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**Sizzling Summer//
verano caluroso
Reading List of 2015
Lista de Lectura para 2015**



PASSAIC HIGH SCHOOL
170 Paulison Avenue, Passaic, New Jersey 07055
Telephone (973) 470-5600

June 2015

Dear Parents and Students:

Passaic High School's administrators, faculty and staff hope that you will enjoy a safe and productive summer. As you know, every year we strive to raise the standards in our school and we are working hard to "cross the bar" to the next level. One way to do this is to require that our students participate in our Summer Reading Program.

Attached is the list of titles of the required books for our students to read this summer. The list categorizes the books according to grade levels, so please make sure to select the appropriate grade.

Summer Reading Initiative for incoming Grade 10:

Every student is expected to read the required book and submit his or her assignment to their English teacher by Friday, **September 11, 2015** (see attached rubric). It is important that he or she reads the required book to be prepared for his or her first English class in September.

Summer Reading Initiative for incoming Grades 11 and 12:

To enhance students' ability to compare, contrast, and synthesize information, students will be required to read two books on the the same theme or topic.

Students must write a two page reflective journal response that compares and contrasts the ideas in the two texts. Students should be prepared to talk about their books and to submit their written assignment to Turnitin.com when they return to school in September. The English Department uses Turnitin.com to provide a database to store student work and prevent plagiarism. *Please note: Incoming Advanced Placement (AP) English students are not required to complete this assignment. The AP summer assignment given by their teacher will meet this summer reading requirement.*

You, the parents, can help us by making the completion of this task non-negotiable. Work with your children to develop a reading habit and schedule. Determine how many pages or chapters a day or week will be read and when the reading will take place, whether during the day or in the evening. Follow up to make sure that your children are on schedule. Encourage them to "buddy up" with a friend to read together and talk about what they have read. We would encourage you, if possible, to read the same book so that your child has the opportunity to discuss with you what he or she is reading.

We are providing our students with digital links to the required reading. Students may also borrow or purchase a summer reading book from any of the following locations: Forstmann Public Library on Gregory Avenue, Passaic; Barnes and Noble on Route 3 East, Clifton; and, Barnes and Noble on Route 46 West, Woodland Park. A list of titles may also be found on the PHS web page:

[www. passaicschools.org](http://www.passaicschools.org) under Summer Assignments. Then click Language Arts Summer Assignment.

We hope to get off to a strong start by making this pre-requisite reading an important part of each English course, and we look forward to working with your child during the 2015-2016 school year.

Sincerely,

Mr. Francisco Velez
PHS Principal

Mrs. Lisa C. Rowbotham
Supervisor of English Language Arts

CC: Mr. Pablo Muñoz – Superintendent of Schools

Ms. Rachel Goldberg –Assistant Superintendent for Curriculum and Instruction

Mr. Jeffrey Truppo -Director of Elementary and Secondary Education

PASSAIC HIGH SCHOOL
170 Paulison Avenue, Passaic, New Jersey 07055
Telephone (973) 470-5600

Junio 2015

Estimados Padres y Estudiantes:

Los administradores de Passaic High School, profesores y personal desean que disfruten de un verano seguro y productivo. Como ustedes saben, cada año nos esforzamos por elevar el nivel en nuestra escuela y estamos trabajando duro para "subir el listón" al siguiente nivel. Una manera de hacer esto es requerir que nuestros estudiantes participen en nuestro Programa de Lectura de Verano.

Se adjunta la lista de los títulos de los libros que se requiere que nuestros estudiantes lean este verano. La lista clasifica los libros de acuerdo a los diferentes grados, así que por favor asegúrese de seleccionar el grado apropiado.

Iniciativa de Lectura de Verano para entrantes en el Grado 10

Se espera que cada estudiante lea el libro requerido y entregar su asignación a su maestro o maestra de inglés para el Viernes **11 de Septiembre de 2015** (véase la rúbrica adjunta). Es importante que el alumno o alumna lea el libro requerido para prepararse para su primera clase de inglés en septiembre.

Iniciativa de Lectura de Verano para entrantes en los Grados 11 y 12

Para intensificar la habilidad de los estudiantes para comparar, contrastar y sintetizar información, se les requerirá leer dos libros con el mismo tema o asunto.

