](#) and [List #2](#)) to complete the Dialectical Journal.

- Some book recommendations include *Joy Luck Club* by Amy Tan, *Of Mice and Men* by John Steinbeck, *To Kill a Mockingbird* by Harper Lee, *Things Fall Apart* by Chinua Achebe, *The House on Mango Street* by Sandra Cisneros, *The Great Gatsby* by F. Scott Fitzgerald
- Please do not choose a play (i.e. *As You Like It*, *A Doll’s House*, etc.) as they do not lend themselves well to the Dialectical Journal assignment.
- Books that you should not select (as we will be reading them this year): *The Kite Runner* by Khaled Hosseini, *1984* by George Orwell, and *The Namesake* by Jhumpa Lahiri.

Text #2: This text is entirely your choice - it can be fiction or nonfiction. Find a book that you will enjoy and can discuss in a book talk during the first week of school.

Assignment Background and Context:

For the class-required text, you are expected to compile a dialectic journal (paper or Google Doc) to track your thinking with a **minimum of 10 entries** across the entirety of the text.

What is a dialectical journal? Simply put, “dialectical” means “the art or practice of arriving at the truth by the exchange of logical arguments” (dictionary.com). A dialectical journal, then, is used to arrive at the “truth” of a written work through the written response to quotations from that work. The journal is a record of your internal conversations while reading that highlights questions, patterns, observations, connections, and reflections on a deeper-level analysis, not a plot summary.

As you read, consider these concepts: What does it mean to have a voice? Each and every one of us has a voice, but are we all heard the same?

- What are some forces, dominant power structures, customs, or procedures in place that influence a character’s life experiences, decision-making processes, and reactions to conflict? Consider things like ability, age, race, geographic location, gender identity and expression, socioeconomic status, education level, ability, etc.
- Whose voices in the text are amplified? Silenced? Whose story gets centered and how is it told?

PLEASE try and avoid Shmoop and/or Cliffs Notes for your books. It’s OK if you’re a bit confused - these are BIG ideas that we’re going to spend a great deal of time tackling.

If you have any questions about the assignment or the reading, you can email me at cfreda@nutleyschools.org.

I look forward to a productive, collaborative, and insightful school year!

Dialectic Journal

1. Track the **evidence** and page number that explores the class concepts.
2. Analyze the quote and its importance with **inferences**:
 - a. The purpose of literary devices in this moment (similes/metaphors, imagery, foils, tone, mood, point of view, foreshadowing, etc.)
 - b. Character descriptions
 - c. Structural shifts or shocking turns in the plot
 - d. Patterns: recurring images, ideas, symbols
 - e. Passages that help convey a theme in the novel
3. Connect this quote to one of the class **concepts** to uncover the purpose: Why and how does this quote relate to the **concept**?

Example Entry from <i>To Kill a Mockingbird</i> by Harper Lee		
Evidence	Inference	Purpose
Atticus, the lawyer, “knew his people, they knew him, and because of Simon Finch’s industry, Atticus was related by blood or marriage to nearly every family in the town” (5).	Characterization: Atticus is a well-respected person in Maycomb, and since he is a lawyer, he also must be fairly intelligent. Maycomb must be a relatively small town where everyone knows everyone.	Atticus’ role as an educated lawyer and his familial connections amplifies his voice and power in the community with the connotation of “‘his’ people.”

English III Honors Summer Reading - 2024

Mr. Dickerson

Purpose: There are three purposes for the English III Honors Summer Reading Task:

1. We want to keep our minds sharp over the summer. [The cognitive and social-emotional benefits of reading are overwhelming](#), so we want to make sure that we're feeding our minds as much as we're resting them.
2. The English III Honors curriculum will involve a lot of student choice, and so we want to foster a classroom environment in which novels (and other media) are shared, critiqued, and celebrated. In other words, your summer reading assignment will be your first opportunity to talk about a book you loved--or a book that really made you think.
3. The English III Honors Curriculum will move at an accelerated pace (obviously). Having at least two novels read and ready to discuss will enable us to dive into the curriculum immediately.

