

***HENRY HUDSON REGIONAL SCHOOL
2015 SUMMER READING PROGRAM
GRADES 7 – 12***



**“Reading is to the mind what exercise is to the body.”
J. Addison**

June 7, 2015

Dear Students, Parents, and Guardians:

The English Language Arts teachers at Henry Hudson Regional are proud to present to you this revised summer reading program. Building on the positive feedback they received from last year's assignment, the teachers wanted to accomplish several goals with this year's program:

- This year's list would retain the titles that students liked last year.
- This year's list would encourage students to read by providing an even wider range of choices. Please note that this year's assignment again includes the option for a student to select a book that has not been placed on the suggested list.
- The assessment of summer reading would be simple and fair.
- The assessment would allow teachers to acquire an early measure of each student's ability to engage in meaningful discussion about a text. This skill is emphasized in the Common Core State Standards for English Language Arts.

I think you will agree that our teachers have achieved these goals.

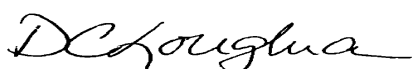
Attached you will see three components of the program:

- The revised **Suggested Summer Reading List**, including the procedure for selecting alternative books not identified on the list.
- A **Summer Reading Synopsis Sheet** that is due on the first day of school. (**September 8th, 2015**) and is worth 50% of each student's first major assessment in English Language Arts class.
- A **Book Discussion** that will comprise the remaining 50% of the first major assessment in English Language Arts class. This discussion will take place in the first week of school.

As always, we strongly encourage parents to preview the selections and even read the texts with their children: this provides an opportunity for discussion about the text that not only prepares the student better for the assessment but also helps readers learn more by thinking on a deeper level.

We hope you enjoy the selections, and we look forward to seeing our students return to school well rested and well read! As always, please feel free to contact me with any of your questions about the program. Have a great summer!

Sincerely,



Daniel Loughran

Tri-District Supervisor of Curriculum and Instruction, PK-12

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Suggested Summer Reading Titles—Students are expected to choose titles from the list or an alternative title as per the instructions below.

All students are required to read one book and turn in one SUMMER READING SYNOPSIS SHEET on September 8th. **Honors Students** are required to read two selections. **Honors Students must also complete two SUMMER READING SYNOPSIS SHEETS.** NOTE: **AP English** students will be given a separate assignments.

Entering Grade 7

Brooklyn Bridge (Hesse)
Click Here (Vega)
Freak the Mighty (Philbrick)
Football Genius (Green)
Life of Pi (Martel)
The Outcasts of 19 Schuyler Place (Konigsburg)
Travel Team (Lupica)

Entering Grade 8

Access Denied (Vega)
Call It Courage (Sperry)
Paper Trains (Green)
Lord of the Rings (Tolkien)
Max the Mighty (Philbrick)
I Am a Seal Team Six Warrior (Wasdin)
Nothing But the Truth (Avi)
Something for Joey (Peck)
The Miracle Worker (Gibson)

Entering Grade 9

Speak (Anderson)
Perks of Being a Wallflower (Chbosky)
The Color Purple (Walker)
Go Ask Alice (Anonymous)
Into the Wild (Krakauer)
Absolutely Normal Chaos (Creech)
Flesh and Blood So Cheap: The Triangle Fire...(Marrin)
Let the Circle Be Unbroken (Taylor)
The Lion, The Witch, and the Wardrobe (Lewis)
The Lost Hero (Riordan)
The Other Wes Moore (Moore)

Entering Grade 10

Fahrenheit 451 (Bradbury)
House of the Seven Gables (Hawthorne)
The Sound and the Fury (Faulkner)
Snow Falling on Cedars (Guterson)
The Absolutely True Diary of a Part-Time Indian (Alexie)
What I Talk About When I Talk About Running (Murakami)

Entering Grade 11

The Crystal Cave (Stewart)
Frankenstein (Shelley)
Wuthering Heights (Bronte)

Entering Grade 11 (Continued)

Heart of Darkness (Conrad)
Through the Looking Glass (Carroll)
Angela's Ashes (McCourt)
Prodigal Son (Koontz)
Steve Jobs: The Man Who Thought Different (Blumenthal)

