



# CJMS Summer Reading For Students In ESOL 4-5

## Why We Have Summer Reading

Reading is a life-long skill that is necessary for one's success and personal enrichment. It can also bring a lifetime of pleasure and mental acuity. Research strongly suggests that reading, like most skills, improves with practice and decreases when we don't engage in it for even a short time. Therefore, consistent with its commitment to prepare all students for success during school and after graduation, Montgomery County Public Schools (MCPS) expects all students to read during the summer.

## Overview of Summer Reading at Cabin John

Cabin John Middle School (CJMS) believes that summer is a time for recreational reading. To that end, all Cabin John **STUDENTS ARE EXPECTED TO READ THREE BOOKS— two FICTION AND one NON-FICTION BOOK OF THEIR CHOICE.** Students must also obtain a parent's or guardian's signature in order to verify that the parent has approved the book and that the student has read the book. Students will also complete a graphic organizer (GO) for each book. These GOs will be collected the first week of school, counted as a homework assignment, and later used in conjunction with formative assessments in Reading Class. *The due date and deadline for this assignment is the second day of school.*

**Students may read any age appropriate novel borrowed from public libraries and/or other sources.** While they may purchase books from any store or on line source, students are **NOT EXPECTED TO PURCHASE A BOOK TO READ.** When deciding what to read, students may want to consider texts that appeal to their individual interests or ones that may provide additional background knowledge for topics covered in grade-level courses.

All CJMS students are expected to complete Summer Reading, including those who transfer to into CJMS over the summer or during the first week of school. Because this information is being provided to all elementary feeder schools before the end of the current school term and will be posted on the CJMS website throughout the summer, every ESOL 4-5 student should have met these Summer Reading expectations by the first day of school. Likewise, students who transfer from CJMS are expected to contact their new school(s) for information about Summer Reading expectations.

Students should know their lexile level: a measure of a readers' ability to parse complex texts. The lexile is a measure of the difficulty level of sentence structures or vocabulary in a text. Most books are assigned a lexile score – the higher the score the more complex the text. To choose a book at the student's lexile level you can go to the following website: <https://fab.lexile.com/search/search/categories>

### Suggested Topics for Non-Fiction

Course	Topics/Texts
<b>Language Arts</b>	Biographies, autobiographies, and literature anthologies
<b>World Studies</b>	Ancient civilizations (including: Egypt, Greece, Rome, China, India) U.S. History
<b>Science</b>	Ecosystems and animal kingdoms (including: adaptation, natural selection, predator/prey relationships and food webs)
<b>Current Events &amp; Reading Online</b>	<a href="https://newsela.com/">https://newsela.com/</a> <a href="http://tweentribune.com/">http://tweentribune.com/</a> <a href="https://www.studentnewsdaily.com/archive/editorials-for-students/">https://www.studentnewsdaily.com/archive/editorials-for-students/</a> <a href="http://www.readworks.org/books/passages">http://www.readworks.org/books/passages</a>

