

## Riverdale Middle School Summer Reading for 2018-2019 School Year

The purpose of Summer Reading: Research shows that students who read regularly score higher on vocabulary related sections of standardized tests. More importantly, people who read regularly open themselves to an expansive world of ideas, magic, wonder, and information that enhances every day.

All students will be required to read two novels over the summer break. See the list below for your grade level. You will take a test with your ELA teacher on the required novel. The second novel you will choose a project to complete to turn in to your ELA teacher.

Incoming 6<sup>th</sup> Regular Students are required to read *How to Survive Middle School* by Donna Gephart. Students are also required to choose a second novel: *The Invention of Hugo Cabret* by Brian Selznick, *The Wonderful Wizard of Oz* by Frank L. Baum, or *Road Trip* by Gary Paulsen and Jim Paulsen.

Incoming 6<sup>th</sup> Honors and 7<sup>th</sup> Regular students are required to read *True Confessions of Charlotte Doyle* by AVI. Students are also required to choose a second novel: *One Crazy Summer* by Rita Williams-Garcia, *Alice's Adventures in Wonderland* by Lewis Carroll, or *Inside Out & Back Again* by Thanhha Lai.

Incoming 7<sup>th</sup> Honors and 8<sup>th</sup> Regular students are required to read *Freak the Mighty* by Rodman Philbrick. Students are also required to choose a second novel: *The Watsons go to Birmingham* by Christopher Paul Curtis, *Coraline* by Neil Gaiman, or *The Devil's Arithmetic* by Jane Yolen.

Incoming English I students are required to read *And Then There Were None* by Agatha Christie. Students are also required to choose a second novel: *The Wednesday Wars* by Gary D. Schmidt, *Ender's Game* by Orson Scott Card, or *Percy Jackson's Greek Gods* by Rick Riordan.

You may choose to purchase new or used novels/ebooks or check them out at your local library.

Project choices for your second book (choose one):

- Keep reading log/journal on the books read and make a list of words you have learned. Write the new word, copy the sentence in which it is used, write a definition using your own words, and draw a picture or symbol which reminds you what the word means.
- Using email or other means of corresponding, write to another person (friend or parent) about the book as you read it, having a writing conversation about the book.
- Create a timeline of the major events in the book you read. Use drawings or magazine cutouts to show the events along the timeline. Label each event.
- Plan a party for the characters in the book you read. In order to do this, complete each of the following tasks (a) Design an invitation to the party which would appeal to the characters. (b) Imagine that you are the characters in the book and tell what each would wear at the party. (c) Tell what food you would serve and why. (d) Tell what games or entertainment you will provide and why your choices are appropriate. (e) tell how the characters act at the party. (f) What kind of a party is this? (Birthday, housewarming, anniversary, etc.)
- Write a character diary, writing at least six journal entries as if you are the main character in the story. Write down events that happen during the story and reflect on how they affected the character and why.
- Write five poems about five of the characters.
- Instead of traveling into the book, write a scene or story including pictures in which the characters(s) travel out of the book into today.
- Tape an interview with one of the characters in the book you read. Pretend this character is being interviewed by a magazine reporter. Write a script before taping in case you might want to ask assistance of a partner.

IB Project Rubric Producing Text

0	Student does not reach a standard described by any of the descriptors below
1-2	Produces text that demonstrates <u>limited</u> personal engagement with the creative process; demonstrates a <u>limited</u> degree of thought, imagination or sensitivity and <u>minimal</u> exploration and consideration of new perspectives or ideas
3-4	Produces text that demonstrates <u>adequate</u> personal engagement with the creative process; demonstrates <u>some</u> degree of thought, imagination or sensitivity and <u>some</u> exploration and consideration of new perspectives or ideas.
5-6	Produces text that demonstrates <u>considerable</u> personal engagement with the creative process; demonstrates <u>considerable</u> degree of thought, imagination or sensitivity and <u>substantial</u> exploration and consideration of new perspectives or ideas
7-8	Produces text that demonstrates a <u>high</u> degree personal engagement with the creative process; demonstrates a <u>high</u> degree of thought, imagination or sensitivity and <u>perceptive</u> exploration and consideration of new perspectives or ideas