

Central Catholic High School

**6th - 7th grade**

**Summer Reading 2023**



# Summer Reading Packet

## 6th - 7th grade

### Central Catholic High School Summer Reading Program 2023

*The goal of the Summer Reading Program at CCHS is to promote year round learning and inspire an enjoyment of reading.*

There are many questions surrounding the value of summer reading programs. Do they really improve kids' reading skills and increase their desire to read? Do they lead to higher student achievement? Answers to these questions can be found in educational research which for years has indicated that frequent and sustained reading throughout the summer maintains and promotes literacy skills. A landmark study performed in 1978 (The Heyns Study) backs up these claims. The study found that students who read books over the summer, regardless of their income group, gained more in reading achievement than those who did not. In fact, the study showed that students who did not read any over the summer saw their reading skills slip by as much as an entire grade level<sup>1</sup>. It is research such as this that has driven the summer reading program at CCHS for the past 20 years.

Reading skills are built through many opportunities over time to read and discuss books, magazines, newspaper articles and even online materials. These opportunities take place both at school and at home. Because year-round learning is vital to students' reading achievement, CCHS recognizes that summer is an ideal time for students to read and maintain or even raise their reading skills. Summer reading is the perfect antidote to "summer learning loss."

It is our hope that with participating in the CCHS Summer Reading Program students will continue to gain skills in reading and will also return to school in the fall prepared to face new and exciting academic challenges.

For the 2023-2024 academic year, students entering grades sixth through seventh are required to participate in the Summer Reading Program. The information in this packet includes: grade level book lists and assessment procedures and instructions.

As parents, you play an important role in your child's reading life. We appreciate your assistance in helping to support this wonderful program. If you have any questions regarding book lists, assessment procedures or if you have trouble locating a book, please do not hesitate to contact us. Questions can be directed to Constance Wallace ([cwallace@htdiocese.org](mailto:cwallace@htdiocese.org)).

<sup>1</sup>Heyns, Barbara. *Summer Learning and the Effect of Schooling*. New York: Academic Press, 1978.

## Reading and Its Effects on Test Scores

Research has shown that students who read on a consistent basis score higher on standardized test scores than students who do not engage in daily reading. Reading outside of school for an average of twenty minutes per day can have a dramatic effect on a student's standardized test scores.<sup>2</sup>

Minutes Per Day Spent Reading Outside of School	Standardized Test Percentile Achieved
65 minutes	98 <sup>th</sup> percentile
21.1 minutes	90 <sup>th</sup> percentile
14.2 minutes	80 <sup>th</sup> percentile
9.6 minutes	70 <sup>th</sup> percentile
6.5 minutes	60 <sup>th</sup> percentile

<sup>2</sup>Anderson, Richard C., Linda G. Fielding, and Paul T. Wilson. "Growth in Reading and How Children Spend Their Time Outside of School." *Reading Research Quarterly* 23.3 (1988): 285-303. Print.

## Books versus Motion Pictures

Popular books are oftentimes optioned for and turned into motion pictures, or movies. It is very tempting for students to "take the easy way out" and simply watch a movie version of a book instead of reading it. Many of the books listed on our Summer Reading list have been made into movies. Students are advised not to watch a movie version of a book prior to reading the original print version.

Hollywood versions of books usually leave out key events, make changes that alter the sequence of plot events, make characterization changes and sometimes even leave out characters altogether. If anyone has ever read a book and then watched the movie version they know this to be true. In most cases, the book is said to be "much better than the movie."

# Program Requirements

All students, regardless of College Prep or Honors status, will read ONE novel from the appropriate grade level list and complete a Reader's Response Notebook. Students are to purchase a copy of the chosen book from the list.

Students, as you read, you are to annotate the text identifying important sections, quotes, and key passages. Write any questions you may have while reading in the margins. Circle any new vocabulary words. These annotations will assist in completing the Reader's Response Notebook as well as the project when you return to school.