Los estudiantes deben escribir un diario reflexivo con una respuesta de dos páginas que compare y contraste las ideas de los dos textos. Los estudiantes deberían estar preparados para hablar sobre sus libros y enviar sus asignaciones escritas a Turnitin.com cuando regresen a la escuela en septiembre. El Departamento de Inglés usa Turnitin.com para proporcionar una base de datos para almacenar el trabajo del estudiante y prevenir el plagio. *Por favor adviertan: A los estudiantes entrantes a Advanced Placement (AP) English no se les requiere completar esta asignación. Las asignaciones AP de verano dadas por su maestro o maestra satisfarán los requisitos de lectura este verano.*

Ustedes, los padres, puede ayudar haciendo cumplimiento de esta tarea no es negociable. Trabajen con su hijo(a) para desarrollar un hábito y un horario de la lectura: determinen cuántas páginas o capítulos deberán ser leídos al día o a la semana, y cuando la lectura se llevará a cabo, durante el día o por la noche. Hagan un seguimiento para asegurarse de que su hijo (a) está en la fecha prevista. Anime a su hijo(a) a "asociarse" con un amigo o amiga para leer juntos y hablar acerca de lo que han leído. Les animamos, si es posible, a leer el mismo libro para que su hijo(a) tenga la oportunidad de discutir con ustedes lo que él o ella está leyendo.

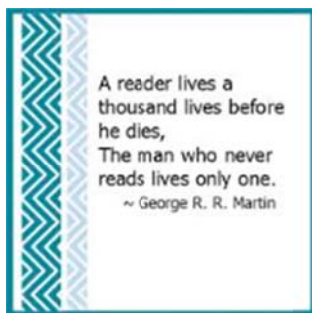
Nosotros proporcionamos a nuestros estudiantes con enlaces digitales para las lecturas requeridas. Los estudiantes también pueden pedir prestado o comprar un libro de la lectura del verano en cualquier de estos lugares: Forstmann Public Library en Gregory Avenue, Passaic; Barnes and Noble en Route 3 East, Clifton; y, Barnes and Noble en Route 46 West, Woodland Park. Una lista de los títulos también puede ser encontrada en la página web de PHS web page: www.passaicschools.org bajo Summer Assignments. Oprima Language Arts Summer Assignment.

Esperamos comenzar sólidamente haciendo de este pre-requisito de lectura una parte importante de cada curso de Inglés, y esperamos con interés trabajar con su hijo(a) durante el año escolar 2015-2016.
Atentamente,

Sr. Francisco Vélez
PHS Director

Sra. Lisa C. Rowbotham
Supervisora de English Language Arts

CC: Mr. Pablo Muñoz – Superintendente de las Escuelas
Ms. Rachel Goldberg –Asistente del Superintendente para Currículo e Instrucción
Mr. Jeffrey Truppo -Director de Educación Elemental y Secundaria



Incoming Grade 10//Entrando al Grado 10

Reading Selection/Selección de lectura: Brave New World or Paper Towns

Incoming sophomores must complete one of following assignments//Los entrantes a a Grado 10 deben completar una de las siguientes asignaciones:

1. Story Soundtrack // Banda sonora del relato

Choose 6 songs that you feel would help create a soundtrack (or playlist) to your book. For each song, list the title, artist, and an explanation of why this song is appropriate for your book and at what point it would begin playing. finally, create an appropriate cover for the playlist. you can use the template at this site to create your cover:

[Student Interactive CD/DVD Cover Creator](http://www.readwritethink.org/classroom-resources/student-interactives/cover-creator-30065.html)

<http://www.readwritethink.org/classroom-resources/student-interactives/cover-creator-30065.html>

Seleccionar 6 canciones que a ti te gustaría ayudar a crear la banda sonora (o álbum) para tu libro. Para cada canción, nombrar el título, artista y explicar el porqué esta canción es apropiada para tu libro y en qué momento debería ser introducida. Finalmente, crear una cubierta apropiada para el álbum; se puede usar el template que se muestra a continuación para crear la cubierta.

