

# Huntington Union Free School District



**SUMMER READING ASSIGNMENT**  
**GRADES 9-12**  
**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 in grades 9 through 12 are required to complete the summer reading assignment where you will read at least two books. The benefits of reading during the summer months apply to all students. Therefore, it is mandatory that you complete this opportunity. Please be aware that there is accountability involved as you will receive a grade for this in the first quarter as you are expected to keep track of your reading with a reader's journal.

In late September, English teachers at Huntington High School in grades 9 through 12 (except for AP and Honors courses, which have different assignments) will collect the journals you maintained on the two books that you will have read. The following grade level course themes are discussed throughout the year and establish a purpose for reading the books you select:

- Grade 9 – The Individual Hero and Crucial Decisions
- Grade 10 – Individual Identity
- Grade 11 – Humanity in Conflict/ The American Dream
- 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.

***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 the below 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.  
***Choose between the two options of using either dialectic notes, or SIM paragraphs***
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](mailto:jleavy@hufsd.edu)
- Dr. Kenneth A. Card, Jr., Assistant Superintendent, [summereading@hufsd.edu](mailto:summereading@hufsd.edu)

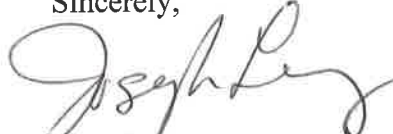
Happy reading!

Sincerely,



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

Sincerely,



Joseph Leavy  
Chair of Humanities

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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](http://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](mailto: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://www.nysl.nysed.gov/libdev/summer/index.html)
  - <http://kids.nypl.org/reading/index.cfm>
  - [www.googlelitttrips.org](http://www.googlelitttrips.org)
  - [www.guysread.com](http://www.guysread.com)
  - [www.teenreads.com](http://www.teenreads.com)
  - [www.hhhlteens.blogspot.com](http://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.

## Summer Reading Requirements

**Directions:** You must choose ONE non-fiction and ONE fiction work from the list provided for the grade level you will be entering in September 2013. For both the non-fiction and fiction works, you must complete 10 journal entries for each. While you are reading EACH work, you will be required to complete either *CHOICE A* or *CHOICE B*:

### **CHOICE A:**

Response to Literature Guided Questions – SIM Paragraph Structure (See attached examples)

### **CHOICE B:**

Dialectical Journal Entries (See attached examples and requirements)

### **CHOICE A – Guided Questions**

1. Where and when does the story take place? How do you know? What would happen to the story if the setting changed? Give textual support.
2. Who is the main character of the story? Describe that person's character traits using textual evidence for support.
3. From what point of view is the story told? How would the story change if someone else told the story?
4. Does the story create a certain mood or feeling? What is the mood? And how is it created?
5. Think about the main conflicts in the story. How are they resolved by the story's resolution? Give textual support.
6. Compare two characters from the story. How are they similar/different?
7. How might the story be changed if the main character was of a different culture or ethnicity? Why? Provide examples.
8. What values are presented in this book that we might use in our own lives? Are there some values that we shouldn't use? Give support.
9. Describe or explain the turning point (climax) in the story.
10. Did the story end the way you expected it to? Were there any clues the author provided to prepare you for the ending? What were some of those clues?

## SIM Paragraph Format

1. Topic Sentence (general, clueing, specific)
2. Lead-In Detail
3. Follow-Up Detail
4. Follow-up Detail
5. Lead-In Detail
6. Follow-up Detail
7. Follow-Up Detail
8. Lead-In Detail
9. Follow-Up Detail
10. Follow-Up Detail
11. Clincher Sentence (general, clueing, specific)

### Model SIM Paragraph

#### Criticism: A Blessing in Disguise

You can think of criticism as a blessing in disguise if you keep several important points about criticism in mind. Typically, criticism involves one person telling you what you have done wrong. Usually, you have hurt someone physically, hurt someone's feelings, done something's incorrectly, done something that is illegal or against the rules or done something that makes the other person angry or upset. Additionally, you should remember that people who really care about you, including your parents, friends, teachers and bosses, are the only ones who will give you criticism. They may give you criticism in a quiet, thoughtful way, or they may give it in a loud, furious way. Regardless of how the criticism is delivered, be sure to remember that criticism is a gift to you that you can use to build a successful future. If you take criticism to heart and follow suggestions, you will lead a happier life than if you ignore criticism. Thus, when you are in the midst of receiving criticism, remember that you have probably done something wrong, that the person cares enough about you to tell you, and that you can use this gift to give yourself a better future.

## Exemplary Sample Dialectical Journal Entries (Quotes and Notes)

**Student Name:** Bea Smart  
**Date:** July 2007

**Book Title/Author:** Hatchet, Gary Paulsen  
**Total pages:** 195

(Quotes) From Text	Pg #	(Notes) From Me
<p>“ ‘Thanks. It’s really nice.’ But the words sounded hollow, even to Brian.”</p>	p.8	<p>“Why does Brian feel that way about getting a hatchet from his Mom? If the words sound hollow to Brian, he must not mean it. Why is he mad at his Mom?  <i>Asking questions</i></p>
<p>“No roads, no trails, no clearings. Just the lakes, and it came to him that he would have to use a lake for landing. If he went down into the trees he was certain to die.”</p>	p.23	<p>I can’t imagine keeping my cool in a situation like this. I’d be on my cell phone, freaking out &amp; he’s trying to land the plane! I guess it’s important to keep your cool in a crisis.  <i>Reaction to text</i></p>
<p>“Now, with the thought of the burger, the emptiness roared at him. He could not believe the hunger, had never felt this way. The lake water had filled his stomach, but left it hungry, and not it demanded food, screamed for food.”            7 additional entries would continue on for a minimum of 10 entries. Page numbers will indicate selections from beginning, middle and end of book.</p>	p.48	<p>It’s weird how Brian’s stomach is like a character now, driving his behavior. I’ve been hungry before, but never like that. Is he going to start eating things that are poison because he is so hungry?  <i>Observation of author craft and connections</i></p>

