

Huntington Union Free School District



SUMMER READING ASSIGNMENT
GRADES 7-12
2012/2013

Letter to Student

Dear Huntington Student,

Welcome to your Summer Reading experience for the 2012/13 school year! We hope that you will spend the summer months reading and enjoying both fiction and non-fiction books of your choice. The goal of summer reading is to give you the opportunity to explore newness - a concept, a place, a culture unfamiliar yet brought to life in a book.

Whether you plan to travel or stay right here on Long Island, we hope your summer reading books become a companion for you and a source of inspiration as well.

All students in grades 7 through 12 must complete a summer reading assignment. The benefits of reading during the summer months are applicable to all students. We hope that you take advantage of this opportunity. Please be aware that there is accountability involved. You are expected to keep track of your reading with a reader's journal.

In September, English teachers in grades 7 through 12 (except for AP and Honors courses) will ask to see the journals you will maintain on the books that you will read. The following themes are discussed in the first quarter of the semester and establish a purpose for reading the books you select:

- Grade 7 – Transitions
- Grade 8 – Inner-Motivation
- Grade 9 – The Individual Hero and Crucial Decisions
- Grade 10 – Individual Identity
- Grade 11 – Humanity in Conflict
- Grade 12 – Maturity and Sensitivity

The best way to prepare for this assignment is to read thoroughly and attentively your chosen texts. If you own your books, annotate the margins with notes, personal thoughts, and questions generated from your reading. These annotations should guide your journal entries. If your books are borrowed from the library, you should read with your journal by your side so that you may write these annotations directly into your journal. If your choice is electronic texts, most e-readers allow for electronic annotation.

The third week of class, teachers will check to make sure you have kept a reader's journal. You will receive credit for bringing in a completed journal with a minimum of ten entries per book, at least one paragraph per entry.

Your checklist is as follows:

1. Choose one fiction and one non-fiction book related to your grade level theme.
2. Keep a reader's journal with a minimum of ten entries per book for a total of 20 entries.

In September:

3. Submit journal to your English teacher for a grade.

If you have any questions about Summer Reading 2012, please contact:

- Mr. Joseph Leavy, Chair of Humanities (Grade 7-12), jleavy@hufsd.edu
- Dr. Kenneth A. Card, Jr., Assistant Superintendent, summereading@hufsd.edu

Happy reading!

Sincerely,

Sincerely,

Kenneth A. Card, Jr., Ed.D.
Assistant Superintendent

Joseph Leavy
Chair of Humanities

Dear Parent/Guardian:

Please review this Summer Reading project with your son or daughter. Your child should thoughtfully complete the readings. The summer project is mandatory and due the third week of class.

If you have access to email, please email the following information to summereading@hufsd.edu.

Student's name
Fiction Choice
Non-Fiction Choice

Thank you.

How to Choose a Book by Theme

- Read the back of the book. Often the synopsis on the back (hard covers have additional synopsis on the inside cover) will give you a brief overview of the plot and themes in the book.
- Think about the title. Sometimes authors create titles that are a clue or a representation of the major themes in the book.
- Talk to the bookstore clerk or your neighborhood librarian. These professionals can be used as a resource in finding a book which appeals to both your interests and to the requirements of the project.
- Flip through the book. Read a chapter while sitting in the library or bookstore. Make predictions about how you think the story will develop.
- Ask your friends and family to recommend a book they have read that relates to the theme you are studying.
- There are many websites that offer guidance in choosing a summer reading text. Here are just a few from which to choose:
 - www.nysl.nysed.gov/libdev/summer/index.html
 - <http://kids.nypl.org/reading/index.cfm>
 - www.googlelitttrips.org
 - www.guysread.com
 - www.teenreads.com
 - www.hhhlteens.blogspot.com
- Go online to <http://www.barnesandnoble.com> or <http://www.amazon.com> and keyword either a title or an area of interest. Typing in a title will lead you to information about the specific book you have chosen. You can read the publisher's synopsis as well as comments from people who have read the book. Typing in an area of interest will lead you to a list of books related to the topic about which you want to read.
 - Example—the word “Baseball” may result in the following texts: *The Boy Who Saved Baseball*, *The Baseball Codes: The Unwritten Rules of America's Pastime*, etc...
- Visit the iTunes website <http://itunes.apple.com/us/genre/books/id38?mt=11> to see a list of iBook categories. Click on a category of interest. You can also visit <http://itunes.apple.com/us/genre/ios-books/id6018?mt=8> to view a list of audio book applications for iTunes.

