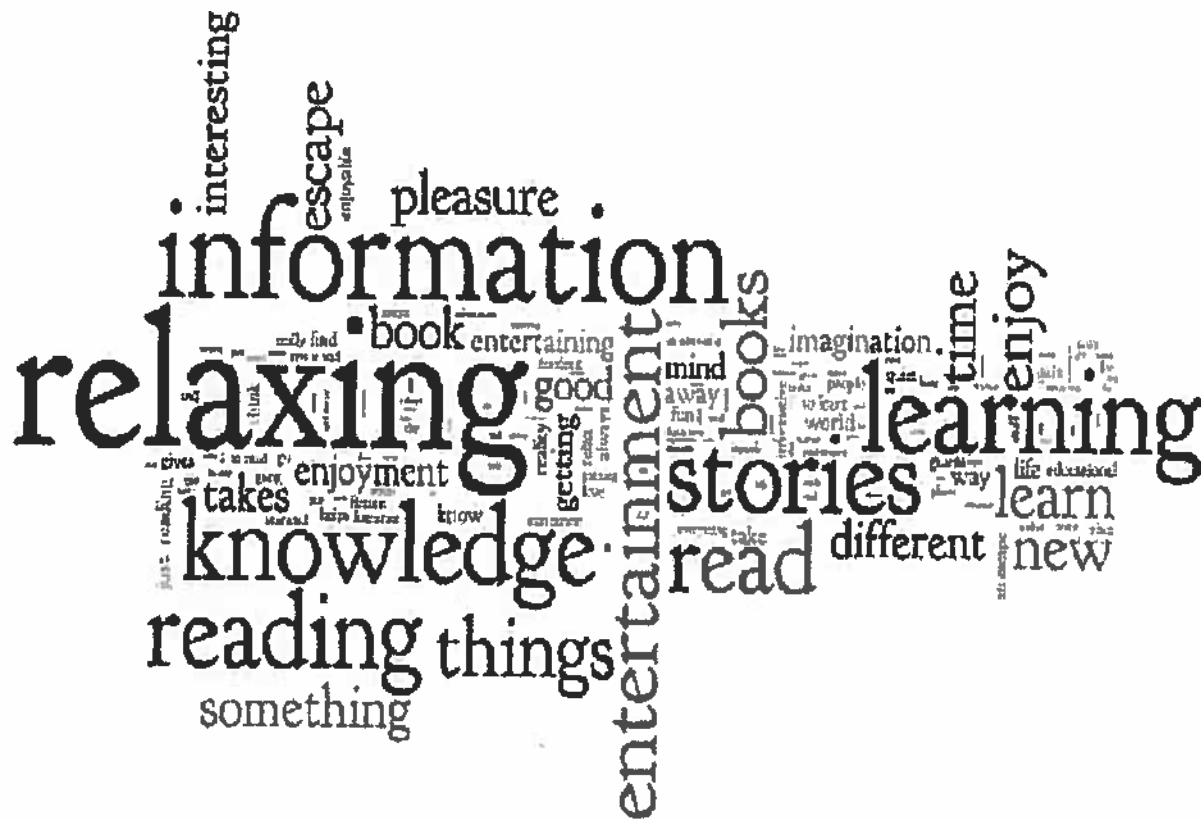


Griswold Middle School Summer Reading 2016



For Students Entering

Grade 6

Dear GMS Students and Parents,

We believe that reading is fundamental for each student's success in learning. This is why we are promoting summer reading as an important part of your child's educational experience. Students who read do better in other subjects and in all aspects of schooling and beyond. As the world becomes more complex, reading is increasingly important for students in trying to find their place in it.

The Summer Reading List is a joint project of the English/Language Arts, Reading and Social Studies Departments as well as the GMS Library. The following is a list for students entering grades 5-8. It includes books that meet students' different interests and reading levels. Many of the books have been selected by Connecticut students and teachers for award nominations. This summer, students are required to read at least two books. One book relates to Language Arts and one book relates to Social Studies.

Here are some ways to support your child's reading during the summer:

- Set aside time every day for reading.
- Read together as a family.
- Have your child read aloud to you or read aloud to them.
- Allow your child to choose books that interest him or her.
- Plan regular visits to the library or bookstore.
- Listen to books on tape for long car trips.
- Participate in the district-wide summer reading.

