

# Summer Reading Assignment

## *students entering Grade 6*

- Students are required to read **two (2) books** this summer from the attached list; **a fiction book and a nonfiction book**.
- Any student that wishes to read a fiction and/or nonfiction book of choice must complete the attached Book Approval form and return it to me **no later than June 12<sup>th</sup>**. Any student that does not turn in a completed Book Approval form by June 12<sup>th</sup> **MUST** choose a book from the attached fiction and nonfiction lists to complete their assignments. **Students will not receive credit for their assignments if their book was not approved by June 12<sup>th</sup>**.
- Students must complete **two (2)** summer assignments that relate to their book selections. These **two (2)** assignments will be due on **Monday, September 11<sup>th</sup>** and will be graded.

### **Fiction Book Assignment**

Students are required to complete a Double Entry Journal. While you are reading, you will need to keep a double entry journal of *no more than six entries* for the book you read: **two** entries from the beginning, **two** from the middle, and **two** from the end of the book. This journal will have two columns:

- The left side column is the place to write important quotes, scenes, bits of dialogue, and/or character descriptions. You must include a page number on which each passage appears.
- The right side column is where you explain why you chose this particular passage and how it made you think or feel.

**Attached is the Double Entry Journal template to be complete, along with an example to follow.**

### **Nonfiction Book Assignment**

Students are required to complete the attached Nonfiction Book Report form. Students must complete all parts of the form in order to receive full credit.

NAME \_\_\_\_\_

BOOK TITLE \_\_\_\_\_

### DOUBLE ENTRY JOURNAL

<b>IMPORTANT QUOTE/TEXT FROM NOVEL (include page number)</b>	<b>REACTIONS, CONNECTIONS, QUESTIONS</b>

<b>IMPORTANT QUOTE/TEXT FROM NOVEL (include page number)</b>	<b>REACTIONS, CONNECTIONS, QUESTIONS</b>

# EXAMPLE

## NUMBER THE STARS

### DOUBLE ENTRY JOURNAL

IMPORTANT QUOTE/TEXT FROM NOVEL (include page number)	REACTIONS, CONNECTIONS, QUESTIONS
<p><b>"And now she – and all the Danes were to be bodyguards for Ellen, and Ellen's parents and all of Denmark's Jews ... would she die to protect them?" pg.26.</b></p>	<p>I don't know if at 10 years old I would be willing to die...Annemarie has a tough decision to make. It is her best friend but at the same time she would also be leaving her family. I think this puts her in a very difficult spot because if she chose not to protect how might Ellen feel?</p>
<p><b>"To be dead so young, I wouldn't want the Germans to take my family away, to make us live someplace else. But still, it wouldn't be as bad as being dead," pg. 42.</b></p>	<p>Does Annemarie know what is going on around them? I think it would be difficult to leave my family because you don't know if you will ever see them again. As a young girl does she know what the Germans are doing? Or is she too naïve to see all of the negativity in the country?</p>
<p><b>"... Star of David in her hand," pg. 49.</b></p>	<p>I think at this point we do see that Annemarie was willing to stand up for Ellen. She quickly takes her necklace, which is an indication that she is Jewish, and hides it from the officers. I think if the officers did see the necklace they would have been angry or suspicious and may even have punished Annemarie.</p>

<p align="center"><b>IMPORTANT QUOTE/TEXT FROM NOVEL (include page number)</b></p>	<p align="center"><b>REACTIONS, CONNECTIONS, QUESTIONS</b></p>
<p><b>“That’s all that brave means-not thinking about dangers. Just thinking about what you must do,” pg. 123.</b></p>	<p>Being brave must have been incredibly difficult at a time like this. I don’t know how they were able to put on a happy face knowing what was happening around them. How would you not allow yourself to think of all the negatives?</p>
<p><b>“That’s all that brave means-not thinking about dangers. Just thinking about what you must do,” pg. 123.</b></p>	<p>Being brave must have been incredibly difficult at a time like this. I don’t know how they were able to put on a happy face at a time like this. How would you not allow yourself to think wonder how one group of people could be so hated? How one man could do something so awful? It makes me sad just thinking about it, let alone having experienced/lived it.</p>
<p><b>“Until then,” Annemarie told him, “I will wear it myself,” pg. 132.</b></p>	<p>I think this shows how much their friendship meant to her. Even though Ellen and Annemarie weren’t together at that point she probably felt like she had a piece of Ellen with her until they met again.</p>

