

# SUMMER READING

## RCMS English Class Expectations for Summer Reading - Grades 6, 7, and 8

### Why do I have to read over the summer?

In Montgomery County Public Schools, summer reading has been an expected practice in middle and high schools and an encouraged practice in elementary schools since 1998.

Reading is a life-long skill that a person not only needs to succeed in as a student and a worker, but it is also an essential skill in civic and personal activities. Perhaps even more importantly, reading opens the world to a person through various forms of literature. By reading, students have the opportunity to learn about people, times, regions, and ideas that may enhance their knowledge and development. Reading 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 our commitment to prepare all students for success during school and after graduation, we continue to expect all students to read during the summer.

### OK, so what do I have to do?

- Read two books of your choice (suggested authors and titles listed below).
- *\*Center Program Students are **REQUIRED** to read **THREE** books of your choice in addition to the assigned reading given by your incoming teacher.*
- Select books you have not previously read and which meet parent approval.
- For **one** of the books, fill out the attached organizer. This organizer can be filled in on the form, or you can be creative and create the organizer on any format of your choice (PowerPoint, poster, etc...). **\*\*Remember that you must include the information from the organizer!**
- **Turn in your completed assignment to your English or ESOL teacher by September 10, 2014.**
- Your teacher may also assign a project, essay, or other activity related to these books you have read during the summer.

### Where can I find a good book?

The public libraries, as well as local bookstores, are filled with lots of great young adult books. Below are websites that may be helpful:

- Montgomery County Public Library:  
<http://www.montgomerycountymd.gov/content/libraries/index.asp>
- Black-Eyed Susan 2013-14 Nominees: <http://www.maslmd.org/>
- The Lexile Framework for Reading: <http://www.lexile.com/>

## Questions?

If you have questions, we are here to answer them.

Please contact – Mrs. Jamila Denney, Language Arts Content Specialist, [Jamila W Denney@mcpsmd.org](mailto:Jamila_W_Denney@mcpsmd.org)

***Incoming 6<sup>th</sup> graders may also contact their Team Leaders:***

- Elizabeth Gall, [Elizabeth K Gall@mcpsmd.org](mailto:Elizabeth_K_Gall@mcpsmd.org)
- Eileen Carraway, 6<sup>th</sup> Grade Team Leader, [Eileen Carraway@mcpsmd.org](mailto:Eileen_Carraway@mcpsmd.org)

## **Suggested Author List**

Authors on this list include Newbury, Coretta Scott King, and Scott O'Dell award winners as well as classic and noted young adult authors.

Avi	Virginia Hamilton	Richard Peck
Lloyd Alexander	Karen Hesse	Rodman Philbrick
T.A. Barron	Will Hobbs	Tamora Pierce
Joan Bauer	Anthony Horowitz	James Preller
Fred Bowen	Brian Jacques	Rick Riordan
Michael Buckley	Kathryn Lasky	Philip Pullman
Meg Cabot	Tanith Lee	Ann Rinaldi
Matt Christopher	Ursula Leguin	Veronica Roth
Sook Nyul Choi	Madeleine L'Engle	J. K. Rowling
Sandra Cisneros	C. S. Lewis	William Sleator
Suzanne Collins	Janet Lisle	Gary Soto
Ally Condie	Mike Lupica	Elizabeth Speare
Caroline Cooney	Wendy Mass	Lemony Snicket
Susan Cooper	Carol Matas	Zilpha Keatley Snyder
Sharon Creech	Robin McKinley	Jerry Spinelli
Christopher Paul Curtis	Patricia McKissack	Mildred Taylor
Peter Dickinson	Carolyn Meyer	Megan Turner
Sharon Draper	Ben Mikaelson	Cynthia Voigt
Thomas Dygard	Walter Dean Myers	Bill Wallace
Nancy Farmer	Beverly Naidoo	Rich Wallace
Alex Flinn	Phyllis Reynolds Naylor	Robert Westall
Jack Gantos	Garth Nix	Ruth White
Jean Craighead George	Scott O'Dell	Jacqueline Woodson
Patricia Giff	Linda Sue Park	Laurence Yep
John Grisham	Katherine Paterson	Jane Yolen
Margaret Haddix	Gary Paulsen	
Mary Downing Hahn		

## Other Suggestions

For information on additional authors and titles, you can use the following links:

- <http://www.ala.org/ala/awardsgrants/index.cfm>.
- <http://www.montgomeryschoolsmd.org/schools/clementems/mediacenter/index.aspx> (use the section of the web page called, "What Should I Read Next?")