[Student Interactive CD/DVD Cover Creator](http://www.readwritethink.org/classroom-resources/student-interactives/cover-creator-30065.html)

<http://www.readwritethink.org/classroom-resources/student-interactives/cover-creator-30065.html>

Rubric//Puntos evaluadores: [Rubric for Soundtrack assignment](#)

2. Discussion Questions and Answers // Preguntas y respuestas de discusión

Create six discussion questions with detailed answers that provide an in-depth study into the various aspects of the book (plot, characters, themes etc.). Use the following web site to create higher order questions that facilitate thought rather than just a reference to plot:

[Bloom's Taxonomy Question Guide](#)

Crear seis preguntas de discusión con respuestas detalladas que proporcionen un estudio profundo de varios aspectos del libro(trama, personajes, temas, etc). Usar el siguiente sitio web par crear preguntas de alto nivel que faciliten la reflexión en vez de una referencia a la trama.

[Bloom's Taxonomy Question Guide](#)

Rubric//Puntos evaluadores: [Bloom's Taxonomy Rubric](#)

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3

2

1

	4	3	2	1
Support for Song Choices 2 pts	Excellent Student demonstrates full knowledge of the book and is able to support all song choices with well-developed explanations that show clear connections to literary elements such as character and theme. Explanations provided with great detail!	Good Student is at ease with the content of the book, but fails to elaborate on how the song choices relate to literary elements such as theme and character. Explanations include very little detail. More details, please!	Fair Student is uncomfortable with the content book. Student chose songs that related to the book but was unable to explain how. Explanations were provided, but not in great detail.	Poor Student does not have a grasp of the content of the book. The explanations of the song choices do not show a relationship to the book chosen. Explanations were not related or were missing.
Song Explanation Requirements 2 pts	Excellent Student wrote three to four sentences for each song explaining why the song was chosen.	Good Student wrote three incomplete sentences or two complete sentences for each song explaining why the song was chosen.	Fair Student wrote two incomplete sentences for each song explaining why the song was chosen OR only explained some of the song choices.	Poor Student wrote one or less than one sentence for each song that briefly explained why each song was chosen OR only explained some of the song choices.
CD Cover 2 pts	Excellent Very professional -- could be used on a real CD.	Good Somewhat professional - could be used with a few changes.	Fair Not very professional looking. Could not be used as a real CD cover.	Poor Very messy. Not professional at all.
Grammar & Spelling 2 pts	Excellent Writer makes no or few errors in grammar or spelling that distracts the reader from the content.	Good Writer makes some errors in grammar or spelling that distracts the reader from the content.	Fair Writer makes several errors in grammar or spelling that distracts the reader from the content.	Poor Writer makes several errors in grammar or spelling that greatly distract the reader from the content.

Bloom's Taxonomy Guide

Bloom's Taxonomy provides an important framework for teachers to use to focus on higher order thinking. By providing a hierarchy of levels, this taxonomy can assist teachers in designing performance tasks, crafting questions for conferring with students, and providing feedback on student work.

This resource is divided into different levels each with Keywords that exemplify the level and questions that focus on that same critical thinking level. Questions for Critical Thinking can be used in the classroom to develop all levels of thinking within the cognitive domain. The results will be improved attention to detail, increased comprehension and expanded problem solving skills. Use the keywords as guides to structuring questions and tasks. Finish the Questions with content appropriate to the learner. Assessment can be used to help guide culminating projects. The six levels are:

Level I Knowledge

Level II Comprehension Level

III Application

Level IV Analysis Level

V Synthesis Level

VI Evaluation

Blooms Level I: Knowledge

Exhibits memory of previously learned material by recalling fundamental facts, terms, basic concepts and answers about the selection.

Keywords:

who, what, why, when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select

Questions:

-
- What is...? • Can you select? • Where is...? • When did ____ happen?
 - Who were the main...? • Which one...? • Why did...? • How would you describe...? • When did...? • Can you recall...? • Who was...? • How would you explain...? • How did ____ happen...? • Can you list the three...? • How is...?
 - How would you show...?
-

Blooms Level II: Comprehension

Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.

Keywords: compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify

Questions:

- How would you classify the type of...? • How would you compare...? • Will you state or interpret in your own words...?
- How would you rephrase the meaning?
- What facts or ideas show...? • What is the main idea of?
- Which statements support...? • Which is the best answer...?
- What can you say about ...? • How would you summarize... ? • Can you explain what is happening...? • What is meant by...?

Blooms Level III: Application

Solve problems in new situations by applying acquired knowledge, facts, techniques and rules in a different, or new way.