Managing Your Reading

- Try to read every day. You can read after breakfast or before dinner. If you are using an audio book downloaded to your iPod, iPad, or iTouch you can read almost anywhere. (Please don't try to read and cross the street at the same time though!)
- Have a purpose for reading. Is there a question you have about the book? Are you in the middle of the book and wondering about a character's choices or motivations? Are you wondering where the author is going? Are you looking for something to connect to or relate to your own life? Each time you read, read with purpose.
- Discuss what you are reading with someone else – a friend, a parent, a sibling, a camp counselor, the librarian, or the bookstore clerk to name a few. Talking about a book helps you understand it better and motivates you to go back and read more.
- Not every book has to be read in chronological (chapter by chapter) order. (This is especially true for political commentary, essay and poetry collections, and certain non-fiction genres.) If there is a chapter that is not really going anywhere and you can tell that it is not central to the storyline, skim it and move on to the chapter. (Lots of people do this too!)
- Does the book remind you of something you read before? Are you making a text-to-text connection? Try to find that other text (it can be another book, a movie, a newspaper or a magazine article, a website) and revisit it to strengthen the connection. It may also help you understand and appreciate your main text even more.
- Remember that reading is a way to communicate. What message is the author trying to relay to you, the reader? How will what you read impact on your own life? Reflect on these questions as you read.

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Seventh-Grade

Seventh grade English covers fiction and non-fiction literature that includes the theme of *Transitions*. The following essential questions will be explored:

- What is a transition?
- What causes transitions?
- What are the main types of transitions (growing up, changing opinions, changing relationships, etc.)?

You must choose one fiction and one non-fiction text that thematically connect to the theme *Transitions*. Some suggested genres from which to choose are memoir, biography and autobiography, collections of essays, speeches, or short stories, historical drama, poetry, and political commentary. The following are suggested titles:

Fiction

The Supernaturalist, Eoin Colfer
Say Yes, Audrey Couloubis
Jimmy Coates: Assassin?, Joe Craig
The Ear, the Eye and the Arm, Nancy Farmer
Escape! The Story of the Great Houdini, Cornelia Funke
Black Duck, Janet Taylor Lisle
Mortal Engine, Philip Reeve
Jack's Run, Roland Smith
Kipling's Choice, Geert Spillebeen
Crash, Jerry Spinelli
The Amulet of Samarkand, Jonathan Stroud

Non-Fiction

Tasting the Sky: A Palestinian Childhood, Ibtisan Barakat
10,000 Days of Thunder: A History of the Vietnam War, Philip Caputo
The Great and Only Barnum: The Tremendous, Stupendous Life of Showman...,
Candace Fleming
September 11, 2001: Attack on New York City, William Hampton
No Pretty Pictures: A Child of War, Anita Lobel
The Big Field, Mike Lupica

As you read each book, keep a reader's journal. A minimum of ten entries per book is required to receive credit for the journal.

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Eighth-Grade

Eighth grade English covers fiction and non-fiction literature that includes the theme of *Inner Motivation*. The following essential questions will be explored:

- What shapes a person’s inner motivation (upbringing, religion, injustice, etc.)?
- What inspires people to discover their inner motivation (Dreams? Conflicts?)?
- What prevents people from finding inner motivation?
- Are there forces that work against a person’s self-motivation? What are they?