We hope these books will encourage students to think, wonder, and laugh as they read.

Sincerely,

Griswold Middle School

Students are **required to read at least two books** this summer. Students must choose one book on the Language Arts grade level summer reading lists, one book on the Social Studies grade level summer reading lists. ***If the book(s) are too challenging or if your child is having difficulty understanding the book(s), please consider reading and discussing the book with your child or listening to the book on tape or CD.** Abridged or simplified versions are also acceptable. In addition, students may also read books of their choice from the library or bookstore. Please consider texts that are nonfiction/ informational OR classic literature, as most of the titles on the grade level LA/SS reading lists are fiction.

All of the books included on the Language Arts reading lists have been nominated for the 2017 Nutmeg Book Award. The Nutmeg Book Award encourages children in grades 4-8 to read quality literature and to choose their favorite from a list of nominated titles. In the spring of 2017, students will have the opportunity to participate in state-wide voting to select the 2017 Nutmeg Award Winners. For more information about the Nutmeg books, please visit the website www.nutmegaward.org.

Students will complete a written response related to the Common Core State Standards for each of the books they read **upon their return to school**. The written responses should **NOT** be done over the summer. However, students may bring in notes about each book to help them remember what they read. A note taking sheet is attached.

Books on the Summer Reading List are available at the Slater Library, most bookstores and online. Families are also encouraged to take advantage of e-book technology for summer reading. **Using the free Kindle app on a smart phone, tablet or computer, electronic copies of the summer reading books can be purchased from Amazon.com, often at a cheaper cost than print copies (and without travel to a bookstore).** We hope this option makes it even easier for all our students to access copies of the summer reading choices.

Additionally, **Bank Square Books in Mystic, CT will offer a 20% discount** on purchasing the summer reading books if you present a student ID or a copy of this letter and reading list.

Attached you will find the following information:

- A form on which to list all books read during the summer – Parents, please sign this form to verify that your child has read the books listed
- A Language Arts and Social Studies book list for each grade level followed by the written response that each student will complete in September in their LA and SS classes
- A grading rubric that teachers will use to score student responses

Happy Reading from the GMS Language Arts, Social Studies, and Reading Departments!! ☺

GMS Summer Reading 2016
List of Books Read During the Summer

Name _____

Grade _____

* Include the title and author of each book.

• Language Arts book: _____

• Social Studies book: _____

Below is optional, not required (See the Governor's Reading Challenge list on the state Department of Education website for suggestions):

• Other books read: _____

• _____

• _____

• _____

• _____

• _____

• _____

• _____

• _____

• _____

• _____

*FYI – Griswold Middle School will honor the top readers in September.

Parent Signature

Total number of books read

Grade 6 LANGUAGE ARTS

(**CHOOSE ONE** from the 2017 Nutmeg Book Award Intermediate Nominees below)

Red Berries, White Clouds, Blue Sky-Sandra Dallas

It's 1942: Tomi Itano, 12, is a second-generation Japanese American who lives in California with her family on their strawberry farm. Although her parents came from Japan and her grandparents still live there, Tomi considers herself an American. She doesn't speak Japanese and has never been to Japan. But after the Japanese attack on Pearl Harbor, things change. No Japs Allowed signs hang in store windows and Tomi's family is ostracized. Things get much worse. Suspected as a spy, Tomi's father is taken away. The rest of the Itano family is sent to an internment camp in Colorado. Many other Japanese American families face a similar fate. Tomi becomes bitter, wondering how her country could treat her and her family like the enemy. What does she need to do to prove she is an honorable American? Sandra Dallas shines a light on a dark period of American history in this story of a young Japanese American girl caught up in the prejudices and World War II.

