

# LECTURA DE VERANO

## Expectativas de la clase de Inglés para la lectura de verano – RCMS Grados 6, 7, and 8

### **¿Por qué se necesita leer durante el verano?**

En Montgomery County Public Schools, lectura de verano ha sido una práctica esperada en las escuelas intermedias y secundarias y una práctica alentada en las escuelas primarias desde 1998.

La lectura es una habilidad que una persona no sólo tiene que tener éxito en como estudiante y trabajador, pero también es una habilidad esencial en las actividades cívicas y personales. Quizás más importante, la lectura se abre al mundo a una persona a través de varias formas de literatura. Por la lectura, los estudiantes tienen la oportunidad de aprender sobre las personas influyentes, los tiempos, las regiones y las ideas que pueden mejorar sus conocimientos y el crecimiento. La lectura también puede mejorar la agudeza mental y dar más placer a la vida.

Investigaciones indican fuertemente que la lectura, como la mayoría de las habilidades, mejora con la práctica y se reduce cuando no participamos en ella, incluso para un breve periodo de tiempo. Por eso, en consonancia con nuestro compromiso de preparar a todos los estudiantes para tener éxito en la escuela y después de la graduación, continuamos esperando que todos los estudiantes lean durante el verano.

### **Vale, ¿Ahora que debo hacer?**

- Leer dos libros de su elección (autores sugeridos y títulos siguientes).  
*\* Los estudiantes del Programa Centro deben leer tres libros de su elección, además de la lectura asignada por su profesor del año que viene.*
- Seleccionar libros que no han leído previamente y que son aprobados.
- Para uno de los libros, llene el organizador siguiente. Este organizador se puede llenar en la forma, o Ud. puede ser creativo y crear el organizador en cualquier formato que desee (PowerPoint, cartel, etc ...). \*\* (Recuerde que debe incluir la información del organizador)
- Entregar el organizador completo a su profesor de Inglés o ESOL del 10 de septiembre de 2014.
- Su maestro también puede dar un proyecto, ensayo, o cualquier otra actividad relacionada con estos libros que han leído durante el verano.

### **¿Adónde puedo ir para encontrar un libro bueno?**

Las bibliotecas públicas y las librerías locales tienen un montón de buenos libros para jóvenes.

- Biblioteca para el condado de Montgomery:  
<http://www.montgomerycountymd.gov/content/libraries/index.asp>
- Nominados para el Premio "Black-Eyed Susan" 2013-14: <http://www.maslmd.org/>
- El marco Lexile para lectura: <http://www.lexile.com/>

# 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/>

### **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>                       |

### **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)

## 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?