Keywords:

apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify

Questions:

- How would you use...? • How would you solve ___ using what you've learned...?
- What examples can you find to...? • How would you show your understanding of...? • How would you organize _____ to show...?
- How would you apply what you learned to develop...?
- What approach would you use to...? • What other way would you plan to...?
- What would result if...? • Can you make use of the facts to...?
- What elements would you use to change...? • What facts would you select to show...? • What questions would you ask during an interview?

Blooms Level IV: Analysis

Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.

Keywords:

analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion, take part in

Questions:

- What are the parts or features of...? • How is _____ related to...?
- Why do you think . . . ? • What is the theme . . . ? • What motive is there . . . ? • Can you list the parts . . . ? • What inference can you make . . . ?
- What conclusions can you draw . . . ? • How would you classify . . . ?
- How would you categorize . . . ? • Can you identify the different parts . . . ?
- What evidence can you find . . . ? • What is the relationship between . . . ?
- Can you make a distinction between . . . ? • What is the function of . . . ?
- What ideas justify . . . ?

Blooms Level V: Synthesis

Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Keywords:

build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimize, maximize, theorize, elaborate, test, happen, delete

Questions:

- What changes would you make to solve...? • How would you improve...? • What would happen if...?
- Can you elaborate on the reason...?
- Can you propose an alternative...? • Can you invent...?
- How would you adapt _____ to create a different...?

- How could you change (modify) the plot (plan)...? • What facts can you compile...? • What way would you design...? • What could be combined to improve (change)...? • Suppose you could _____ what would you do...? • How would you test...?
- Can you formulate a theory for...? • Can you predict the outcome if...? • How would you estimate the results for...? • What could be done to minimize (maximize)...?
- Can you construct a model that would change...? • How is _____ related to...?
- Can you think for an original way for the...? • What are the parts or features of...? • Why do you think...? • What is the theme...? • What motive is there...?
- Can you list the parts...? • What inference can you make...? ...? • What ideas justify...? • What conclusions can you draw...? • How would you classify...?
- How would you categorize...? • Can you identify the different parts...?
- What evidence can you find...? • What is the relationship between...?
- Can you make the distinction between...? • What is the function of

Blooms Level VI: Evaluation

Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

Keywords:

award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, appraise, prioritize, opinion, interpret, explain, support importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, deduct

Questions:

- Do you agree with the actions/outcome...? • What is your opinion of...?
- How would you prove/ disprove...? • Can you assess the value or importance of...?
- Would it be better if...? • Why did they (the character) choose...?
- What would you recommend...? • How would you rate the...?
- How would you evaluate...? • How would you compare the ideas...? the people...?
- How could you determine...? • What choice would you have made...?
- What would you select...? • How would you prioritize...? • How would you justify...? • What judgment would you make about...? • Why was it better that...?
- How would you prioritize the facts...? • What would you cite to defend the actions...? • What data was used to make the conclusion...?
- What information would you use to support the view...?
- Based on what you know, how would you explain...?

Bloom's Taxonomy Rubric

Category	Advanced 25 pts	Proficient 15 pts	Basic 10 pts	Below Basic 1 pts
Book Information 1. Title 2. Author 3. Genre	All required information is present.	More than half of the required information is present.	Less than half of the required information is present.	All required information is missing.
Questions/ Answers Relating to 1. Main Characters 2. Setting 3. Plot 4. Themes	All 6 story questions/ answers are answered clearly. They are easily recognized by audience of your project and have enough information to help reader understand what is happening in story.	At least 5 story questions/ answers appear to be answered. The events of the story and the answers to your questions are somewhat clear, but some information appears to be missing.	Three to Four questions/ answers of the questions are answered, but some are missing. The reader has trouble following the storyline according to the the answers given.	One or less of the questions / answers are present.
Presentation/ Creativity	The project is presented neatly and organized.	The project is presented neatly.	The project is presented in a somewhat organized matter. Some of the work is not neat.	The project is messy, not organized.
Conventions 1.spelling 2.grammar 3.capitalization 4.sentence structure	There are no major errors and maybe one minor issue.	There are 1-5 spelling, grammar, and/ or capitalization errors.	There are 6-10 spelling, grammar, capitalization or sentence structure errors.	There are 11 or more spelling, grammar, and/ or capitalization or sentence structure errors.
Bloom's Taxonomy Knowledge, Comprehension, Application, Analysis Synthesis, Evaluation	All levels of Bloom's Taxonomy were presented clearly and the final product was free of errors.	All levels of Bloom's Taxonomy were presented clearly and the final product only had a few minor errors.	All levels of Bloom's Taxonomy were presented, but clear lack of understanding due to the number of errors in the final product.	The final product was missing several levels of Bloom's Taxonomy.