\*You may select an informational text in order to align with the Common Core State Standards recommendations to read more non-fictional texts. Please be sure the selection is on or above your grade level.

## Black Eyed Susan Books

Below are additional books you have the option to read. These books include the recent past **Black Eyed Susan** award winning books, plus those selected for the next school year. Our Media Center Specialist, Mrs. Gerard, will be holding fun and engaging book talks and parties where these books will be discussed. Keep reading, and enjoy your summer!

## Selections For The 2014 School Year

Farrant, Natasha	<i>After Iris</i>
Fleming, Candace	<i>On the Day I Died: Stories From the Grave</i>
Holyoke, Polly	<i>The Neptune Project</i>
Hopkinson, Deborah	<i>Titanic: Voices From the Disaster</i>
McNeal, Tom	<i>Far, Far Away</i>
Saller, Carol Fisher	<i>Eddie's War</i>
Sloan, Holly Goldberg	<i>Counting by 7s</i>
Thompson, J.E.	<i>The Girl From Felony Bay</i>
Willey, Margaret	<i>Four Secrets</i>
Zinn, Bridget	<i>Poison</i>

## Recent Award Winners

Cottrell Boyce, Frank	<i>Cosmic</i>
Draper, Sharon M.	<i>Out of My Mind</i>
Hahn, Mary Downing	<i>Closed for The Season: A Mystery Story</i>
Gosselink, John	<i>The Defense of Thaddeus A. Ledbetter</i>
Grabenstein, Chris	<i>The Smoky Corridor</i>
Mone, Gregory	<i>Fish</i>
Mulligan, Andy	<i>Trash</i>
Oppel, Kenneth	<i>Half Brother</i>
Preller, James	<i>Bystander</i>
Williams-Garcia, Rita	<i>One Crazy Summer</i>

## International Baccalaureate Mission Statement:

**"The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.**

**To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.**

**These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right."**

## Middle Years Programme Learner Profile

**As successful learners, we strive to be:**

### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

**Student's Name**\_\_\_\_\_ **Grade in 2014-15:** 6 7 8

**Title** \_\_\_\_\_ **Author** \_\_\_\_\_

**1) List and describe the main characters.**

Character	Description (include character traits)

2) Select one character. How did he or she represent one of the International Baccalaureate Learner Profiles? Reference the profile sheet on the previous page to help you. Use the space provided to tell the character's name, the IB Profile the character represents, and to explain why the character represents this profile.

**You may write sentences, bullets, or draw a picture with captions to show your thinking.**

Character Name:
IB Learner Profile:

- 3) Use the organizer below in order to provide a short summary of the book. Describe the main events, the conflict, the resolution, and the theme (the main message / lesson of the story).

Describe the main events of the story. Explain what happened in the beginning, the middle, and the end of the story. **You may use sentences, bullet points, or artwork with captions to show your thinking.**

Caption (only needed if you use art to show your thinking):

What was the CONFLICT (problem) in the story? **You may use sentences, bullet points, or artwork with captions to show your thinking.**

An International Baccalaureate student appreciates a variety of perspectives and understands that others, with their differences, can also be right. This philosophy allows for collaboration and may facilitate conflict resolution. What was the RESOLUTION (how was the problem solved) in the story you read? **You may use sentences, bullet points, or artwork with captions to show your thinking.**

What is the THEME (the message or lesson the author is trying to teach us) of the story? Explain in THREE or more sentences:

How is the theme relevant to your life? What can you apply to your life from the lesson learned in the story?