Task: Your task is to read **two novels** over the summer. The first should be a novel [from this select list](#). It should not be something you've read before. Read something new. The second can be anything you want, but try to find something you love. This could include Young Adult fiction, manga, graphic novels, or any other guilty pleasure you're [kind of] embarrassed to admit that you love. Don't think about the "literary merit," think about something you'll enjoy.

Additionally, make a minimum of **ten** annotations per book. You may keep these wherever and however you want (Google Docs, post-its, writing in the book, a lined notebook etc.). As mentioned, these books will be used in the first few weeks of instruction, both to share and discuss our reading habits and interests, and to provide us an opportunity for critical literary analysis. Your annotations might focus on:

- Character development/nuance/complexity
- Lines/moments that reveal theme
- Lines that reveal author's perspective/social commentary
- Effective craft choices

Keep your notes simple and concise. At the bare minimum, have 10 specific moments from each novel that you can use to evaluate and/or analyze each novel.

English IV Honors: Humanities
Summer Reading 2024
Ms. Rossillo

The summer assignment for *English IV Honors: Humanities* allows students to continue to engage in the reading of challenging texts in preparation for senior year reading level expectations. Ultimately, this assignment prepares students for a rigorous academic journey of fostering an understanding and appreciation of literary aesthetics and some of the great ideas and achievements of human civilizations and the overall human condition through the centuries.

PART 1 - Reflecting on Literature as Art:

Choose a whole-class novel from one of your high school English classes (grade 9, 10, or 11), one that everyone in your class had to read. Thinking critically and reflectively about that novel, respond to the prompt below in a 500 word essay. Use Arial or Times New Roman 12 point font only, double spaced. **Submit your reflection by August 31, 2024 to Turnitin.com.** Early submissions are highly encouraged.

[Grade12-ArgumentRubric](#)

Turnitin.com enrollment info:

Class ID - 43965048

Enrollment Key - Academia

PROMPT:

Agree or disagree with this statement. Explain.

“A work of art does not answer questions, it provokes them; and its essential meaning is in the tension between the contradictory answers.”

- Leonard Bernstein, 1962

PART 2 - Nonfiction - Biography and Autobiography as History:

Read a grade-level appropriate biography or autobiography of your choice. Annotate. Come prepared to week 1 of school with your book and your annotations in hand - these can be digital document annotations, post-its in your text, or handwritten annotations in a notebook.

Focus- What role do individuals play in historical change? How can we use individual life stories to illuminate broader trends?

The purpose of this is to examine how biographies and autobiographies can illuminate the past, either distant or recent past, and examine what they can tell us about these culturally important individuals. They can also illuminate and inform us about changes in society, thought, and the individual and about our changing perceptions of the human experience. Such noteworthy individuals can and do shape these currents of changing cultural perceptions in unexpected ways.

PART 3 - Fiction - Creation Mythology:

Open the link to [Creation mythology - Humanities](#). Read the creation mythology excerpts. Annotate as you read. Come prepared to week 1 of school with your annotations in hand - these can be digital document annotations, handwritten annotations in a notebook, or you can print the file and write your annotations directly on the copy.

Focus - How can creation stories offer evidence about religious and cultural belief systems and cosmologies? How do they contain important clues for historians and students of history who want to understand and explain the formation of group identity, social relationships, definitions of ethical behavior, and the construction of gender roles and class hierarchies? Which values and beliefs do we share with those that are taught in the creation stories and epics of people who died centuries before we were born, who spoke languages we shall never understand, and who lived in places we shall never visit?

You should annotate on most, if not all of the following topics:

- Commonalities across the myths
- Differences across the myths
- Gods as forces of nature
- Chaos and disorder
- Meaning/purpose to nature's mysteries
- How humans define their role and purpose on earth
- Vivid and sensory images that stir the imagination
- Moral and ethical values of a culture
- Male and female deities and their roles
- Connections to other stories
- Questions you have about the text
- Anything else you deem noteworthy

AP Language and Composition Summer Reading Assignment - 2024

Background: The College Board’s Advanced Placement Language and Composition course “focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods.”

As 21st-century learners, you must cultivate the “reading and writing skills [needed] for college success and for intellectually responsible civic engagement.” Also, you should become “curious, critical, and responsive readers of diverse texts” and become “flexible, reflective writers of texts addressed to diverse audiences for diverse purposes” ([College Board](#)). Having an awareness of the world around you as it relates to history, science, pop culture, religion, art, music, and current events is crucial in preparing you for the test in May.