Incoming Grade 11//Entrando al Grado 11

Reading Selections//Selecciones de lectura: Angela's Ashes and/y The Brief and Wondrous Life of Oscar Wao

Incoming juniors must write one reflective journal entry that compares and contrasts their two summer reading books//Los entrantes al grado 11 deben escribir un diario reflexivo que compare y contraste sus dos libros de lectura del verano:

Students may revise the assignments with the support of their English teacher in September. The summer reading assignment will be given a quiz grade in the first marking period.

Los estudiantes pueden revisar en septiembre las asignaciones con el apoyo del maestro o maestra de inglés. La asignación de la lectura del verano recibirá una puntuación de quiz en su primer trimestre.

A writing rubric is available to students at// Una Guía evaluadora está disponible para los estudiantes en:

[Compare and Contrast Rubric](#)

Incoming Grade 12//Entrando al Grado 12

Reading Selections://Selecciones de lectura: The Things They Carried and Things Fall Apart

Incoming juniors must write one reflective journal entry that compares and contrasts their two summer reading books:// Los entrantes al grado 11 deben escribir un diario que compare y contraste sus dos libros de lectura del verano:

Students may revise the assignments with the support of their English teacher in September. The summer reading assignment will be given a quiz grade in the first marking period.

Los estudiantes pueden revisar en septiembre las asignaciones con el apoyo del maestro o maestra de inglés. La asignación de la lectura del verano recibirá una puntuación de quiz en su primer trimestre.

A writing rubric is available to students at// Una Guía evaluadora está disponible para los estudiantes en:

[Compare and Contrast Rubric](#)





Compare and Contrast Rubric

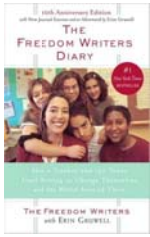


CATEGORY	4	3	2	1
Purpose & Supporting Details	The paper compares and contrasts items clearly. The paper points to specific examples to illustrate the comparison. The paper includes only the information relevant to the comparison.	The paper compares and contrasts items clearly, but the supporting information is general. The paper includes only the information relevant to the comparison.	The paper compares and contrasts items clearly, but the supporting information is incomplete. The paper may include information that is not relevant to the comparison.	The paper compares or contrasts, but does not include both. There is no supporting information or support is incomplete.
Organization & Structure	The paper breaks the information into whole- to-whole, similarities - to-differences, or point-by-point structure. It follows a consistent order when discussing the comparison.	The paper breaks the information into whole- to-whole, similarities - to-differences, or point- by-point structure but does not follow a consistent order when discussing the comparison.	The paper breaks the information into whole- to-whole, similarities - to-differences, or point- by-point structure, but some information is in the wrong section. Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Transitions	The paper moves smoothly from one idea to the next. The paper uses comparison and contrast transition words to show relationships between ideas. The paper uses a variety of sentence structures and transitions.	The paper moves from one idea to the next, but there is little variety. The paper uses comparison and contrast transition words to show relationships between ideas.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.

Freshmen (9th Grade) (9 Grado)