### Suggestions for Fiction

TITLE	AUTHOR
<i>The 18<sup>th</sup> Emergency</i>	<i>Betsy Byars</i>
<i>Bridge to Terabithia</i>	<i>Katherine Paterson</i>
<i>Daphne's Book</i>	<i>Mary Downing Hahn</i>
<i>Journey to Jo'burg</i>	<i>Beverley Naidoo</i>
<i>Maniac Magee</i>	<i>Jerry Spinelli</i>
<i>Music of Dolphins</i>	<i>Karen Hesse</i>
<i>My Side of the Mountain</i>	<i>Jean Craighead George</i>
<i>On My Honor</i>	<i>Marion Dane Bauer</i>
<i>So Far from the Bamboo Grove</i>	<i>Yoko Kawashima Watkins</i>
<i>Toothpaste Millionaire</i>	<i>Jean Merrill</i>
<i>Tuck Everlasting</i>	<i>Natalie Babbitt</i>
<i>Words by Heart</i>	<i>Ouida Sebestyen</i>
<i>The Black Cauldron</i>	<i>Lloyd Alexander</i>
<i>The Forgotten Door</i>	<i>Alexander Key</i>
<i>Mr. Tucket</i>	<i>Gary Paulsen</i>
<i>Search for the Shadowman</i>	<i>Joan Lowery Nixon</i>
<i>The Wanderer</i>	<i>Sharon Creech</i>
<i>Where the Red Fern Grows</i>	<i>Wilson Rawls</i>
<i>A Wrinkle In Time</i>	<i>Madeleine L'Engle</i>
<i>Among the Hidden</i>	<i>Margaret Peterson Haddix</i>
<i>Crash</i>	<i>Jerry Spinelli</i>
<i>The Fear Place</i>	<i>Phyllis Reynolds Naylor</i>
<i>Going Home</i>	<i>Nicholasa Mohr</i>
<i>Holes</i>	<i>Louis Sachar</i>
<i>Mrs. Frisby and the Rats of NIMH</i>	<i>Robert C. O'Brien</i>
<i>Planet of Junior Brown</i>	<i>Virginia Hamilton</i>
<i>Taking Sides</i>	<i>Gary Soto</i>
<i>Banner in the Sky</i>	<i>James Ramsey Ullman</i>
<i>Belle Prater's Boy</i>	<i>Ruth White</i>
<i>The Ear, the Eye, and the Arm</i>	<i>Nancy Farmer</i>
<i>Esperanza Rising</i>	<i>Pam Munoz Ryan</i>
<i>Max and Me and the Time Machine</i>	<i>Gery Greer</i>
<i>Ruby Holler</i>	<i>Sharon Creech</i>

# Story Map for FICTION Book 1

Student Name: \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

**Directions:** Complete the following story map with details from the book.

Title: \_\_\_\_\_ Author: \_\_\_\_\_

*Setting (Time & Place)*



*Characters*



*Problem*

*Four to Six Major Events*

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- 
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- 
- 

*Resolution:*

**Story Map for FICTION Book 2**  
**Student Name:** \_\_\_\_\_ **Date** \_\_\_\_\_

*Parent/Guardian Signature* \_\_\_\_\_

**Directions:** Complete the following story map with details from the book

<b>Title:</b> _____	<b>Author:</b> _____
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<i>Characters</i>
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<i>Setting</i>
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<i>Problem</i>
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<i>Four to Six Major Events</i> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>
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<i>Resolution:</i>
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## Main Idea and Details for NON-FICTION

Student Name \_\_\_\_\_

Directions: Complete the following graphic organizer with main ideas and important details from the book.

Title and Author: \_\_\_\_\_

*Main Idea:*

\_\_\_\_\_

*Details:*

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\_\_\_\_\_

▪

\_\_\_\_\_

▪

\_\_\_\_\_

*Main Idea:*

\_\_\_\_\_

*Details:*

▪

\_\_\_\_\_

▪

\_\_\_\_\_

▪

\_\_\_\_\_

I think the author wrote about this topic because

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## The First American

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*Benjamin Franklin as a part of the five-member committee in John Trumbull's painting Declaration of Independence. Do you know who the others in the painting are? There are as many as 42 founding fathers in the painting. The person on the left of Ben Franklin is Thomas Jefferson, the 3<sup>rd</sup> President of the United States.*

Have you ever wondered what the “united states” in the United States of America is? Originally, the term referred to 13 colonies under the British Empire that overthrew colonial rule and signed the Declaration of Independence in 1776, forming the United States of America. The men who participated in the revolution, signed the Declaration of Independence, and contributed to drafting the Constitution are known as “founding fathers.” Benjamin Franklin, who is portrayed on the 100-dollar note, was one of the “Committee of Five” men who were appointed to draft the Declaration that was eventually signed by the other founding fathers.

## **Franklin's Early Life**

Benjamin Franklin was born in 1706 in Boston to a soap maker named Josiah Franklin. His father could not afford full schooling for all his children, but Benjamin loved books and worked in his elder brother's printing business. He worked in the trade for many years before buying the Pennsylvania Gazette in 1729, which was a new publication at the time. He also wrote and made cartoons for the newspaper. In addition, he worked toward improving living conditions in the city of Philadelphia: improving the efficiency of street lights, cleaning the roads and starting libraries. In the 1740s, Franklin retired from his printing business and turned to science with great success. He was a very smart man and his work on electricity for instance, such as the "kite experiment" which confirmed the nature of lightning, made him famous all over the American colonies.

