

## **Carver Middle IB World School 6<sup>th</sup> grade Summer Reading Assignment**

Your summer assignment consists of two parts. The first is a response to a novel, and the second is a reflection of life-long learner characteristics (aka IB Learner Profile attributes). Included in this packet is the Summer Reading Lists and assignments. You should choose ONE (1) title from the list to read over the summer.

### Hints:

- If you choose a book from the library, return it on time so others can also read it.
- Involve your parents! They will want to know what your assignment is and what book you have selected. They can also help you meet the deadline.
- Remember that reading is a great “everyday” activity!

If you lose your assignment or book list over the summer, check out our website for an electronic copy. Enjoy your book and remember you can read as many books as you want this summer, but you must use one (1) from the list to complete this assignment.

## Part One: Novel Response and Reading Lists

Parents: Below you will find a list of engaging and well-written stories that represent a variety of genres. Your student should choose one novel from the list below. While we endeavor to choose books that are representative of appropriate content, age level, and maturity, we recommend each family research the suggested selections. You may find sites such as [www.squeakycleanreviews.com](http://www.squeakycleanreviews.com), or [www.commonssensemedia.org](http://www.commonssensemedia.org), helpful as you discern the best publication for your student.

Assignment: Each student will read one (1) book from either the list below or the CURRENT 6-8 Sunshine State Young Readers Award book list and complete a reading journal, due Friday, August 14, 2020. This should be a book not previously read.

<i>Crispin: The Cross of Lead</i>	Avi
<i>Twenty and Ten</i>	Bishop, Claire Huchet
<i>The Martian Chronicles</i>	Bradbury, Ray
<i>The Secret Garden</i>	Burnett, Francis
<i>Door in the Wall</i>	De Angeli, Marguerite
<i>The Wheel on the School</i>	De Jong, Meindert
<i>Candy Bombers</i>	Elmer, Robert
<i>Hitty: Her First Hundred Years</i>	Field, Rachel
<i>Calico Bush</i>	Field, Rachel
<i>Understood Betsy</i>	Fisher, Dorothy Canfield
<i>Johnny Tremain</i>	Forbes, Esther
<i>Dragon Slippers</i>	George, J.D.
<i>Adam of the Road</i>	Gray, Elizabeth
<i>A Father's Promise</i>	Hess, Donna Lynn
<i>A Murder for Her Majesty</i>	Hilgartner, Beth
<i>Alex Rider series</i>	Horowitz, Anthony
<i>Marlfox or Redwall series</i>	Jacques, Brian
<i>The Phantom Tollbooth</i>	Juster, Norton
<i>The Second Mrs. Giaconda</i>	Konigsburg, E. L.
<i>A Snicker of Magic</i>	Lloyd, Natalie
<i>The Princess and Curdie</i>	MacDonald, George
<i>Rascal</i>	North, Sterling
<i>The Black Pearl</i>	O'Dell, Scott
<i>Streams to the Rivers, Rivers to the Sea</i>	O'Dell, Scott
<i>Island of the Blue Dolphins</i>	O'Dell, Scott
<i>My Friend Flicka</i>	O'Hara, Mary
<i>Bridge to Terabithia</i>	Paterson, Katherine
<i>The Light in the Forest</i>	Richter, Conrad
<i>The Bark of Bog Owl</i>	Rogers, Jonathan
<i>Esperanza Rising</i>	Ryan, Pam Munoz
<i>Holes</i>	Sachar, Louis
<i>Invention of Hugo Cabret</i>	Selznick, Brian
<i>Miracles on Maple Hill</i>	Sorensen, Virginia
<i>The Bronze Bow</i>	Speare, Elizabeth
<i>Calico Captive</i>	Speare, Elizabeth
<i>Maniac Magee</i>	Spinelli, Jerry
<i>Freedom Train</i>	Sterling, Dorothy
<i>The Mysterious Benedict Society series</i>	Stewart, Trenton Lee
<i>Wings of Fire series</i>	Sutherland, Tui T
<i>Joni: An Unforgettable Story</i>	Tada, Joni Eareckson
<i>Amos Fortune, Free Man</i>	Yates, Elizabeth
<i>Loot: How to Steal a Fortune</i>	Watson, Jude

## ENTERING 6<sup>TH</sup> GRADE SUMMER READING ASSIGNMENT

### Journal Directions

Directions regarding the reading journal are as follows:

Students will produce a written response as described below for their chosen book. Please submit the written assignment to your Language Arts teacher Friday, August 14, 2020.