EXTRA CREDIT // CRÉDITO EXTRA

Book Jacket Portada	Title/Author/Lexile Título/Autor/Lexile	Summary // Resumen
	<p>Angela's Ashes (NF) Las cenizas de Angela by Frank McCourt 930 Lexile Pulitzer Prize</p>	<p>Frank's mother, Angela has no money to feed the children since Frank's father rarely works, and when he does, he drinks his wages. Frank lives in poverty and near-starvation, yet lives to tell his tale with eloquence. La madre de Frank, Ángela no tiene dinero para dar de comer a sus hijos ya que el padre de Frank raramente trabaja, y cuando lo hace, bebe el salario. Frank vive en pobreza y casi muerto de hambre, aun así vive para contar su historia con elocuencia.</p>
	<p>Divergent (F) Divergente by Veronica Roth 700 Lexile Goodreads Choice Awards</p>	<p>A sci-fiction novel where the main character, Beatrice, a 16-year-old, must decide to stay with her real family or select a faction to cultivate a particular personal trait. Una novela de ciencia ficción donde el personaje principal, Beatriz, de 16 años, debe decidir quedarse con su verdadera familia o seleccionar o seleccionar una facción para cultivar un particular rasgo personal.</p>
	<p>Like Water for Chocolate (F) Como agua para chocolate by Laura Esquivel 1030 Lexile Ariel Award</p>	<p>A romantic and poignant tale of love and family life in turn-of-the-century Mexico. Includes recipes for dishes prepared in the novel, such as quail in rose petal sauce and chilis in walnut sauce. Un romántico y conmovedor relato de amor y vida familiar en el México de principios del siglo XX. Incluye recetas de platos preparados en la novela, como codorniz en salsa de pétalos de rosa y chilis en salsa de nueces.</p>
	<p>Lovely Bones (F) Desde mi cielo by Alice Sebold 890 Lexile Book of the Year: Adult Fiction</p>	<p>Fourteen-year-old Susie Salmon, the victim of a sexual assault and murder, looks on from the afterlife as her family deals with their grief, and waits for her killer to be brought to some type of justice. Susie Salmon, de catorce años, víctima de un asalto sexual y asesinato, ve desde el más allá mientras su familia se enfrenta a su dolor y espera que su asesino se le condene a algún tipo de justicia.</p>




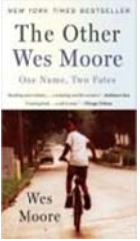
***The Freedom Writers* (NF)**
Escritores de libertad
by Erin Gruwell
900 Lexile
Humanitas Award

This is a story about a teacher who inspires her at-risk students to learn tolerance, apply themselves, and pursue their education post high school.
Este es el relato sobre una maestro que inspira a sus estudiantes en riesgo a aprender tolerancia, aplicar a ellos mismos y perseguir su educación después de la high school.

Sophomore (10th Grade) (10 Grado)


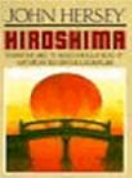


EXTRA CREDIT // CRÉDITO EXTRA

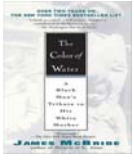
Book Jacket Portada	Title/Author/Lexile Título/Autor/Lexile	Summary // Resumen
	<p><i>The Da Vinci Code</i> (F) El Código Da Vinci by Dan Brown 850 Lexile Book Sense Book of Yr Award</p>	<p>Investigating the murder of a Louvre curator, Robert Langdon and French cryptologist Sophie Neveu find clues painted into a Da Vinci work, uncovering a plot involving the Holy Grail and the secret society known as the Priory of Sion.</p> <p>Investigando el asesinato de un curador de Louvre, Robert Langdon y la criptógrafa francesa, Sophie Neveu encuentran pistas pintadas en uno de los trabajos de Da Vinci, destapando un complot que involucra al Santo Grial y la sociedad secreta conocida como el Priorato de Sión.</p>
	<p><i>Grapes of Wrath</i> (NF) Las uvas de la ira by John Steinbeck 680 Lexile Wilson Sr. High Award</p>	<p>The author gives us the story of a Depression-Era journey from the Dustbowl of Oklahoma to California. The main theme is that it shows the migrant labor camps in search of a better life.</p> <p>El autor nos muestra el relato de un viaje en una era de depresión desde la zona Dustbowl de Oklahoma a California. El tema principal muestra la migración desde los campos de trabajo en busca de una vida mejor.</p>
	<p><i>The Glass Castle</i> (NF) El castillo de cristal by Jeannette Wall 1010 Lexile ALA Alex Award</p>	<p>The author recalls her life growing up in a dysfunctional family with an alcoholic father and distant mother and describes how she and her siblings had to fend for themselves until they finally found the resources and will to leave home.</p> <p>La autora recuerda su vida creciendo en una familia disfuncional con un padre alcohólico y una madre distante; y describe cómo ella y sus hermanos tienen que defenderse por sí mismos hasta que finalmente encuentran los recursos y la voluntad para irse de casa.</p>
	<p><i>A Farewell to Arms</i> (F) Adiós a las armas by Ernest Hemingway 730 Lexile Wilson Sr. High School Award</p>	<p>An American ambulance officer serving on the Austro-Italian front deserts to join an English nurse after the retreat of Caporetto.</p> <p>Un oficial Americano de ambulancias que sirve en el frente austro-húngaro deserta para unirse a una enfermera inglesa después de la retirada de Caporetto.</p>

