

ACPS 2019-2020 Middle School Summer Reading Project

Current 5th, 6th, and 7th grade teachers are asked to review the 2019-2020 Middle School Summer Reading Project that is recommended/optional for all students.

1. Summer reading is important in order to expand and maintain literacy development over the summer months. All rising ACPS 6th-8th grade students are asked to read books this summer that interest them and respond to what they read. Note that rising ACPS K-5th students are asked to participate in the Alexandria Library SummerQuest reading program through the Alexandria Libraries.
2. The Summer Reading Planning Sheet is not required but is designed to make sure all students understand the Summer Reading Project. If teachers use the Summer Reading Sheet, *each student should keep his/her completed copy.*
3. **It is recommended by ACPS that all students who are enrolled in Grades 6-8 English for 2019-2020 read two (2) books during the summer** and respond to each book with one of the 18 options on the "Menu of Reading Responses." Successful completion of the Summer Reading Project will result in extra credit for the first quarter in English.
4. Students who choose to participate should complete a different *Reading Response* for each book.
5. *Reading Responses* should be stapled together and include student name, grade, date and be submitted to students' 2019-2020 English teachers by **SEPTEMBER 6, 2019*** to receive extra credit. *Reading Responses* should also list the title, author, and the number of pages in the book of reference.

**With the exception of new students, 2019-2020 Grade 6-8 English teachers will consider the September 6, 2019, date a "hard" deadline for all students. Newly enrolled students will receive additional time to complete the project, if they chose to participate. Each teacher should determine and discuss an extended deadline for new students to ACPS he/she feels is appropriate.*

6. **THERE ARE NO SPECIFIC TITLES REQUIRED.** Students should select books that not only meet their interests but are also within or near their lexile range or reading level. Students are encouraged to consult with the Alexandria Library, their school librarian/media specialist, recommended booklists, teachers, and friends for book recommendations.
7. If teachers or students are looking for more information or background about summer reading, consider these excellent resources recommended by ACPS teachers:
 - Literacy Leader Kylene Beers' advice on summer reading: <http://kylenebeers.com/blog/2014/05/04/guidelines-for-summer-reading/>
 - Compilation of Summer Reading Information from Adlit.org (PBS sponsored literary resource): <http://www.adlit.org/article/40180/>
8. Great Resources for Finding Books:
 - American Library Association (ALA) Young Adult Library Services Association (YALSA) Book Lists: <http://www.ala.org/yalsa/bookawards/booklists/members>
 - Lexile- search by Lexile or check the Lexile of a novel: <https://lexile.com/>
 - Virginia's Readers' Choice lists: <https://www.vsra.org/virginia-readers-choice-program>
 - Several books will be made available at the schools for students to take home who may not have access to books over the summer. See your English teacher for more information.



Alexandria City Public Schools

2019 ACPS Middle School Summer Reading Project

For ACPS Students Who Will Be in Grades 6-8
During the 2019-2020 School Year

Four Simple Steps:

1. Choose the books you will read based on interest, appropriateness, and reading level.
 - It is recommended that students in grades 6-8 read **two (2) books**.*
2. Read the books you selected.
3. **Prepare one *Reading Response* for each book.** See the menu below of acceptable *Reading Responses*. **Choose a different type of *Reading Response* for each book you read.**
4. Submit your *Reading Responses* to your English teacher by **September 6, 2019**.

*Completion of the 2019 Summer Reading Project is **optional** and counts as extra credit in students' 2019-2020 English class.

Menu of Reading Responses

Students may choose from these 18 different *Reading Responses*. Students in grades 6-8 English are encouraged to read and respond to two (2) books.