Name \_\_\_\_\_

## Double Entry Journal Rubric

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Quality of Responses</b>	All entries demonstrate a <b>deep insight</b> into the novel and do an exceptional job of explaining the student's thoughts through the skillful use of textual evidence and text to self, text to text and text to world connections. All responses to passages reflect the original thoughts and work of the student.	All entries demonstrate <b>sufficient insight</b> into the novel and adequately explain the student's thoughts through the use of textual evidence and text to self, text to text and text to world connections. All responses to passages reflect the original thoughts and work of the student.	Some entries demonstrate a <b>lack of insight</b> into the novel and do not adequately explain the student's thoughts. Entries do not contain text to self, text to text and text to world connections.	Entries <b>paraphrase quotes</b> from the novel. No evidence of insights beyond simply identifying the speaker and/or circumstances of the passages or quotes.	Only copied text submitted.
<b>Mechanics</b>	Evident control of grammar, spelling, and sentence formation. All entries are grammatically correct.	Sufficient control of grammar, spelling, and sentence formation. Few grammatical errors are present in entries and do not interfere with reading.	Limited control of grammar, spelling, and sentence formation. Confused and inconsistent arrangement of sentences and fragments interferes with reading.	Minimal control of grammar, spelling and sentence formation. Entries are difficult to read.	No responses submitted to assess mechanics.
<b>Format</b>	All passages/quotes are in quotation marks and are followed by the page numbers in parentheses (on the left side of the double-entry journal).	Passages/Quotes are frequently in quotation marks and are followed by the page numbers in parentheses (on the left side of the double-entry journal).	Passages/Quotes are sometimes in quotation marks and are followed by the page numbers in parentheses (on the left side of the double-entry journal).	Most of the passages/quotes are not documented in quotation marks and page numbers are not listed (on the left side of the double-entry journal).	No quotes submitted to assess format.

Name: \_\_\_\_\_

Date (completed): \_\_\_\_\_

## NONFICTION BOOK REPORT FORM

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

**Part 1: List five (5) important facts that you learned from this text.**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

**Part 2: On another sheet of paper, write/type a brief critique of the book by answering the following questions in paragraph form.**

- *Did you enjoy reading this book? Explain your answer.*
- *Did the author do a good job of teaching you about the topic? Explain your answer.*
- *Would you recommend this book to a friend? Explain your answer.*

**Part 3: Pick two of the following connections, and on another sheet of paper write/type a brief response (3-5 sentences) based on the text you read.**

- **TEXT TO SELF CONNECTION:** *How does the information you learned relate to your life?*
- **TEXT TO TEXT CONNECTION:** *What else could you read to get more information on this topic?*
- **TEXT TO WORLD CONNECTION:** *How does this information change your understanding of the world? In other words, how does this text lead you to view things differently?*

Name \_\_\_\_\_

## Nonfiction Book Report Rubric

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Quality of Responses</b>	Provided well-chosen facts from reading selection.  Thoroughly answered all required questions.	Provided sufficient facts from reading selection.  Answered all required questions.	Provided facts from reading selection.  Partially answered all required questions.	Provided facts from reading selection.  Did not answered all required questions.
<b>Mechanics</b>	Evident control of grammar, spelling, and sentence formation.  All entries are grammatically correct.	Sufficient control of grammar, spelling, and sentence formation.  Few grammatical errors are present in entries and do not interfere with reading.	Limited control of grammar, spelling, and sentence formation.  Confused and inconsistent arrangement of sentences and fragments interferes with reading.	Minimal control of grammar, spelling, and sentence formation.  Entries are difficult to read.
<b>Neatness</b>	Work is very easy to read. It was done with pride. Student took time to fully complete the assignment.	Work is easy to read. It was done with care. Student took some time to complete the assignment.	Work is somewhat easy to read. Student did not spend reasonable amount of time completing assignment.	Work is sloppy and not easy to read. Student rushed to complete the assignment.

## Fiction Book Choices

### ***A Wrinkle in Time by Madeleine L'Engle***

It was a dark and stormy night; Meg Murry, her small brother Charles Wallace, and her mother had come down to the kitchen for a midnight snack when they were upset by the arrival of a most disturbing stranger. "Wild nights are my glory," the unearthly stranger told them. "I just got caught in a downdraft and blown off course. Let me sit down for a moment, and then I'll be on my way. Speaking of ways, by the way, there is such a thing as a tesseract." A tesseract (in case the reader doesn't know) is a wrinkle in time. (Publisher)

### ***From the Mixed Up Files of Mrs. Basil E. Frankweiler by E.L. Konigsburg***

When suburban Claudia Kincaid decides to run away, she knows she doesn't just want to run *from* somewhere, she wants to run *to* somewhere -- to a place that is comfortable, beautiful, and, preferably, elegant. She chooses the Metropolitan Museum of Art in New York City. Knowing that her younger brother Jamie has money and thus can help her with a serious cash-flow problem, she invites him along. Having run away with her younger brother to live in the Metropolitan Museum of Art, twelve-year-old Claudia strives to keep things in order in their new home and to become a changed person and a heroine to herself. (Publisher)