	<p><i>One Flew over the Cuckoo's Nest (F)</i> <i>Alguien voló sobre el nido del cuco</i> by Ken Kesey 1110 Lexile ALA Notable Book</p>	<p>This books reflects the struggle for power between a head nurse and a male patient in a mental institution which leads to a climax of hate, violence, and death. Esta novela refleja el conflicto por el poder entre la enfermera jefe y un paciente varón en una institución mental, lo que lleva a un clímax de odio, violencia y muerte.</p>
	<p><i>The Other Wes Moore (NF)</i> <i>El otro Wes Moore</i> by Wes Moore 990 Lexile Oprah Winfrey Recommendation</p>	<p>A true tale of two men with the same name, but two different fates: one a Rhodes Scholar, the other serving a life sentence in prison. Un relato verdadero de dos hombres con el mismo nombre, pero dos destinos diferentes: uno un becario de Rodas; el otro sirviendo una sentencia de por vida en prisión.</p>

Juniors (11th Grade) (11 Grado)

EXTRA CREDIT

Book Jacket Portada	Title/Author/Lexile Título/Autor/Lexile	Summary // Resumen
	<p>Beloved (F) by Toni Morrison 870 Lexile Penguins Best of 20th Century</p>	<p>Sethe, an escaped slave living in post-Civil War Ohio, struggles to keep Beloved, an intruder, from gaining possession of her present while throwing off the legacy of her past. Sethe, una esclava huida que vive en el Ohio posterior a la Guerra Civil, lucha por mantener que Beloved, una intrusa, tome posesión de su presente mientras renuncia al legado de su pasado.</p>
	<p>Hiroshima (NF) by John Hersey 1190 Lexile National Book Award Finalist</p>	<p>A true account of the dropping of an atomic bomb on Hiroshima in 1945, from the viewpoint of the people who lived through it. Un relato verdadero de la caída de la bomba atómica en Hiroshima en 1945, desde el punto de vista de la gente que lo tuvo que vivir.</p>
	<p>Old Man and the Sea (F) El viejo y el mar by Ernest Hemingway 940 Lexile Pulitzer Prize</p>	<p>An old Cuban fisherman battles the sea and sharks to bring home the giant marlin he caught. The author, Hemingway, uses the classic theme of courage in the face of defeat and personal triumph won from loss to provide a work that earned him his 1954 Nobel Prize for Literature. Un viejo marinero cubano batalla contra el mar y los tiburones para traer a casa el gigante pez aguja que pescó. El autor, Hemingway, usa el clásico tema del coraje ante la cara de la derrota y el triunfo personal logrado desde la derrota para proporcionar una obra que le hizo obtener el Premio Nobel de Literatura en 1954.</p>
	<p>What They Fought For (NF) ¿Para que lucharon? by James McPherson 1360 Lexile Pulitzer Prize</p>	<p>This is a true story of the Civil War which takes place during 1861-1865. McPherson bases his book on over 1000 union and confederate soldier's diaries and letters written during that time. Esta es la verdadera historia de la Guerra Civil, la cual tiene lugar durante 1861-1865. McPherson basa su libro en más de 1000 diarios de soldados unionistas y confederados y de cartas escritas durante esa época.</p>



The Color of Water (NF)
El color del agua
by James McBride
1240 Lexile
ALA Literary Prize

James McBride shares the story of his mother's life and complicated racial identity which he only learned after becoming an adult. He tells of her infancy in Poland, her move to Harlem and marriage to an African-American. James McBride comparte este relato de la vida de su madre y la complicada identidad racial la cual solo aprende al convertirse en un adulto. Él habla de la infancia de su madre en Polonia, su traslado a Harlem y su matrimonio con un Afro-Americano.





In The Time of Butterflies (NF)
En el tiempo de las mariposas
by Julia Alvarez
910 Lexile
ALA Notable Children's Book

The author writes about the true chronological and fascinating account of four sisters who were imprisoned during the Trujillo regime in the Dominican Republic. The story compels the reader to vicariously experience this poignant tale of courage and hope. La autora escribe sobre los verdaderos acontecimientos cronológicos y fascinantes de cuatro hermanas que fueron encarceladas durante el régimen de Trujillo en la República Dominicana. El relato obliga al lector a experimentar vívidamente este conmovedor relato de coraje y esperanza.