ASSIGNMENT - PART I - Nonfiction Text

You’re going to choose **one** book of nonfiction from one of these approved lists:

1. [AP Nonfiction Reading List.pdf](#)
2. [AP Reading List 2.pdf](#)
3. [AP Language & Composition Nonfiction Recommendations](#)

If you’re going to pick a book that’s NOT on this approved list, it needs to be picked and approved by me NO LATER THAN July 1. Texts CANNOT be classified as Young Adult (remember, this is a collegiate-level class and the materials you choose need to meet that standard).

Books can be digital (Kindle, PDF, audiobook) or hard copy. You should read and annotate the book to maintain this vital habit.

NOTE: While the one text is required for the assignment, you should ALSO be reading additional books for enjoyment because it will prevent [“summer slide”](#) and studies show that [reading for pleasure has tremendous social and emotional benefits](#).

ASSIGNMENT - PART II - Articles

To create a more well-rounded context for your nonfiction book and keep your knowledge of the topic broad and current, find 4-6 articles or opinion pieces from **credible** outlets from the last 2-3 years; read and annotate them.

For example, if you read *The Immortal Life of Henrietta Lacks* by Rebecca Skloot, your articles can be about Henrietta herself, the usage of her DNA, advances in cancer research, the implications of medical racism, etc.

Credible Outlets Include:

- *The Atlantic*
- *The New York Times*
- *The Wall Street Journal*
- *The New Yorker*
- *The Washington Post*
- *The LA Times*
- *The Chicago Tribune*

Of course, depending on the topic, you may also find sources in magazines like *GQ*, *Teen Vogue*, *Sports Illustrated*, *Time*, *Forbes*, *The Economist*, *National Geographic*, *Smithsonian*, etc.

Again, if you're unsure, ask!

ASSIGNMENT- PART III - Presentation

You're going to create a 15-20 page Google Slides presentation about your topic that incorporates evidence from your book and the articles you found.

Your goal is to provide your audience with a general overview of the topic so that we can create a "knowledge repository" for all to use.

You will be presenting these to everyone in the class in the second or third week of school, so please plan accordingly.

Please do not wait until the end of the summer to get this started. If you have any questions, please don't hesitate to email me (jlemire@nutleyschools.org).

Have a great summer!

Ms. Lemire

AP Literature and Composition --- Summer Reading Assignment --- Summer of 2024

Course Background: The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students who take this course will engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

Preparation: The course background very clearly states that close reading and critical analysis are central components in AP Lit. Therefore, the best way for you to use your time this summer is to immerse yourself in high quality, complex, and compelling narratives that provide "both meaning and pleasure."

Assignment Part 1: Select and read 4 works of fiction (novels). You may select any title from these two lists:

- [127 books for AP Lit Prep.](#)
- [Mrs. Toledano's list of where contemporary fiction meets "literary merit."](#)

Please refrain from reading the following titles over the summer, as these are possible texts that we will study together throughout the next year:

- *The Merchant of Venice* by William Shakespeare
- *Othello* by William Shakespeare
- *Great Expectations* by Charles Dickens
- *Purple Hibiscus* by Chimamanda Ngozi Adiche
- *Three Theban Plays* by Sophocles
- *A Raisin in the Sun* by Lorraine Hansberry
- *A Doll House* by Henrik Ibsen
- *Things Fall Apart* by Chinua Achebe
- *Wuthering Heights* by Emily Bronte

I am also open to any ideas for works of fiction that you would like to read that are not included on these lists, as long as you concentrate on reading novels that are rich in "structure, style, theme, as well as figurative language, imagery, and symbolism" (Course Background for AP Lit).

If you are not sure if your book meets this criteria, please [see me](#) during the common lunch in room 311 before June 19. I am also happy to meet with you in order to offer suggestions.

Plan to purchase your books or check them out from the library before the summer begins.

Assignment Part 2: During the second week of school, you will write a literary analysis essay using an FRQ #3 (Literary Argument) prompt that will demonstrate your ability to address thematic ideas in one of the books that you have read. Here is a sample [FRQ #3 -- Literary Argument prompt](#). Review this in order to become familiar with the kind of question that you will answer based on one of the books that you have read.

