

Eli Whitney Technical High School *Summer Reading Assignment*

Eli Whitney Technical High School strongly believes that reading and writing is an integral part of your ongoing education. Therefore, you will be required to complete a summer reading assignment that will incorporate both reading and writing. This assignment will be due on the first day of academics after summer break.

Students who return to school with a completed copy of a reading activity will receive an “A” grade which will count as 5% of their 1st Marking Period grade in English class.

Area libraries are aware of our Summer Reading List and they are very eager to assist you with finding a book. All Summer Reading Program information is also posted on our school website: <http://www.cttech.org/whitney/>.

Required Reading: Select a book of your choice to read from the Eli Whitney Summer Reading List.

Complete and return your *Summer Reading Contract* with your English teacher before your last English class.

Assignment: Complete **ONE** of the activities (**A, B, C or D**) listed below. *To receive your “A”, you must return to school in August with one of these activities completed.*

Option A. STAR Reading Graphic Organizer (copy attached)

Complete the STAR Reading Graphic Organizer. A strategy you can use is to read the questions first to know what you should be thinking about while you read. Another strategy is to take notes as you read after every 1-3 chapters to help you remember details of the book.

Option B. Interactive Reading Log (copy attached)

While you are reading this book, keep an interactive reading log. The log has two parts to be completed: the summary column and the interactive column. You will be required to complete a minimum of 8 logs for the entire novel, so you may organize your logs by pages or chapters—this part is up to you. As you read, write a brief summary (no more than one paragraph) of significant events, character changes, theme development, in the space provided.

Record your Interactive Response to the text (also around one paragraph in length). You cannot be wrong in your responses, as these reflect your personal reactions to the text. Make predictions about what might happen later. What questions do you have? Do you find any situations to be morally wrong? Have you ever encountered similar situations? Use your personal experiences to make connections with the text.

Option C. Journal Entries using Sentence Starters

Every day you read, create journal entries using sentence starters. Example sentence starters include:

I wonder why...	I compare myself to a character...
I like the way the author...	I think the main thing the writer was trying to say is...
I was surprised when...	What does the author mean by...
I was confused about...	This book reminds me of another book...
This quote is important because...	I predict that...

Option D. Design a Book Jacket (copy attached)

Refer to the attached rubric for details to complete this assignment.

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STAR Reading Graphic Organizer

Now that you have read the book, why do you think the author chose the title? Use examples to support your answer.

How would the other characters in the book describe the main character and why?

Title of Book

Author

Name of Main Character

What actor or actress would you cast to play the title role if this book was made into a movie? Why?

Would you recommend this book to a friend or family member? Why or why not? Use specific reasons to support your answer.

Describe the main conflict [the main problem] of the book. How does the conflict get solved?

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Interactive Reading Log

Date/Chapter/Pages Read	Summary	Interactive Response
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Use additional paper if needed.

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Design a Book Jacket

Your Book Jacket (or book cover) should include all the following details:

- FRONT COVER
 - The cover is creative, colorful, and vividly depicts the story through quality pictures and/or drawings
 - Title, author, publisher and price are all present
- BACK COVER
 - Summary of Book and Exciting Events
 - The back cover has a total of 4 creative and interesting reviews of selected book including a detailed one by you
- FRONT FLAP
 - Brief Descriptions of Setting
 - The summary of the story is accurate with 4 or more specific details
- BACK FLAP
 - Descriptions of main characters are accurate with specific details
- EFFORT
 - The product shows outstanding work.

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2018 Summer Reading List and Suggestions

We want your summer reading experience to be enjoyable. To help you make that happen, here are suggested authors and book titles you may like.

Sports Fiction

Authors **Tim Green, Mike Lupica, Matt Christopher, John Feinstein** or **Paul Volponi** would be excellent choices!

- Examples: *Super Bowl, Heat, Miracle on 49th Street, Travel Team*
- *Crackback* by John Coy ~ Miles barely recalls when football was fun after being sidelined by a new coach, constantly criticized by his father, and shunned by his best friend for not taking performance-enhancing drugs.
- *Out of Nowhere* by Maria Padian ~ Performing community service for pulling a stupid prank against a rival high school, soccer star Tom tutors a Somali refugee with soccer dreams of his own.

Fictional Urban High School Drama

Various authors - The Bluford High Series

- Examples: *Until We Meet Again, Someone To Love Me, A Matter Of Trust*

Fictional Drama

Any books by authors Sharon Flake, Sharon Draper, Sarah Dessen, and Sara Sheppard.

- Examples: *Tears Of A Tiger, Romiette & Julio, The Skin I'm In, Money Hungry, Lock and Key, Along For The Ride, Pretty Little Liars*
- *Thirteen Reasons Why* by Jay Asher ~ When high school student Clay Jenkins receives a box in the mail containing thirteen cassette tapes recorded by his classmate Hannah, who committed suicide, he spends a heartbreaking night listening to her recount the events leading up to her death.
- *Speak* ~ by Laurie Halse Anderson A traumatic event near the end of the summer has a devastating effect on Melinda's freshman year in high school.
- *The Perks of Being a Wallflower* by Stephen Chbosky ~ A series of letters to an unknown correspondent reveals the coming-of-age trials of a high-schooler named Charlie.
- *The Fault in Our Stars* by John Green ~ Sixteen-year-old Hazel, a stage IV thyroid cancer patient, has accepted her terminal diagnosis until a chance meeting with a boy at cancer support group forces her to reexamine her perspective on love, loss, and life.
- *The Curious Incident of the Dog in the Nighttime* by Mark Haddon ~ Despite his overwhelming fear of interacting with people, Christopher, a mathematically-gifted, autistic fifteen-year old boy, decides to investigate the murder of a neighbor's dog and uncovers secret information about his mother.
- *Monster* by Walter Dean Myers ~ While on trial as an accomplice to a murder, sixteen year old Steve Harmon records his experiences in prison and in the courtroom in the form of a film script as he tries to come to terms with the course his life has taken.