Seniors (12th Grade)

EXTRA CREDIT// CRÉDITO EXTRA

Book Jacket Portada	Title/Author/Lexile Título/Autor/Lexile	Summary // Resumen
	<p><i>Into Thin Air</i> (NF) Mal de altura by Jon Krakauer 1320 Lexile ALA Alex Award</p>	<p>The author relates his experience of climbing Mount Everest during its deadliest season. It also examines what it is about the mountain that makes people willingly subject themselves to such risk, hardship, and expense. El autor relata su experiencia al escalar el Monte Everest durante su estación más mortífera. Examina también lo que representa la montaña que hace que la gente voluntariamente se someta a tal riesgo, sufrimiento y gasto.</p>
	<p><i>A Walk to Remember</i> (F) Un amor para recordar by Nicholas Sparks 1010 Lexile NY Times Booklist</p>	<p>A high school senior Landon Carter embarks on the road to manhood when a twist of fate makes the Bible-carrying Jamie Sullivan his date for the homecoming dance. He falls in love with the minister's daughter, not knowing her tragic secret. Un sénior en high school, Landon Carter, se embarca en el camino hacia la edad viril cuando un giro del destino hace que la devota Jamie Sullivan sea su pareja para el baile de bienvenida. Él se enamora de la hija del ministro religioso, sin saber el trágico secreto que ella oculta.</p>
	<p><i>Of Human Bondage</i> (F) Servidumbre humana by W. Somerset Maugham 910 Lexile Academy Award</p>	<p>From a tormented orphan with a clubfoot, Philip Carey grows into a young man with a voracious appetite for adventure and knowledge. He goes to Paris at the age of eighteen to try his hand at art, then back to London to study medicine. He falls in love which changes his life. Desde una orfandad atormentada con un pie bot, Philip Carey crece hasta convertirse en un hombre joven con un voraz apetito por la Aventura y el conocimiento. Se marcha a París a los dieciocho años para probar suerte en arte, luego regresa a London para estudiar medicina. Se enamora lo que cambia su vida.</p>
	<p><i>The Last Lecture</i> (NF) La última lección by Randy Pausch 1050 Lexile VA Readers' Choice: HS 9-12</p>	<p>Computer science professor Randy Pausch, who has been diagnosed with terminal cancer, discusses how to overcome obstacles in one's life and achieve one's dreams. "We cannot change the cards we are dealt, just how we play the hand." - Randy Pausch El profesor de Ciencias de la Computación, Randy Pausch, que ha sido diagnosticado con cáncer terminal, debate cómo superar obstáculos en la vida de uno y alcanzar los nuestros sueños. "No podemos cambiar las cartas que se nos han repartido, solamente cómo jugamos la mano." - Randy Pausch</p>

	<p><i>Farewell to Manzanar</i> (NF) Adiós a Manzanar by Jeanne Wakatsuki Houston 1040 Lexile Wilson's Sr. HS Award</p>	<p>This is a documentary account of the life of the author, Jeanne Wakatsuki Houston. She relates her experiences of living at the Manzanar internment camp during World War II. The book reflects how living at the internment camp has influenced her life.</p> <p>Este es un reporte documental de la vida de la autora, Jeanne Wakatsuki Houston. Ella relata sus experiencias de vivir en el campo de internado Manzanar durante la II Guerra Mundial. El libro refleja cómo la vida en el campo de internado ha influido en su vida.</p>
	<p><i>Book Thief</i> (F) La ladrona de Libros by Markus Zusak 730 Lexile Michael L Printz Award</p>	<p>In this novel, the author is trying to make sense of the horrors of World War II. Death relates the story of Liesel, a young German girl whose book-stealing and story-telling talents help sustain her family, the Jewish man they are hiding and their neighbors.</p> <p>En esta novela, el autor intenta dar sentido a los horrores de la II Guerra Mundial. La muerte relata la historia de Liesel, una joven niña germana cuyos talentos en la intriga y la narración ayudan a mantener a su familia, al hombre judío que están escondiendo y a sus vecinos.</p>