A Reader's Response Notebook has been attached to this document. It is similar to a diary; however, the information you include will be your reactions, feelings, and thoughts about the novel, rather than about your personal life. This reader's response notebook allows you to keep track of important parts of the novel: setting, characterization, point of view, problem solving, sequence, theme and summarizing.

1. Completely fill out the attached Reader's Response Notebook. There are 7 sheets of paper. Please print them and turn them in completed on the first day of school, August 8.
2. There is no limit to the length of your entries; however, you must write a **minimum 5-7 sentence paragraph** for each entry. Keep in mind that these entries will assist you in book discussions and project assessment when you return to school. Take time to think carefully about what you are writing. Write complete, grammatically correct, organized responses. This means that you will have to explain your thoughts and opinions and provide support from the novel to support your response. It is also a good idea to cite the pages or chapters that correspond to your responses.
3. Your journal entries must be neat and legible.
4. Journals should be handwritten. Be sure to put your name and the book title at the top of each entry.

Bring your novel and reading response notebook on the first day of school. Journals will be collected the first day of school (August 8) by their reading teacher (grades 6-7) and count as a **25 point grade**.

Late journals will be accepted the next school day but will lose 5 points. The student will complete a Reading Project in class the first week of school AT HOME which will count as a **75 point grade**.

(Teachers will provide more information on the first day of class when they collect the Reader's Response Notebook.)

*Students failing to participate in the Summer Reading Program by reading a novel from the list and completing the Reader's Response Notebook will report after school to read the novel and complete the necessary components for half credit.*

## Summer Reading - Reading 6

***The Door in the Dragon's Throat*** by Frank E. Peretti

*Book Level:* 5.9

An American archaeologist and his two children seek God's protection and guidance as they journey to the Near East in search of a buried biblical treasure which local residents believe is cursed.

***Rules*** by Cynthia Lord

*Book Level:* 3.9

Frustrated at life with an autistic brother, twelve-year-old Catherine longs for a normal existence, but her world is further complicated by a friendship with a teenage boy in a wheelchair.

***Maniac Magee*** by Jerry Spinelli

*Book Level:* 4.7

After his parents die, Jeffrey Lionel Magee's life becomes legendary as he accomplishes athletic and other feats which awe his contemporaries.

***Roll of Thunder, Hear My Cry*** by Mildred D. Taylor

*Book Level:* 5.7

Warmth, humor and hard times prevail as a black family struggles to maintain dignity and independence in Depression-era Mississippi.

***Island of the Blue Dolphins*** by Scott O'Dell

*Book Level:* 5.4

Left alone on a beautiful but isolated island off the coast of California, a young Indian girl spends eighteen years, not only merely surviving through her enormous courage and self-reliance, but also finding a measure of happiness in her solitary life.



## Summer Reading - Reading 7

***Buddy*** by M.H. Herlong

*Book Level: 3.9*

Tyrone "Li'l T" Roberts meets Buddy when his family's car accidentally hits the stray dog on their way to church. Buddy turns out to be the dog Li'l T's always wished for until Hurricane Katrina comes to New Orleans, and he must leave Buddy behind. After the storm, Li'l T and his father return home to find a community struggling to rebuild their lives and Buddy gone. Li'l T refuses to give up his quest to find his best friend.

***Swindle*** by Gordon Korman

*Book Level: 4.9*

After unscrupulous collector S. Wendell Palomino cons him out of a valuable baseball card, sixth-grader Griffin Bing puts together a band of misfits to break into Palomino's heavily guarded store and steal the card back, planning to use the money to finance his father's failing invention, the Smart Pick fruit picker.

***Woods Runner*** by Gary Paulsen

*Book Level: 5.5*

From his 1776 Pennsylvania homestead, thirteen-year-old Samuel, who is a highly-skilled woodsman, sets out toward New York City to rescue his parents from the band of British soldiers and Native Americans who kidnapped them after slaughtering most of their community.