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2018 Summer Reading List and Suggestions

Spy & Action Fiction

Authors Anthony Horowitz, John Grisham, and James Patterson would be excellent choices!

- Examples: *Stormbreaker*, *Point Blank*, *Maximum Ride*, *Theodore Book: Kid Lawyer*

Historical Fiction

- *Copper Sun* by Sharon M. Draper ~ Two fifteen-year-old girls - one a slave and the other an indentured servant - escape their Carolina plantation and try to make their way to Fort Moses, Florida, a Spanish colony that gives sanctuary to slaves.
- *A Thousand Splendid Suns* by Khaled Hosseini ~ This novel is set against three decades of Afghanistan's history shaped by Soviet occupation, civil war, and the Taliban and tells the stories of two women, Mariam and Laila, who grow close despite the horrors they must endure.
- *The Book Thief* by Marcus Zusak ~ Narrated by Death, *The Book Thief* is the story of Liesel Meminger, a nine-year-old German girl who given up by her mother to live with Hans and Rosa Hubermann in the small town of Molching in 1939, shortly before World War II.

Multicultural

- *The House on Mango Street* by Sandra Cisneros ~ A young girl living in a Hispanic neighborhood in Chicago ponders the advantages and disadvantages of her environment and evaluates her relationships with family and friends.
- *Buried Onions* by Gary Soto ~ When nineteen-year-old Eddie drops out of college, he struggles to find a place for himself as a Mexican American living in a violence-infested neighborhood of Fresno, California.
- *Three Cups of Tea* by Greg Mortenson ~ Author Greg Mortenson recounts the experiences he had while trying to help impoverished villages in Pakistan's Karakoram Himalaya build schools for their children.

Mysteries, Danger, Suspense

Author R.L. Stine has written the books in the Goosebumps and Fear Street series.

- Examples: *Party Summer*, *The Secret*, *The Haunted Mask*, *Night Of The Living Dummy*

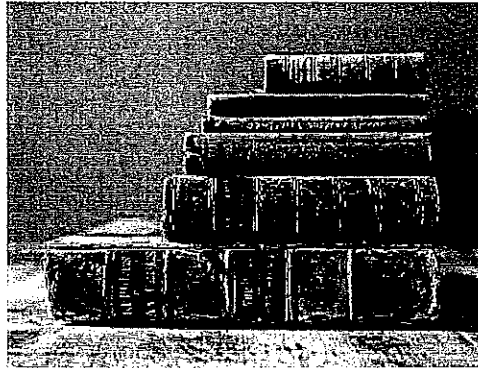
Science Fiction

- Examples: *Hunger Games* Trilogy, *Divergent* Series, *Maze Runner* Series

The Reading Bill of Rights

A Child's Right To Read

“Today we live in a world of full digital information. Yet reading has never been more important, for we know that for young people the ability to read is the door opener to the 21st century: to hold a job, to understand their world, and to know themselves” [Richard Robinson, President of Scholastic Corporation since 1974]



WE BELIEVE that literacy - the ability to read, write, and understand - is the birthright of every child in the world as well as the pathway to succeed in school and to realize a complete life.

WE BELIEVE it is important for a young person to know how to analyze, interpret, and understand information.

WE BELIEVE that literature and drama, whether on printed pages, screens, on stage or film, help young people to experience a deeper understanding of what it means to be truly human.

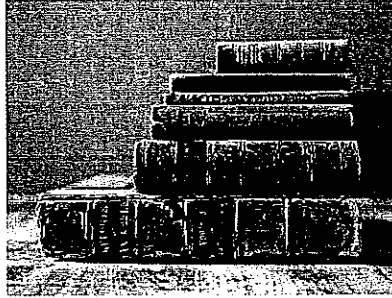
WE BELIEVE every child should have access to books, magazines, newspapers, computers, e-readers, and text on phones. When accessing them, you need the skills of reading to understand yourself and your world.

WE BELIEVE every child should be able to choose and own the books they want to read, for that choice builds literacy confidence - the ability to read, write, and speak about what they know, what they feel, and who they are.

WE BELIEVE that every child has the right to a great teacher who will help them learn to read and love to read.

WE BELIEVE that in the 21st century, the ability to read is necessary not only to succeed but to survive - for the ability to understand information and the power of stories is the key to a life of purpose and meaning.

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Reading Action Steps

**What you can do to ensure
that children READ every day.**

Parents & Caregivers

- Have books at home for my child to enjoy
- Help my child carve out time in the day just for reading
- Encourage my child to choose the books s/he wants to read
- Take my child to sign up for a library card

Young People

- Read every day - books, magazines, comic books - no matter what you read, **read every day**
- Choose books that you want to read and read about things you care about
- Get and USE a library card
- Ask family, friends, teachers and the librarian for ideas about good books to read
- Tell friends about books you have liked so they can enjoy them too

Teachers

- Create literacy-rich environment in classroom
- Build time in the school day for students to read every single day
- Ensure that students learn to read on grade level
- Create a lifelong love of reading by reading to and with students