You will not know the essay prompt beforehand and therefore must be prepared to analyze a single text for a multitude of themes and literary components. Keep this in mind as you read and take notes on each text throughout the summer.

You should get an early start with reading these books in order to set the right tone for yourself in the following school year. Have a great summer and enjoy what you read! Mrs. T.

Email me with any questions (ktoledano@nutleyschools.org), but please review the instructions carefully first.



What's Nutley Reading This Summer???



Nutley is a community of readers! So many of your favorite teachers and staff members love to relax and unwind over the summer with a good book. Maybe this list will inspire YOUR summer reading selections! Here's what we're reading in Nutley this summer:

Name	Building	Position	What They're Reading This Summer!
Jennifer McNamara	NHS	Science Teacher	<ul style="list-style-type: none"> • <i>How to Sell a Haunted House</i> (Grady Hendrix) • <i>Heaven Breaker</i> (Sara Wolf) • <i>Black Bird Oracle</i> (Deborah Harkness)
Megan Byrnes	NHS	Math Teacher	<ul style="list-style-type: none"> • <i>The Nightingale</i> - Kristin Hannah
Michelle Yasso	NHS	Transition Coordinator	<ul style="list-style-type: none"> • <i>I'm Just a Kid with an IEP</i> by Jordan Toma
Jeffrey Gramata	NHS	Social Studies Teacher	<ul style="list-style-type: none"> • Stephen King - <i>Holly</i> • Stephen King - <i>The Institute</i> • Gene Stone and Michael Greger - <i>How Not to Die</i>
Taylor Bassani	JHWMS	7th Grade ELA	<ul style="list-style-type: none"> • <i>Funny Story</i> by Emily Henry • <i>This Summer Will Be Different</i> by Carley Fortune
Melissa McSweeney	Multiple	Instructional Coach - Mathematics	<ul style="list-style-type: none"> • <i>But What Will People Say?: Navigating Mental Health, Identity, Love, and Family Between Cultures</i> by Sahaj Kaur Kohli MAEd LGPC
Evan Dickerson	NHS	English Teacher	<ul style="list-style-type: none"> • <i>Slow Productivity</i> - Cal Newport • <i>The War of Art</i> - Steven Pressfield • <i>Feel Good Productivity</i> - Ali Abdaal
Nikki Morgan	Lincoln	6th Grade ELA Resource/ICS	<ul style="list-style-type: none"> • <i>Tuck Everlasting</i> by Natalie Babbitt • <i>Three Keys</i> by Kelly Yang • <i>In the Unlikely Event</i> by Judy Blume
Jaime Aji	NHS	Athletic Trainer	<ul style="list-style-type: none"> • <i>Pineapple Street</i>/Jenny Jackson • <i>The Women</i>/Kristin Hannah • <i>The Flight</i>/Lynn Steger Strong
Kristen Weller	Radcliffe	4th Grade Teacher	<ul style="list-style-type: none"> • <i>Remarkably Bright Creatures</i> by Shelby Van Pelt • <i>The Women</i> by Kristin Hannah • <i>Heroes</i> by Alan Gratz
Chelsey IIVento	JHWMS	Special Education Teacher	<ul style="list-style-type: none"> • <i>The Housemaid is Watching!</i> Frieda McFadden

