



## Christina School District Middle School Summer Reading Initiative



May 2020

Dear Parents, Guardians and Students:

During the summer months it is important that students continue their learning to prevent academic summer loss. The Christina School District will continue its literacy initiative for students by encouraging all students in grades 6-8 to read one or two novels during the summer months. Summer reading should be fun and enjoyable and participation will support student growth in the upcoming year.

Students may choose a book from the list or choose their own. In addition to the reading students will complete tasks that will challenge them to reflect and make connections to self and community. Book lists and projects will be explained to students by their current ELA teachers. All projects will be submitted and presented during the first marking period of the 2020-2021 academic year.

Choose one or two (Honors) books to read.

Middle School	
<b>Look Both Ways by Jason Reynolds</b> <i>Fiction (750L)</i>	Ten chapters, each focused on a student or group of students who attend Latimer Middle School. The students are learning about themselves, each other, and their world.
<b><i>Fish in a Tree</i> by Lynda Mullaly Hunt</b> <i>Realistic Fiction (550L)</i>	Ally has been smart enough to fool a lot of smart people. Every time she lands in a new school, she is able to hide her inability to read by creating clever yet disruptive distractions. She is afraid to ask for help; after all, how can you cure dumb? However, her newest teacher Mr. Daniels sees the bright, creative kid underneath the trouble maker. With his help, Ally learns not to be so hard on herself and that dyslexia is nothing to be ashamed of. She discovers that there's a lot more to her—and to everyone—than a label, and that great minds don't always think alike.
<b>Macy McMillan and the Rainbow Goddess by Shari Green</b> <i>Fiction in Prose (870L)</i>	Sixth grade is coming to an end, and so is life as Macy McMillan knows it. Soon her mother will upend their little family, adding an unwelcome stepfather and pesky six-year-old twin stepsisters. But then Macy meets an odd friend. And this friendship, odd and unexpected, may be just what Macy needs to face the changes in her life.
<b>Refugee by Alan Gratz</b> <i>Historical Fiction (800L)</i>	<p><b>Josef</b> is a Jewish boy living in 1930s Nazi Germany. With the threat of concentration camps looming, he and his family board a ship bound for the other side of the world . . .</p> <p><b>Isabel</b> is a Cuban girl in 1994. With riots and unrest plaguing her country, she and her family set out on a raft, hoping to find safety in America . . .</p> <p><b>Mahmoud</b> is a Syrian boy in 2015. With his homeland torn apart by violence and destruction, he and his family begin a long trek toward Europe . . .</p> <p>All three kids go on harrowing journeys in search of refuge. All will face unimaginable dangers -- from drownings to bombings to betrayals. But there is always the hope of tomorrow. And although Josef, Isabel, and Mahmoud are separated by continents and decades, shocking connections will tie their stories together in the end.</p>
<b>The Collectors by Jacqueline West</b> <i>Fantasy Fiction (770L)</i>	Van has always been an outsider. Most people don't notice him. But he notices them. And he notices the small trinkets they drop, or lose, or throw away—that's why his collection is full of treasures. Then one day, Van notices a girl stealing pennies from a fountain, and everything changes. He follows the girl, Pebble, and uncovers an underground world full of wishes and the people who collect them. But they aren't the only ones who have their eyes on the world's wishes—and they may not be the good guys, after all.

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

Circle the book(s) you read

- Look Both Ways by Jason Reynolds
- Fish in a Tree by Lynda Mullaly Hunt
- Macy McMillan and the Rainbow Goddess by Shari Green
- Refugee by Alan Gratz
- The Collectors by Jacqueline West

**Part I. Gist Challenge (25 pts.)**

Give the gist (the main idea) of the story in exactly 25 words. Put a number above each word to count them.

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**Part II. Theme and Events (20 pts.)**

Create a cover for your novel on a sheet of paper or construction paper for your novel in which you include images, memes or pictures that depicts the major themes and events in your novel. On the back of the cover explain what each visual represents.

**Part III. Making Connections (20 pts.)**

Write a one to two page reflection that addresses the following questions. As you write be sure to include quotes from the text to support your reflections.

- Explain your reactions to the novel. What did you enjoy, dislike, favorite characters, etc...
- What lessons did you learn from the book and how can they be applied to the world and/or other young people?
- What parallels or similarities do you see between the events and/or characters to current news and/or people in your community?

## Theme and Events Visual Rubric

Total Score \_\_\_\_\_

	<b>Above Expectations</b>	<b>Meets Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Required Elements</b>	Goes over and above all the required elements stated in the directions & instructions	Includes all of the required elements as stated in the directions/instructions	Missing one or more of the required elements as stated in the directions/instructions	Several required elements are missing from the project
<b>Creativity</b>	Exceptionally clever and unique in showing deep understanding of the material	Thoughtfully and uniquely presented; clever at times in showing understanding of the material	A few original touches enhance the project to show some understanding of the material	Shows little creativity, originality and/or effort in understanding the material
<b>Neatness and Attractiveness</b>	Exceptionally attractive and particularly neat in design and layout	Attractive and neat in design and layout	Acceptably attractive but may be messy at times and/or show lack of organization	Distractingly messy or very poorly designed. Does not show pride in work.
<b>Analysis and Explanations</b>	Writing includes detailed and thorough explanation and analysis of selected images that clearly supports or develops the chosen themes	Writing includes explanation and analysis of selected images that supports or develops the chosen themes	Writing includes incomplete or vague explanations of images and loosely support chosen themes	Writing contains little to no explanations that support the images or themes from the text
<b>Understanding of Content</b>	Images shows a sophisticated understanding of the themes in the work	Images shows an understanding of the major themes of the book	Images display a somewhat limited understanding of the book. May have a few misinterpretations.	Images do not show an understanding of the text. Misses thematic points and has quite a few misinterpretations.

## Reflections and Connections Writing Rubric

Total Score \_\_\_\_\_

	<b>Above Expectations</b>	<b>Meets Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>
<b>Reflective Thinking</b>	The reflection demonstrates a conscious and thorough understanding of the text and clearly explains the student's own thinking about the text.	The reflection explains the text and explains the student's thinking about the text.	The reflection attempts to explain the text and the student's thinking but is vague and/or unclear.	The reflection does not demonstrate understanding of the text or the student's thinking.
<b>Analysis</b>	The reflection is an in-depth analysis of the themes and connections of the text to self, and world.	The reflection is an analysis of the themes and connections of the text to self and world.	The reflection attempts to analyze the themes and connections of the text to self and world but is vague and/or unclear.	The reflection does not analyze the themes and connections of the text to self and world.
<b>Textual Evidence</b>	The writing includes specific, relevant and convincing examples from the text to support reflections and clearly explains the relevancy.	The writing includes examples from the text to support reflections and explains the relevancy.	The writing includes incomplete or vaguely developed examples to support reflections with vague or unclear explanations.	No examples from the text are used and claims made in the writing are unsupported and irrelevant.
<b>Conventions</b>	Demonstrates control of the conventions with essentially no errors, even with sophisticated language.	Demonstrates control of the conventions, exhibiting occasional errors only when using sophisticated language.	Demonstrates limited control of the conventions, exhibiting frequent errors that make comprehension difficult.	Demonstrates little or no control of the conventions, making comprehension almost impossible.