Masterminds- Gordon Korman

Eli Frieden lives in the most perfect town in the world: Serenity, New Mexico. Honesty and integrity are valued above all else. The thirty kids who live there never lie—they know it's a short leap from that to the awful problems of other, less fortunate places. Eli has never left Serenity . . . why would he ever want to? Then one day, he bikes to the edge of the city limits and something so crazy and unexpected happens, it changes everything. Eli convinces his friends to help him investigate further, and soon it becomes clear that nothing is as it seems in Serenity. The clues mount to reveal a shocking discovery, connecting their ideal crime-free community to some of the greatest criminal masterminds ever known. The kids realize they can trust no one—least of all their own parents.

The Misadventures of the Family Fletcher-Dana Alison Levy

Two dads, four sons, one dog, one cat, one imaginary cheetah. That's the family Fletcher. The chapters are alternately narrated by the brothers, who each has his own problem to work through. Twelve-year-old Sam is an athlete but toying with acting; fourth-grader Eli thought he wanted to go to a strict academic school, but it's not working out; Jax, also in fourth grade, has to interview the grumpy neighbor for a project on veterans; and kindergartner Frog can't get anyone to believe his school pal isn't imaginary. The warmth of this family and the numerous issues that readers will easily identify with make this a welcome choice, especially for boys. An interview in a local paper explains how this family became one.

The Boundless- Kenneth Oppel

The Boundless, the greatest train ever built, is on its maiden voyage across the country, and first-class passenger Will Everett is about to embark on the adventure of his life! When Will ends up in possession of the key to a train car containing priceless treasures, he becomes the target of sinister figures from his past. In order to survive, Will must join a traveling circus, enlisting the aid of Mr. Dorian, the ringmaster and leader of the troupe, and Maren, a girl his age who is an expert escape artist. With villains fast on their heels, can Will and Maren reach Will's father and save *The Boundless* before someone winds up dead?

Eddie Red Undercover: Mystery in Mayan Mexico – Marcia Wells

Fresh from his first success in helping the NYPD solve a crime, 11-year-old Eddie Red and his best friend, Jonah, go to Mexico on vacation with Eddie's parents. But when a Mayan mask is stolen and Eddie's father is wrongly accused, it's only natural for the boys to join forces with the local police chief's cute daughter, Julia, searching for clues. Danger comes in many forms, from a Mexican street gang to the son of a bank robber. Nothing too complicated here, but a fun whodunit with some humor thrown in. Eddie's adventures are a good fit for older fans of Cam Jansen and Encyclopedia Brown. With a hefty dash of Mexican culture, including both Mayan and Aztec ruins, and a varied cast of suspects, this mystery is also a good choice for reluctant readers.

***BE PREPARED TO RESPOND TO THE FOLLOWING QUESTION ABOUT THE BOOK YOU SELECTED WHEN YOU RETURN TO SCHOOL:**

Determine the theme and explain how it is developed over the course of the novel. Provide specific details from the text that convey the author's message.

Grading Rubric for LANGUAGE ARTS Written Responses to Text

4 Exceeds Goal

- The response is fully sustained and consistently and purposefully focused.
- The response has a clear and effective organizational structure creating unity and completeness.
- The response provides thorough and convincing support/evidence that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant.
- The response clearly and effectively expresses ideas, using precise language.
- The response demonstrates a strong command of conventions (capitalization, punctuation, spelling, grammar).

3 Meets Goal

- The response is adequately sustained and generally focused.
- The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected.
- The response provides adequate support/evidence that includes the use of sources, facts, and details.
- The response adequately expresses ideas, employing a mix of precise with more general language.
- The response demonstrates an adequate command of conventions.

2 Progressing Toward Goal

- The response is somewhat sustained and may have a minor drift in focus.
- The response has an inconsistent organizational structure, and flaws are evident.
- The response provides uneven, cursory support/evidence that includes partial or uneven use of sources, facts, and details.
- The response expresses idea unevenly, using simplistic language.
- The response demonstrates a partial command of conventions.

1 Does Not Meet Goal

- The response may be related to the topic but may provide little or no focus.
- The response has little or no discernible organizational structure.
- The response provides minimal support/evidence that includes little or no use of sources, facts, and details.
- The response expression of ideas is vague, lacks clarity, or is confusing.
- The response demonstrates a lack of command of conventions.