Entering Grade 12

The Glass Castle: A Memoir (Walls)
How the Garcia Girls Lost their Accents (Alvarez)
A House in the Sky (Lindhout)
Friday Night Lights (Bissinger)
Into the Wild (Krakauer)
The Alchemist (Coelho)
The Double Helix (Watson)
The Immortal Life of Henrietta Lacks (Skloot)
The Longitude Prize (Dash)
The Memory Keeper's Daughter (Edwards)

Alternative Title Selection: Teaching staff at Henry Hudson Regional recommended the titles listed above. While the newest additions to the summer reading list fall within the suggested ranges of text complexity as identified in the Summer Reading Lexile Chart below, some of the titles that remain from last year's list may not fall within these ranges. The staff decided to keep these titles for continuity and because students enjoyed them. **However, all new titles are within the ranges, and any student who wishes to select a text that is not on his/her grade-level list may do so by following this procedure:**

1. Go to <http://www.lexile.com/requestlexile> and, in the top right-hand corner of the page ("Quick Book Search"), input the title of a book for which you'd like to know a Lexile score. If a Lexile score is available, it will appear on the bottom of the page.
2. If the title falls within the appropriate grade-level range listed in the chart below and is an appropriate text for discussion at school, the **student's parent/guardian must email dloughran@tri-district.us** to request approval of the selection.
3. Requests cannot be processed after July 31st. If you need help or have questions, please contact dloughran@tri-district.us.

Summer Reading Lexile Chart	
Grade Band	Summer Reading Lexile Range
Going into 7 or 8	760L - 960L
Going into 9 or 10	960L - 1070L
Going into 11 or 12	Above 1070L

SUMMER READING SYNOPSIS SHEET Name _____

This sheet is due on the first day of school, and it is worth 50% of your first test grade. You may handwrite or type your responses below, but you are expected to turn in and utilize this sheet only (one single page, front and back). You will use this reference tool for the book discussions that will take place upon your return to school. It is also important to avoid plagiarism by not copying and pasting discussion or analyses from websites, etc. In other words, please submit your own responses in your own words.

Title _____ Author _____

1. Identify and explain the main characters/key participants and a brief description of each:
2. Identify and examine the setting (time and place):
3. Identify and explain the main conflict and how it is resolved:
4. Identify and explain 5-7 key events from the book in chronological order:
5. Identify and explain a theme (major idea) found in the book:
6. Identify three examples of evidence from the book that helped you identify the theme (major idea):
7. Choose a short passage you think is important in this book. Write the passage and page number, and tell why you chose the passage.

BOOK DISCUSSION RUBRIC

Procedures:

Bring your Summer Reading Synopsis Sheet, book (if you have it), and a supportive attitude. For this assignment, your teacher will arrange a discussion for you with a partner or small group of students. Please note that 50% of your summer reading test grade will come as a result of your participation in this discussion. Your participation in the discussion will be assessed according to this rubric:

Item	Outstanding	Strong	Developing	Insufficient
Preparedness	Student comes to the discussion with well-prepared notes and refers specifically to the notes and/or the text throughout the entire discussion.	Student comes to the discussion with notes and refers specifically to the notes from time to time throughout the discussion.	Student comes to the discussion with notes but only refers to them infrequently.	Student participates in the discussion but may not have notes or may not refer to the notes even one time.
Collaboration and Engagement	Student supports his/her classmates by responding positively to their discussion points and actively engaging with them throughout the entire discussion.	Student supports his/her classmates by responding positively to their discussion points and engaging with them in much of the discussion.	Student supports his/her classmates by responding positively to some of their discussion points and engaging with them for some of the discussion.	Student may not support his/her classmates, or may not respond positively to discussion points, or may not engage with his/her classmates during the discussion.
Nonverbal Communication	Student communicates his/her attention and respect during the discussion by maintaining eye contact with the speaker and using appropriate body language, such as sitting up in an active listening position, throughout the entire discussion.	Student communicates his/her attention and respect during the discussion by maintaining eye contact with the speaker and using appropriate body language, such as sitting up in an active listening position, throughout most of the discussion.	Student communicates his/her attention and respect during the discussion by maintaining eye contact with the speaker and using appropriate body language for some of the discussion.	Student may not communicate his/her attention and respect during the discussion by maintaining eye contact with the speaker or using appropriate body language during the discussion.