#### Instructions:

1. Read the book of your choosing.
2. Divide your novel into four (4) equal sections. Choose one meaningful passage from each of the four sections of your novel; cite the passage – making sure to include the page and paragraph(s) number.  
(E.g.: Your book has 240 pages ...  $240/4= 60$ . This example shows you should write a response every 60 pages.)
3. Next, use one response below to give your personal insight (NOT a summary) for each of the four passages. Provide a word count at the end. (Use each of the following response starters only once so you have a variety of four responses.)
  - a. This passage is important because...
  - b. This passage reveals the character's...
  - c. This passage fits with the book as a whole since...
  - d. Christians can relate to this quote because...
  - e. This excerpt makes me feel (angry/sympathetic/confused etc.) because...
  - f. This character reminds me of...
  - g. This character exhibits the quality of courage (honesty, etc.) ...
  - h. The point the author wants to make here is...
  - i. I have felt the same emotions as this character when...
  - j. The author uses the literary device of (imagery/symbolism/theme etc.)...
  - k. This setting is significant because...
  - l. I agree/disagree with this character's decision because...
  - m. This is exciting /boring because...
  - n. The author does a good/bad job of...

Each commentary should be no less than 50 words in length. You should have four entries in total.

4. Include a cover page with your name, the book's title, the book's author, and the book's total page count.

#### Example:

##### Passage 1

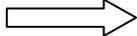
"Fire swamps are, of course, entirely misnamed...Simply, there are swamps which contain a large percentage of sulfur and other gas bubbles that burst continually into flame. They are covered with lush giant trees that shadow the ground, making the flame bursts seems particularly dramatic. Because they are dark, they are almost always quite moist, thereby attracting the standard insect and alligator community that prefers a moist climate" (page 199).

#### Response:

The author uses imagery in this passage as he describes the fire swamps. The writing is so powerful that I could see in my mind a huge, dark swamp like something out of a fairy tale, only with jets of flames popping up. The author does a great job of describing the swamps and why they were such a terror to Florin and Guilder. (64 words)

# 6<sup>TH</sup> Grade Summer Reading Journal Rubric

Student \_\_\_\_\_

Category	Exemplary 25	Accomplished 22	Developing 18	Beginning 15	Your Score
QUOTES/TEXT  CITATION OF QUOTE (including page number)	Meaningful passage selections.  Quote marks and page numbers are provided for ALL 4 citations	Less detailed, but significant quotes OR missing no more than 1-3 of 8 quotation marks and page numbers	Few significant details from the text OR missing no more than 4-5 of 8 quotation marks and page numbers	Hardly any significant details from the text OR missing no more than 6-8 quotation marks and page numbers	
RESPONSE VARIETY	Includes a variety of unique comments about passages (4 from list)	Includes some variety of comments (3 from list)	Little variety of comments (2 from list)	Comments are limited to the same response	
RESPONSES (#)	8 responses No paraphrasing or summary	6 responses, but 1 is a summary response	2-3 responses; summary in nature	1 response	
WORD COUNT  COVER PAGE	Word count (50+) included for each response  AND Student name, book title, author, page count	Word count (50+) on 3 responses  OR Missing one cover item	Word count (50+) on 2 responses  OR Missing 2 cover items	Word count on 1 or less response  OR No cover	
TEACHER COMMENTARY				Rubric Score 	

Rubric Score \_\_\_\_\_ (-1pt for each grammar/spelling mistake) = Final Grade: \_\_\_\_\_

## Part Two: Reflection of Life-Long Learner Characteristics

1. Read each Learner Profile Attribute description below and write a reflection describing how you exhibit each attribute.

Explain how you demonstrate each Learner Profile

<b><u>Caring-</u></b> Respects the needs of others.	
<b><u>Open Minded-</u></b> Listens to the ideas of others.	
<b><u>Communicator-</u></b> Speaks and presents neat and quality work.	
<b><u>Knowledgeable-</u></b> Acquires and applies knowledge and skills.	
<b><u>Principled-</u></b> Accepts responsibility for actions, displays self-control.	
<b><u>Inquirer-</u></b> Ask questions and develop inquiry skills.	
<b><u>Thinker-</u></b> Thinks about how to solve problems and other's perspectives.	
<b><u>Balanced-</u></b> Balances academic and personal needs.	
<b><u>Risk Taker-</u></b> Steps out of comfort zone and tries new things.	
<b><u>Reflective-</u></b> Is thoughtful about strengths and areas of growth.	

2. Log onto *World's Largest Lesson* and learn about what Carver Middle is doing to help with the Global Goals of Sustainable Development. <https://www.youtube.com/watch?v=cBxN9E5f7pc>