You must choose one fiction and one non-fiction text that thematically connect to the theme *Inner Motivation*. Some suggested genres from which to choose are memoir, biography and autobiography, collections of essays, speeches, or short stories, historical drama, poetry, and political commentary. The following are suggested titles:

Fiction

A Tree Grows in Brooklyn, Beety Smith
Call Me Henri, Lorraine Lopez
Chains, Laurie Halse Anderson
Children of the River, Linda Crew
How the Garcia Girls Lost Their Accents, Julia Alvarez
If I Stay, Gayle Forman
The Skin I’m In, Sharon Flake
Thirteen Reasons Why, Jay Ashr
Wednesday Wars, Gary Schmidt
Sold, Patricia McCormack
Forgotten Fire, Adam Bagdasarian
Airman, Eoin Colfer
The House of the Scorpion, Nancy Farmer

Non-Fiction

I Know Why the Caged Bird Sings, Maya Angelou
A Walk in the Woods, Bill Bryson
Home of the Braves, David Klass
Dairy Queen, Catherine Gilbert Murphy
Gifted Hands: The Story of Ben Carson, Ben Carson
Good Brother, Bad Brother: The Story of Edwin Booth and John Wilkes Booth, James Cross Giblin
A Dream of Freedom: The Civil Rights Movement from 1954 to 1968, Diane McWhorter

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Ninth-Grade

Ninth grade English covers fiction and non-fiction literature that includes the theme of *The Individual Hero and Crucial Decisions*. The following essential questions will be explored:

- What are the traits of a hero?
- What crucial decisions do heroes face?
- How does one become a “hero”?
- How do heroes handle difficult decisions?

You must choose one fiction and one non-fiction text that thematically connect to the theme *The Individual Hero and Crucial Decisions*. Some suggested genres from which to choose are memoir, biography and autobiography, collections of essays, speeches, or short stories, historical drama, poetry, and political commentary. The following are suggested titles:

Fiction

An Inconvenient Wife, Megan Chance
Who Will Tell My Brother, Marlene Carvell
The Spy, James Fenimore Cooper
Maggie, A Girl of the Streets, Stephen Crane
Quest, Kathleen Benner Duble
American Born Chinese, G. L. Yang
Elijah of Buxton, Christopher Paul Curtis
Identical, Ellen Hopkins
Monster, Walter Dean Myers
Runner, Carl Deuker
The Hunger Games, Suzanne Collins
Twisted, Laurie Halse Anderson

Non-Fiction

Ticonderoga, 1758, Rene Chartrand
A Respectable Woman, Jane I. Dabel
All Over but the Shoutin, Rick Bragg
Chinese Cinderella, Adeline Yen Mah
Endurance: Shackleton’s Legendary Antarctic Expedition, Caroline Alexander
Seven Years in Tibet, Heinrich Harrer
The Forger, Cluma Schonhaus
Into Thin Air, Jon Krakauer
Isaac’s Storm, Eric Larson
Gifted Hands, Ben Carson

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Tenth-Grade

Tenth grade English covers fiction and non-fiction literature that includes the theme of *Individual Identity*. The following essential questions will be explored:

- How does one's environment influence his/her identify?
- How do other's view of us shape individual identify?
- How do a person's actions reflect their identity?

You must choose one fiction and one non-fiction text that thematically connect to the theme *Individual Identity*. Some suggested genres from which to choose are memoir, biography and autobiography, collections of essays, speeches, or short stories, historical drama, poetry, and political commentary. The following are suggested titles:

Fiction

Two Suns in the Sky, Miriam Bat-Ami
Ask Me No Questions, Marina Turner Budhos
Extremely Loud and Incredibly Close, Jonathan Safran Foer
The Boy Who Dared, Susan Campbell Bartoletti
Upstate, Kalisha Buckhamon
Dragonwings, Laurence Yep
The Red Necklance, Sally Gardner
Milkweed, Jerry Spinelli
The Book Thief, Markus Zusak
Fast Talk on a Slow Track, Rita Willimas-Garcia
The House on Mango Street, Sandra Cisneros