### ***Island of the Blue Dolphins by Scott O'Dell***

The gripping story of young Karana, who survives by herself for eighteen years on a deserted island off the California coast. Left alone on a beautiful but isolated island off the coast of California, a young Indian girl spends eighteen years, not only merely surviving through her enormous courage and self-reliance, but also finding a measure of happiness in her solitary life. (Publisher)

### ***The Wednesday Wars by Gary D. Schmidt***

Gary D. Schmidt offers an unforgettable antihero. *The Wednesday Wars* is a wonderfully witty and compelling story about a teenage boy's mishaps and adventures over the course of the 1967–68 school year in Long Island, New York. (Publisher)

### ***The Westing Game by Ellen Raskin***

A bizarre chain of events begins when sixteen unlikely people gather for the reading of Samuel W. Westing's will. And though no one knows why the eccentric, game-loving millionaire has chosen a virtual stranger—and a possible murderer—to inherit his vast fortune, on things for sure: Sam Westing may be dead...but that won't stop him from playing one last game! (Publisher)

**Book of Choice:** Must complete attached form. **(MUST BE RETURNED TO SCHOOL BY JUNE 12th)**

## Nonfiction Book Choices

### ***Amelia Lost: The Life and Disappearance of Amelia Earhart by Candace Fleming***

In alternating chapters, readers move back and forth between Amelia's life (from childhood up until her last flight) and the exhaustive search for her and her missing plane. With incredible photos, maps, and handwritten notes from Amelia herself—plus informative sidebars tackling everything from the history of flight to what Amelia liked to eat while flying (tomato soup)—this unique nonfiction title is tailor-made for middle graders. (Publisher)

### ***Blizzard! by Jim Murphy***

In March of 1888, two massive weather systems converged on the northeastern United States, bringing gale-force winds, heavy snows, and subzero weather, and catching a nation unaware. The ensuing blizzard killed hundreds of people. Drawing on extensive newspaper articles, histories of the period, and archived letters and journals, Murphy writes of the storm through the experiences of a number of individuals, personalizing the account with their triumphs and tragedies, as well as providing background covering the political and social conditions of the time. "Archival photographs and original art from the period reinforce the historical setting. An explanatory chapter on sources and an index close the book. (Publisher)

### ***Freedom Walkers: The Story of the Montgomery Bus Boycott by Russell Friedman***

Covers the events surrounding and including the Montgomery Bus Boycott, the end of segregation on buses. (Publisher)

### ***I Am Malala: How One Girl Stood Up for Education and Changed the World (Young Readers Edition)***

Malala Yousafzai was only ten years old when the Taliban took control of her region. They said music was a crime. They said women weren't allowed to go to the market. They said girls couldn't go to school. Raised in a once-peaceful area of Pakistan transformed by terrorism, Malala was taught to stand up for what she believes. So she fought for her right to be educated. And on October 9, 2012, she nearly lost her life for the cause: She was shot point-blank while riding the bus on her way home from school. No one expected her to survive.

### ***Promises to Keep: How Jackie Robinson Changed America by Sharon Robinson***

This is a warm, intimate portrait of Jackie Robinson, America's sports icon, told from the unique perspective of a close family member, his only daughter. Sharon Robinson shares memories of her famous father in this loving biography of the man who broke the color barrier in baseball. Jackie Robinson was an outstanding athlete, a devoted family man, and a dedicated Civil Rights activist. The author explores the fascinating circumstances surrounding Jackie Robinson's breakthrough. She also tells the off-the-field story of Robinson's hard-won victories and the inspiring effect he had on his family, his community, and his country. This book includes never-before-published letters by Jackie Robinson, as well as photos from the Robinson family archives. (Publisher)

**Book of Choice:** Must complete attached form. **(MUST BE RETURNED TO SCHOOL BY JUNE 12th)**

# SUMMER READING BOOK APPROVAL FORM

If you choose a book of choice to meet the requirements of the summer reading assignment(s), you must turn in this signed form by **June 12th**. The assignments for summer reading will not be accepted unless your book(s) of choice is/are approved.

Date \_\_\_\_\_

Student's Name \_\_\_\_\_ Grade (in September) \_\_\_\_\_

**Title/Author of book(s) for approval:**

1) Title \_\_\_\_\_ Genre: Fiction or Nonfiction (circle one)

Author \_\_\_\_\_

Approved or Not Approved (**For teacher**)

2) Title \_\_\_\_\_ Genre: Fiction or Nonfiction (circle one)

Author \_\_\_\_\_

Approved or Not Approved (**For teacher**)

I give my child permission to read the book(s) listed above over the summer if approved by teacher.

Parent Signature \_\_\_\_\_