***Dark Water Rising*** by Marian Hale

*Book Level: 5.9*

While salvaging and rebuilding in the aftermath of the Galveston flood of 1900, sixteen-year-old Seth proves himself in a way that his previous efforts never could, but he still must face his father man to man.

***The Lion, The Witch, & The Wardrobe*** by C.S. Lewis

*Book Level: 6.1*

Four adventurous siblings—Peter, Susan, Edmund, and Lucy Pevensie—step through a wardrobe door and into the land of Narnia, a land frozen in eternal winter and enslaved by the power of the White Witch. But when almost all hope is lost, the return of the Great Lion, Aslan, signals a great change and a great sacrifice.

## Response to Reading

Because students are required to participate in the Summer Reading Program, assessment is a necessary tool to validate and evaluate students' reading experiences. Summer reading counts as a major grade in a student's reading class; therefore, it is important that all students complete the required reading and corresponding assessment activities.

For the 2023-2024 school year, response to reading consists of the Reader's Response Notebook completed during the summer while reading the novel and the project which will be completed in class.

### Response to Reading Project Tasks for 6th -7th Grade

The student must choose one project they wish to complete from the list below. The project is worth a 75 point grade. **These projects will be completed in class the first week of school AT HOME. Any questions students may have can be directed to their reading teacher whenever they return to school.**

TASK	DESCRIPTION
Book Jacket	<b>Create a NEW and UNIQUE book jacket for the book you read.</b> <ul style="list-style-type: none"><li>• Cover: a creative illustration, title, and author</li><li>• Inside left flap: Synopsis of the book; minimum of 100 words, include information about the plot, setting, and characters</li><li>• Inside right flap: Biography of the author; minimum of 50 words</li><li>• Back: A personal critique of the book; minimum of 50 words</li><li>• NO POSTERS!</li></ul>
Newspaper	<b>Design the front page of a newspaper to reflect key events in the book.</b> <ul style="list-style-type: none"><li>• Create a name for your newspaper.</li><li>• Include images.</li><li>• Must include at least three different types of NEWS articles using information from the book.</li><li>• Each article must be a minimum of 75 words in length.</li><li>• Examples of news articles include: news events, conflict, obituaries, setting.</li><li>• NO POSTERS!</li></ul>
Diary Entry	<b>Write three diary entries from the point of view of a main character.</b> <ul style="list-style-type: none"><li>• Minimum of 100 words per entry.</li><li>• Each entry must show understanding of the character</li><li>• Each entry must also have a picture (hand-drawn or computer generated) that relates to the entry</li><li>• Combine the diary entries in such a way that it resembles a real diary. A piece of paper with three entries is not sufficient. Create a "diary."</li><li>• NO POSTERS!</li></ul>

# Response to Reading Project Rubric

(6th - 7th Grade)

<u>CATEGORY</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>POINTS EARNED</u>		<u>TOTAL POINTS</u>
<b>Image Depiction</b>	Demonstrates superior knowledge of the novel	Adequately demonstrates knowledge of the novel	Mostly demonstrates knowledge of the novel	Somewhat demonstrates knowledge of the novel	Demonstrates little to no knowledge of the novel		x 2	
<b>Written Component</b>	Provides an excellent explanation of the connection between the visual and the novel	Adequately explains the connection between the visual and the novel	Mostly explains the connection between the visual and the novel	Somewhat explains the connection between the visual and the novel	Does not explain the connection between the visual and the novel		x 4	
<b>Grammar / Mechanics</b>	Almost no grammatical or mechanical errors; writer's meaning is clear	Some grammatical or mechanical errors, but the writer's meaning is clear	Some grammatical or mechanical errors that affect the writer's meaning	Many grammatical or mechanical errors that somewhat affect the writer's meaning	Numerous and distracting grammatical and mechanical errors		x 3	
<b>Following Directions</b>	Project follows all given directions in a sufficient way	Project mostly follows given directions	Project somewhat follows given directions	Project follows few given directions	Project does not follow given directions		x 4	
<b>Visual Appearance</b>	Project is visually appealing and neatly done	Project is mostly visually appealing and neatly done	Project is somewhat visually appealing and neatly done	Project is somewhat visually appealing, but not neatly done	Project is not visually appealing and is not neatly done		x 2	
					<b><u>TOTAL POINTS:</u></b>			