Non-Fiction

Violin Dreams, Arnold Steinhardt
Farewell to Manzanar, Jeanne and James D. Houston
West of Kabul, East of New York, Tamim Ansary
Migrant Child, Francisco Jimenez
Three Cup of Tea, Greg Mortenson
Art and Sole, Intercity, Laurence King Publ
Flags of our Fathers, James Bradley
Wild Swans: Three Daughters of China, Jung Chang
Human Smoke, Nicholson Baker

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Eleventh-Grade

Eleventh grade English covers fiction and non-fiction literature that includes the theme of *Humanity in Conflict*. The following essential questions will be explored:

- What conflicts do people face in life?
- How do they choose to resolve their conflicts?
- How do those choices affect others around them (family, friends, and acquaintances)?

You must choose one fiction and one non-fiction text that thematically connect to the theme *Humanity in Conflict*. Some suggested genres from which to choose are memoir, biography and autobiography, collections of essays, speeches, or short stories, historical drama, poetry, and political commentary. The following are suggested titles:

Fiction

The Bell Jar, Sylvia Plath
Secret Life of Bees, Sue Monk Kidd
Last of the Mohicans, James Finimore Cooper
Bodega Dreams: A Novel, Ernesto Quinones
Whaleboat Raid, Peter Burchard
Brown Girl, Brownstones, Paul Marshall
Streets of Gold: A Novel, Marie Raphael
Up the Down Staircase, Bel Kaufman
Little Brother, Cory Doctorow
Sag Harbor, Colson Whitehead
The Street: A Novel, Ann Petry

Non-Fiction

The Color of Water, James McBride
Founding Fathers, Charles W. Meister
Nickel and Dimed: On Getting By in America, Barbara Elvenreich
The Gangs of New York, Herbert Asbury
Hello, America, Livia Bitton-Jackson
Journey into Mohawk Country, Harmen Meyndertsz van den Bogaert
Life on the Color Line, Gregory Howard
Down These Mean Streets, by Piri Thomas
Bushworld: Enter at Your Own Risk, Maureen Dowd
Outliers, Malcolm Gladwell

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Twelfth-Grade

Twelfth grade English covers fiction and non-fiction literature that includes the theme of *Maturity and Sensitivity*. As you read your selected books, consider the following essential questions:

- What is the difference between being a selfless or selfish individual?
- How does selflessness manifest itself in one's actions?

You must choose one fiction and one non-fiction text that thematically connect to the theme *Maturity and Sensitivity*. Some suggested genres from which to choose are memoir, biography and autobiography, collections of essays, speeches, or short stories, historical drama, poetry, and political commentary. The following are suggested titles:

Fiction

The Zookeeper's Wife, Diane Ackerman
A Long Way Gone: Memoirs of a Boy Soldier, Ishmael Beah
The Perks of Being a Wallflower, Stephen Chbosky
Unbroken: A World War II Story of Survival, Resilience and Redemption, Laura Hillenbrand
A Thousand Splendid Suns, Khaled Hosseini
Girl in Translation, Jean Kwok
Beloved, Toni Morrison
Sarah's Key, Tatiana de Rosnay
The Immortal Life of Henrietta Lacks, Rebecca Skloot
The Art of Racing in the Rain: A Novel, Garth Stein
The Help, Kathryn Stockett
Johnny Got His Gun, Dalton Trumbo
Cutting for Stone, Abraham Verghese
Two Trains Running, August Wilson
The Book Thief, Markus Zusak

Non-Fiction

In Cold Blood, Truman Capote
A Million Little Pieces, James Frey
Teacher Man, Frank McCourt
If I Die in a Combat Zone, Tim O'Brien
Fast Food Nation, Eric Schollosser
Desert Exile: The Uprooting of a Japanese-American Family, Yoshiko Uchida

As you read each book, keep a reader's journal. A minimum of ten entries per book is required to receive credit for the journal.