1. WRITE THE DIARY FROM THE POINT OF VIEW OF ONE OF THE CHARACTERS: Imagine you are a character in your book. Write 3-5 diary entries over a few days to a week as the character would have written the entries.	2. WRITE A BOOK REVIEW OF THE BOOK: Craft an argument as to why your peers should or shouldn't read the book and review/evaluate the book compared to other books of the same genre.	3. THE WRITTEN WORD VERSUS THE VIDEO: Compare the book to the movie or television version. What aspects of the book have been altered for the visual performance and why? Do these alterations make the story "better"? Why or why not?
4. WRITE THE STORY FROM A DIFFERENT POINT OF VIEW: Take the entire story (or part of it) and write a version as someone else would tell it.	5. WRITE A TELEPHONE OR TEXT CONVERSATION BETWEEN TWO OF THE MAIN CHARACTERS: Include an analysis of the conversation.	6. SPONSOR A BOOKCLUB DISCUSSION ABOUT THE BOOK: Document attendees, date and include an analysis of the discussion.
7. WRITE A PARODY OF THE BOOK: Parody the entire book, a relationship, or a key event in the text.	8. WRITE A POEM: Write a poem about one of the characters or an important event in the book.	9. DESIGN A COMIC STRIP CREATING SOME NEW EVENT IN THE STORY. Use an online tool or just blank paper.
10. CREATE A MOSAIC OF QUOTES, THOUGHTS, IDEAS AND PICTURES ANALYZING KEY THEMES IN THE BOOK: If the mosaic is larger than 8 X11, bring a picture of it to school.	11. DESIGN THE FRONT PAGE OF A NEWSPAPER SET IN YOUR BOOK'S TIME PERIOD: Write a short news story explaining the implications of a major event in your book.	12. CREATE A DOUBLE ENTRY JOURNAL FOR THE BOOK: Write text-based quotes on one side of the journal, and write reflections and questions on the other side.
13. CORRESPOND WITH ANOTHER CHARACTER: Pretend that you are one character in the book. Write a letter to another character to express your appreciation, respect or disappointment.	14. MAKE A LITERARY MAP OF THE AUTHOR'S WORKS AND LIFE: Use references, biographical, and autobiographical materials (articles, books, interviews) to create an informative and interesting map.	15. CONNECT THE BOOK TO A FAMILY EVENT: Write a reflection about how your book is similar to a family event (i.e., wedding or reunion) or activity you did this year.
16. GRADE YOUR CHARACTER: Evaluate a character's skills at reflecting and communicating. Assign a letter grade for each of those skills (and any additional skills you select). Use specific text examples to justify why you assign the character an A, B, C, D or F.	17. VISIT A MUSEUM OR EVENT RELATED TO THE BOOK: Visit a museum, event or place related to the book and write a reflection on how the visit helped you better understand the book. Also, explain how your visit reflects issues in the book relevant in the world today.	18. PUT TOGETHER A CAST FOR THE FILM VERSION OF THE BOOK: Decide which current actors and actresses would best play the roles. Include brief descriptions of the stars and tell why each is "perfect" for the part.

Tips for Selecting the RIGHT Books

Students should consult with their teachers, school media specialists, or city librarians for book recommendations. There is no required list, but students should choose books within their reading level/Lexile range that they will find both challenging and enjoyable.

Note: The website <http://www.lexile.com> can provide more information on Lexile levels and suggested book titles at specific levels.

Students are encouraged to choose books linked to upcoming middle school English themes:

- Grade 6: *Independence and Freedom*
- Grade 7: *Overcoming Adversity*
- Grade 8: *Utopia/Dystopia*

Helpful resources also include:

- The branches of the Alexandria Library (<http://www.alexandria.lib.va.us>)
- Students' individualized Reading Inventory (RI) recommended book lists
- Virginia Readers' Choice Middle School and High School lists (<https://www.vusra.org/virginia-readers-choice/nominate-vote/>) and Adlit.org (<https://www.adlit.org>)
- American Library Association (ALA) Young Adult Library Services Association (YALSA) Book Lists: <http://www.ala.org/yalsa/bookawards/booklists/members>

Summer Reading Response Scoring Rubric

Teachers will assess students' reading responses using the rubric listed below. The rubric aligns with middle school fiction and nonfiction Standards of Learning (SOLs).

1	2	3	4
READING COMPREHENSION:			
<ul style="list-style-type: none"> • SOL 6.5, 7.5, 8.5: The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama. • SOL 6.6, 7.6, 8.6: The student will read and demonstrate comprehension of a variety of nonfiction texts. 			
<ul style="list-style-type: none"> • Your reading response needs much more evidence to confirm that you read and understood the text. • Your response should be revised to summarize, paraphrase or express key ideas in the texts to demonstrate understanding. 	<ul style="list-style-type: none"> • Aspects of your reading response reflect that you understood at the literal level, but you need to do more analysis, make connections, and support interpretations. • Your response is unsupported in many sections and minimally summarizes, paraphrases, or expresses key ideas in the texts to demonstrate your understanding. 	<ul style="list-style-type: none"> • Most of your reading response reflects that you read and understood at or beyond the literal level. • Most of your response synthesizes, analyzes, and expresses key ideas in the texts to demonstrate understanding. 	<ul style="list-style-type: none"> • All parts of your reading response reflect that you read and understood beyond the literal level and addresses possible themes. • Your response consistently expresses ideas in the text to demonstrate understanding through analysis, synthesis, and evaluation.

Name _____

Date _____

Summer Reading Project Planning Sheet

Directions: After looking over your Summer Reading Project handout and talking with friends and librarians about recommended book titles, fill in the plan below. The plan is designed to help you stay focused and organized for your Summer Reading Project.

I. How many books do I need to read? _____

II. Which books will I read this summer? Write the titles and authors below.

Note: These book selections may change over the summer, based on interest and availability.

A. _____

B. _____

C. _____

III. Which *Reading Responses* (see menu of 18 different *Reading Responses*) will I complete this summer, based on the options provided to me?

Make sure you complete a different *Reading Response* for each book. For example, students should NOT write a book review (option #2) for each book.

A. _____

B. _____

C. _____

I understand that I have a recommended summer reading project that is to be completed by **September 6, 2019** to if I would like to receive extra credit. I will bring my *Reading Responses* to my new English teacher by that date.

Student Signature