# Reading Response Notebook



Jan Berenstain



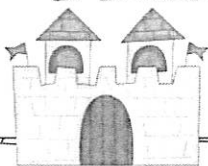
Mercer Mayer

Name \_\_\_\_\_

Name \_\_\_\_\_

# READING RESPONSE

## Setting



Book Title \_\_\_\_\_

Choose a setting from your book. Use details from your story and details that you already know about that type of setting to write a paragraph. Don't forget a topic sentence with your details! Then draw a picture in the box.

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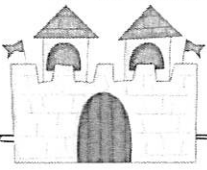
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Name \_\_\_\_\_

FICTION 1  
RL.3

# READING RESPONSE

## Characterization



Book Title \_\_\_\_\_

Choose a character from your book. \_\_\_\_\_

List the character's thoughts, actions, words from the text.

_____	_____	_____
_____	_____	_____
_____	_____	_____

In most fiction books, a character changes over the course of the story. For example, maybe the character was bossy at the beginning, but not by the end. How did your character change?

\_\_\_\_\_

\_\_\_\_\_

How can you relate to this character? Write a paragraph with a topic sentence and complete details.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

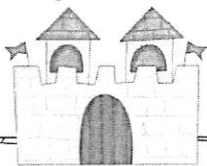
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Name \_\_\_\_\_

# READING RESPONSE

## Point of View



Book Title \_\_\_\_\_

Choose two characters in your story who have a different point of view.

\_\_\_\_\_ and \_\_\_\_\_

Write a detailed paragraph to compare and contrast their different perspectives. Use "evidence" from the story to support your answer.

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What is your point of view on this topic? \_\_\_\_\_

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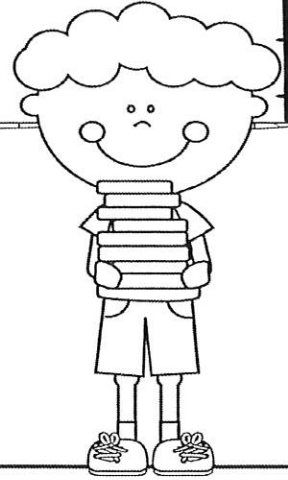
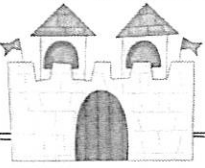
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Name \_\_\_\_\_

# READING RESPONSE

## Problem Solving



Book Title \_\_\_\_\_

Choose a problem or conflict in the story. \_\_\_\_\_

Write details from the text describing the problem or conflict.

_____	_____
_____	_____
_____	_____
_____	_____

How would you solve the problem or conflict? How is this different from the author's resolution?

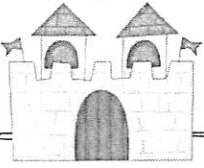
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Name \_\_\_\_\_

FICTION 5  
RL.2

# READING RESPONSE

## Sequence



Book Title \_\_\_\_\_

Choose 4 events from your reading. Sequence them in order. Don't forget to use complete sentences!

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## A black and white line drawing of a young girl with curly hair, wearing large round glasses and over-ear headphones. She is smiling and holding an open book. A smartphone is placed on the surface next to her, displaying a simple screen with two vertical lines.

Book Title \_\_\_\_\_

Choose a section or chapter of the book. Summarize the text. Write a paragraph with a topic sentence, relevant details, and concluding sentence.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.