## **Benjamin Franklin as the First American**

Now you might be wondering how this printer and scientist ended up on the \$100 bill. Franklin earned the title of the "First American" for his efforts to unite the 13 American colonies, and for his long campaign for American independence from England. This part of the story starts in London. He went to London as a representative of Americans to get the British to keep assisting American colonies. In London, he became a member of the "Club of Honest Whigs" (who also wore wigs!) and began interacting with important political thinkers and activists of the time. When he returned to Pennsylvania, he led a struggle against the powerful Penn family over their control of the colony, and was elected the Speaker of the Pennsylvania House in 1764. In 1765, he opposed the Stamp Act, which was a direct tax by the British Parliament on American colonies. He continued to write and campaign against British injustices in America. © 2013 ReadWorks®, Inc. All rights reserved. When the American War of Independence began in the 1770s and every colony was required to send one delegate to represent its interests in the "Second Continental Congress," everyone in the



Pennsylvania assembly chose Franklin. He was one of five people who wrote the final Declaration of Independence. After the United States of America was established, Franklin held several important positions such as the first United States Postmaster General, Ambassador to France and sixth President of Pennsylvania. He is also famous today for his wise sayings, including “a penny saved is a penny earned” and “an ounce of prevention is worth a pound of cure.”

**1. Who were the “founding fathers”?**

- A. 13 colonies under the British Empire that overthrew colonial rule in 1776
- B. Benjamin Franklin and George Washington only
- C. men who participated in the revolution, signed the Declaration of Independence, and contributed to drafting the Constitution
- D. five men who were appointed to draft the Declaration of Independence

**2. What does the author describe in the passage?**

- A. the life of Benjamin Franklin and his involvement in the American Revolution
- B. a breakdown of battles in the Revolutionary War
- C. how Benjamin Franklin discovered electricity and lightning
- D. the changes Benjamin Franklin made to the United States Postal Service

**3. Benjamin Franklin was opposed to injustice. Which details from the text support this statement?**

- A. He was a member of the “Club of Honest Whigs.”
- B. His face is depicted on the \$100 bill.
- C. He worked in his brother’s printing business and eventually bought the Pennsylvania Gazette.
- D. He led a struggle against the Penn family over their control of the colony and opposed the Stamp Act.

4. **Benjamin Franklin was elected the Speaker of the Pennsylvania House and selected to represent Pennsylvania in the “Second Continental Congress.” What conclusion can be made about Benjamin Franklin?**

- A. Benjamin Franklin was not well liked.
- B. Benjamin Franklin was popular in Pennsylvania.
- C. Benjamin Franklin did not care what people thought about him.
- D. Benjamin Franklin was not interested in politics.

5. **What is this passage mostly about?**

- A. the signing of the Declaration of Independence
- B. how the founding fathers and Committee of Five were chosen
- C. the formation of the United States of America and the Revolutionary War
- D. Benjamin Franklin’s life and why he is called the First American

6. **Read the following sentences:**

**“Benjamin Franklin as a part of the five-member committee in John Trumbull’s painting Declaration of Independence. Do you know who the others in the painting are? There are as many as 42 founding fathers in the painting. The person on the left of Ben Franklin is Thomas Jefferson, the 3rd President of the United States.”**

**Why does the author include this caption under the painting?**

- A to describe the painting and introduce the topic of the passage
- B to confuse the reader with information that is unrelated to the passage
- C to introduce a major character, John Trumbull
- D to give the reader a short art history lesson

7. **Choose the answer that best completes the sentence below.**

**Benjamin Franklin held many important positions in the newly established United States of America, \_\_\_\_\_ member of the Committee of Five, Postmaster General, and Ambassador to France.**

- A. therefore
- B. but

C. including

D. first

**8. Why did Benjamin Franklin go to London?**

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**9. How did Benjamin Franklin work to improve the lives of everyday people?**

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**10. Explain whether Benjamin Franklin deserves the title of the “First American.” Support your answer using details from the text.**

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