### An Exemplary Double-Entry Journal Contains The Following:

- Total number of entries are 10 or more for the entire book.
- Each “From Text” entry is 1 or more complete sentence.
- “From Text” entries are from the entire book (beginning, middle and end). This is indicated by page numbers.
- Each “From Text” entry contains zero (0) spelling errors.
- All “From Me” entries have 2 or more complete sentences and demonstrate fully developed thoughts or connections about the text.

## Inadequate Sample Dialectical Journal Entries (Quotes and Notes)

**Student Name:** Ida Wanna  
**Date:** July 2007

**Book Title/Author:** Hatchet, Gary Paulsen  
**Total pages:** 195

<b>(Quotes) From Text</b>	<b>pg. #</b>	<b>(Notes) From Me</b>
<p>“It kept coming back to that. He had nothing.” <i>No page number indicated.</i></p> <p>“Things wer bad, he thout, but maybe not that bad.” <i>This text excerpt has 2 mis-spellings and does not include a page number.</i></p> <p><i>Journals with less than 10 entries are not considered exemplary.</i></p>		<p>I know how that feels. I have nothing too. <i>This connection is rather shallow. It needs more elaboration.</i></p> <p>I feel that way sometimes too. <i>Again, this connection does not appear to have any thought behind it, just a hasty response to complete the task.</i></p>

### An Inadequate Double Entry Journal Contains:

- Fewer than 10 entries from the book.
- Quotations from the text contain many mis-spelled words.
- “From Text” entries indicate the entire book may not have been read.
- “From Me” entries demonstrate incomplete thoughts or connections and seem hastily written. Entries lack elaboration.

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

**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  
*Quest*, Kathleen Benner Duple  
*Elijah of Buxton*, Christopher Paul Curtis  
*Identical*, Ellen Hopkins  
*Monster*, Walter Dean Myers  
*Runner*, Carl Deuker  
*Twisted*, Laurie Halse Anderson

Next in the series by Suzanne Collins; *Catching Fire* and/or *Mockingjay*

**Non-Fiction**

*Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom and Science*,  
Marc Aronson and Marina Budhos.  
*Guns, Germs and Steel*, Jared Diamond  
*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  
*Tasting the Sky: A Palestinian Childhood*, Ibtisan Barakat

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. You can complete these journals through Choice A or Choice B. The rubric will be shared in September, or can be viewed at [www.hufsd.edu](http://www.hufsd.edu).

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Office of Curriculum and Instruction**

**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 identity?
- How do other's view of us shape individual identity?
- 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  
*Milkweed*, Jerry Spinelli  
*Ender's Game*, Orson Scott Card  
*The Bean Trees*, Barbara Kingsolver  
*Fast Talk on a Slow Track*, Rita Willimas-Garcia  
*The House on Mango Street*, Sandra Cisneros  
*The Astonishing Life of Octavian Nothing: Traitor to the Nation, Vol. I, The Pox Party*  
M. T. Anderson

**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  
*Tuesday's With Morrie*, (and/or) *Five People Your Meet in Heaven*, Mitch Albom

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. You can complete these journals through Choice A or Choice B. 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**

**Eleventh-Grade**

Eleventh grade English covers fiction and non-fiction literature that includes the theme of *Humanity in Conflict* and *the American Dream*. These 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)?
- What is the American Dream and have we as a nation fulfilled it, or denied it?

You must choose one fiction and one non-fiction text that thematically connect to the themes *Humanity in Conflict* and/or *The American Dream*. 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  
*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  
*Maggie, A Girl of the Streets*, Stephen Crane  
*Uncle Tom's Cabin*, Harriet Beecher Stowe

**Non-Fiction**

*The Color of Water*, James McBride  
*Founding Fathers*, Charles W. Meister  
*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  
*Outliers*, Malcolm Gladwell  
*I Know Why the Caged Bird Sings*, Maya Angelou  
*American Born Chinese*, G. L. Yang  
*Mayflower*, Nathaniel Philbrick  
*Profiles in Courage*, John F. Kennedy  
*The Devil in the White City: Murder, Magic, & Madness at the Fair That Changed America*. Erik Larsen

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. You can complete these journals through Choice A or Choice B. 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

### 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  
*Girl in Translation*, Jean Kwok  
*Beloved*, Toni Morrison  
*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  
*A Tree Grows in Brooklyn*, Beety Smith  
*Life of Pi*, Yann Martel

#### 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  
*Nickel and Dime: On Getting By in America*, Barbara Elvenreich  
*The Immortal Life of Henrietta Lacks*, Rebecca Skloot  
*The Politics of Rich and Poor*, Kevin Phillips

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. You can complete these journals through Choice A or Choice B. The rubric will be shared in September, or can be viewed at [www.hufsd.edu](http://www.hufsd.edu).