			<ul style="list-style-type: none"> • <i>Better Than the Movies</i>/ Lynn Painter • <i>The Inheritance Game</i>/ Jennifer Lynn Barnes
Brittany Klingler	Washington	5th Grade Teacher	<ul style="list-style-type: none"> • <i>A Healthier Home</i> by Shawna Holman
Stephanie Datri	Lincoln	2nd Grade Teacher	<ul style="list-style-type: none"> • <i>Percy Jackson and the Olympians</i> series by Rick Riordan
Michael Rovetto	NHS	Vice Principal	<ul style="list-style-type: none"> • <i>Be Water My Friend</i> - Bruce Lee
Darleen Puzzo	Washington	Sixth Grade Teacher	<ul style="list-style-type: none"> • <i>Hello Beautiful</i> by Ann Napolitano
Jessica Lemire	NHS	English Teacher	<ul style="list-style-type: none"> • <i>I Must Betray You</i> by Ruta Sepetys • <i>Tomorrow, and Tomorrow, and Tomorrow</i> by Gabrielle Zevin • <i>On Earth We're Briefly Gorgeous</i> by Ocean Vuong
John Fossella	NHS	Science Teacher	<ul style="list-style-type: none"> • <i>The Skill Code: How to Save Human Ability in an Age of Intelligent Machines</i> • <i>Binge Times: Inside Hollywood's Furious Billion-Dollar Battle to Take Down Netflix</i> • <i>Connectome: How the Brain's Wiring Makes Us Who We Are</i>
Melissa Petrillo	NHS	Special Education Teacher	<ul style="list-style-type: none"> • <i>Persepolis</i> by Marjane Satrapi
Cheryl Rossillo	NHS	English/Language Arts Teacher	<ul style="list-style-type: none"> • <i>The Backyard Bird Chronicles</i> / Amy Tan
Miss O'Grady	Radcliffe	Resource Room Teacher	<ul style="list-style-type: none"> • <i>Where the Crawdads Sing, Funny Story, Braiding Sweetgrass</i>
Peggy Pappas	NHS	Special Education Teacher	<ul style="list-style-type: none"> • Lucy Score- <i>The Benevolence Series</i>
Kimberly Lauro	JHWMS	7th Grade Language Arts Teacher	<ul style="list-style-type: none"> • <i>Remarkably Bright Creatures</i> by Shelby Van Pelt
Andrea Schick	NHS	Paraprofessional	<ul style="list-style-type: none"> • <i>It Ends With Us, It Starts With Us</i>-Colleen Hoover • <i>Beach Read</i>-Emily Henry • <i>First Lie Wins</i>-Ashley Elston
Dave McKeon	NHS	Teacher (SBJC)	<ul style="list-style-type: none"> • <i>Caves of Steel (The Robot Series)</i> - Isaac Asimov • <i>Pursuit</i> - Gene Hackman • <i>President's Book of Secrets</i> - David Priess
Lindsay Mendez	Spring Garden	Teacher	<ul style="list-style-type: none"> • <i>Rest & War</i> by Ben Stuart • <i>5am Club</i> by Robin Sharma • <i>Verity</i> by Colleen Hoover
Maggie Ovchinnikoff	JHWMS	7th Grade Science Teacher	<ul style="list-style-type: none"> • <i>Middle of the Night</i> by Riley Sager
Natalie Spataro	Washington	5th Grade Language Arts Teacher	<ul style="list-style-type: none"> • <i>The Mountain King</i> by Anders de la Motte
Lynn Zazzali	JHWMS	Science Teacher	<ul style="list-style-type: none"> • <i>The Kitchen House</i> - Kathleen Grissom • <i>Dear Edward</i> - Ann Napolitano

			<ul style="list-style-type: none"> • <i>Lessons in Chemistry</i> - Bonnie Garmus
Laura Curry	Spring Garden	Grade 5 Teacher	<ul style="list-style-type: none"> • <i>The Covenant of Water</i> by Abraham Verghese • <i>Hang the Moon</i> by Jeannette Walls • <i>The Storyteller</i> by David Grohl
Amy Favetta	Washington	Special Education Teacher	<ul style="list-style-type: none"> • <i>The Husbands</i> by Holly Gramazio • <i>The Secret Book of Flora Lea</i> by Patti Callahan Henry • <i>I Am Pilgrim</i> by Terry Hayes
Meghan Martin	Radcliffe	Paraprofessional	<ul style="list-style-type: none"> • <i>The Lost Daughters of Ukraine</i> by Erin Litteken
Diana Rambaldi	Yantacaw	1st Grade Teacher	<ul style="list-style-type: none"> • <i>The Housemaid is Watching</i> by Freida McFadden
Erin Battaglia	NHS	Library Media Specialist	<ul style="list-style-type: none"> • <i>The Family Remains</i> by Lisa Jewell
Michael Gurrieri	Central Office	K-12 ELA Coordinator	<ul style="list-style-type: none"> • <i>Brooklyn '76</i> by Anthony Ausiello • <i>It's Not TV: The Spectacular Rise, Revolution, and Future of HBO</i> by Felix Gillette