Grade 6 SOCIAL STUDIES

CHOOSE ONE:

The Lightning Thief*- Rick Riordan

Percy Jackson is a good kid, but he can't seem to focus on his schoolwork or control his temper. And lately, being away at boarding school is only getting worse--Percy could have sworn his pre-algebra teacher turned into a monster and tried to kill him. When Percy's mom finds out, she knows it's time that he knew the truth about where he came from, and that he go to the one place he'll be safe. She sends Percy to Camp Half Blood, a summer camp for demigods (on Long Island), where he learns that the father he never knew is Poseidon, God of the Sea. Soon a mystery unfolds and together with his friends -- one a satyr and the other the demigod daughter of Athena -- Percy sets out on a quest across the United States to reach the gates of the Underworld (located in a recording studio in Hollywood) and prevent a catastrophic war between the gods.

**First in a series. If students have already read this book they may choose another in the series, or may move on to the sequel series, "Heroes of Olympus" which begins with The Last Hero and covers Roman mythology as well as Greek.*

OR

City of the Beasts – Isabel Allende

Fifteen-year-old Alexander Cold is about to join his fearless grandmother on the trip of a lifetime. An International Geographic expedition is headed to the dangerous, remote wilds of South America, on a mission to document the legendary Yeti of the Amazon known as the Beast.

But there are many secrets hidden in the unexplored wilderness, as Alex and his new friend Nadia soon discover. Drawing on the strength of their spirit guides, both young people are led on a thrilling and unforgettable journey to the ultimate discovery. . . .

***BE PREPARED TO RESPOND TO THE FOLLOWING QUESTION ABOUT THE BOOK YOU SELECTED WHEN YOU RETURN TO SCHOOL:**

Analyze in detail how a different culture is portrayed in the book you chose. Use specific examples from the text to support your answer.

Grading Rubric for SOCIAL STUDIES Written Responses to Text

4 Exceeds Goal

- The response demonstrates a strong understanding of historical content.
- The response is fully sustained and consistently and purposefully focused.
- The response has a clear and effective organizational structure creating unity and completeness.
- The response provides thorough and convincing support/evidence that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant.
- The response clearly and effectively expresses ideas, using precise language.
- The response demonstrates a strong command of conventions (capitalization, punctuation, spelling, grammar).

3 Meets Goal

- The response demonstrates a satisfactory understanding of historical content.
- The response is adequately sustained and generally focused.
- The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected.
- The response provides adequate support/evidence that includes the use of sources, facts, and details.
- The response adequately expresses ideas, employing a mix of precise with more general language.
- The response demonstrates an adequate command of conventions.

2 Progressing Toward Goal

- The response demonstrates a basic understanding of historical content.
- The response is somewhat sustained and may have a minor drift in focus.
- The response has an inconsistent organizational structure, and flaws are evident.
- The response provides uneven, cursory support/evidence that includes partial or uneven use of sources, facts, and details.
- The response expresses idea unevenly, using simplistic language.
- The response demonstrates a partial command of conventions.

1 Does Not Meet Goal

- The response demonstrates little/no understanding of historical content.
- The response may be related to the topic but may provide little or no focus.
- The response has little or no discernible organizational structure.
- The response provides minimal support/evidence that includes little or no use of sources, facts, and details.
- The response expression of ideas is vague, lacks clarity, or is confusing.
- The response demonstrates a lack of command of conventions.

THE PLOT THICKENS!

What is the turning point in the story?



Who is telling the story?

What genre(s) does this book fall into?

Find 3 vocabulary words from the book. Write the page, the word in a sentence and the definition.

1.

2.

3.

List 10 major events in the book in the order they happen.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Write an epilogue for the story. What has happened in the ten years since the story ended?

Lined writing area for the epilogue.



▪ ACTION! ▪

Title:

Author:

Publisher:

Year: pages:

Star rating:

One sentence review.

When does this book take place?
Give examples from the book.

- 1.
- 2.
- 3.

Where does this book take place?
Give examples from the book.

- 1.
- 2.
- 3.

Compare or contrast an event in this book to something from your life.

Explain the main conflict in the story.

Name of main character: _____ Age: _____

List 4 choices the character makes that move the story forward. Explain your choices. If possible, list the pages of the event(s).

- 1.
- 2.
- 3.
- 4.