

Huntington Union Free School District



SUMMER READING ASSIGNMENT
GRADES 7-8
2013/2014

Letter to Student

Dear Huntington Student,

Welcome to your Summer Reading experience for the 2013/14 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 entering grades 7 and 8 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 and 8 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

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.

Early in the school year, teachers will check to make sure you have kept a reader's journal. You will receive a grade for bringing in a completed journal with a minimum of ten entries per book, at least one paragraph per entry. A rubric with these criteria will be used to evaluate the credit granted.

Your checklist is as follows:

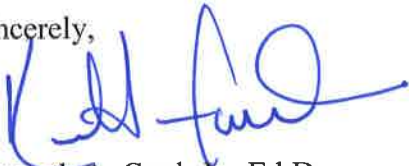
1. Choose one fiction and one non-fiction book related to your grade level theme.
2. Keep a reader's journal with a minimum of ten entries per book for a total of 20 entries.
For incoming 7th graders, write several strong sentences for each journal entry.
For returning Finley students- 8th graders, use the SIM paragraph format that you learned this year for each of your journal entries.
3. In September, when your journal is submitted to your English teacher, you will receive the grade for the first quarter. A rubric will be used to evaluate the credit granted.

If you, as a student, have any questions about **Summer Reading 2013**, please contact:

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

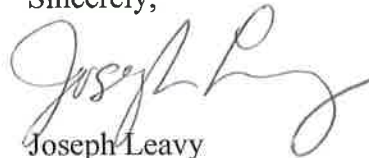
Happy reading!

Sincerely,



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

Sincerely,



Joseph Leavy
Chair of Humanities

Dear Parent/Guardian:

Please review this **Summer Reading 2013** project with your son or daughter. Your child should thoughtfully complete the readings. In late June, please check the Huntington UFSD website at www.hufsd.edu for the rubric that will be posted to give you and your child the grading criteria.

The summer reading project is mandatory and is due the third week of class for extra credit.

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.
- 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.

**Huntington Union Free School District
Office of Curriculum and Instruction**

Seventh-Grade

Welcome to Finley Middle School! Seventh grade English covers fiction and non-fiction literature that includes the theme of *Transitions*. These 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 Coulombis
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
American Folktales Selections – Paul Bunyan; consult librarian

Non-Fiction

Good Brother, Bad Brother: The Story of Edwin Booth and John Wilkes Booth,
James Cross Giblin
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. Each journal should be from 6-8 sentences and should include your reaction to the book, from the chapter or section you are reading. The rubric will be shared in September, or can be viewed at [www. hufsd.edu](http://www.hufsd.edu).

Huntington Union Free School District Office of Curriculum and Instruction

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; feel free to choose others.

Fiction

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

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
A Dream of Freedom: The Civil Rights Movement from 1954 to 1968, Diane McWhorter
10,000 Days of Thunder: A History of the Vietnam War, Philip Caputo

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. Use the SIM paragraph model for each journal. The rubric will be shared in September, or can be viewed at www.hufsd.edu.