



Summer Reading Program

Entering Sixth, Seventh or Eighth Grade in September: ***The Quest for Friendship, Courage, and Hope***

Re: Thinking ahead to next year: **Summer Reading!**

Assalamu'alaikum warahmatullahi wabarakatuh

Dear Parents and Guardians of EIA:

Our school is committed to ensuring your child develops reading skills needed for success in school and in life. In order to celebrate summer vacation and also prepare for the journey ahead, now is the time to think about summer reading! This summer, as we prepare for a year of an epic journey, the reading list includes PLENTY of fantasy, from ancient myth to contemporary fantasies. There are also realistic fictions, memoir, mystery, and nonfiction of course, since there is nothing like the dramatic searching that takes place in all sorts of genres.

As always, parents are encouraged to read and talk about these books with children.

Disclaimer: Please note that, due to either the content, theme, or reading difficulty, you may want to exercise parental discretion or read that book with your child.

Once again, JazakAllahu khayran for all your help and support in your child's learning by continues signing the reading log.

Sincerely,

Mustafizur Rahman, **ATA, OPC, OCT**
Edd (candidate), MEd, BEd, BSc
Grade 6C Homeroom Teacher



Summer Reading Program

- **WHO?** Students going into grades 6, 7 or 8 in September.
- **WHAT?** Reading at least 8 books from the suggested lists.
- **WHEN?** During summer break.
- **WHERE?** At home or while on vacation.
- **WHY?** For great reading, for fun -- and ultimately get reward from Allah (swt).

HOW does it work?

- Choose and read at least 8 books (books that you have not already read) from the lists for your grade, your Scholastic book order, or from the public library.
- Record on the Reading Log the titles of books you read, the date started, date finished and ask for your parent's signature.
- Bring the completed Reading Log to school the 1st week back.
- Be prepared to answer questions about any of the books you read.

Students who successfully complete 8 or more books will receive:

- ◇ A certificate of participation.
- ◇ Recognition at an assembly and in the school newsletter (if applicable).
- ◇ Points for the House System (if applicable).

Summer Reading Program - for students entering Grades 6, 7, 8

Choose and read 8 or more books from the lists or from other mentioned resources. Write on the reading log sheet the exact titles you read. Here are some suggested titles.

Fiction	Fantasy, Legends, & Myth
<p><i>Shabanu: Daughter of the Wind</i> by Suzanne Fisher Staples (7.0) <i>Stand Tall</i> by Joan Bauer (6.0) <i>Taking Sides</i> by Gary Soto (6.0) <i>Buried Onions</i> by Gary Soto (6.0) <i>Becoming Naomi Leon</i> by Pam Munoz Ryan (6.0) <i>Begging for Change</i> by Sharon Flake (6.0) <i>Money Hungry</i> by Sharon Flake (6.0) <i>Life as We Knew It</i> by Susan B. Pfeffer (7.0) <i>Izzy, WillyNilly</i> by Cynthia Voigt (7.0) <i>Elsewhere</i> by Gabrielle Zevin (7.0) <i>Code Orange</i> by Caroline B. Cooney (7.0) <i>Coraline</i> by Neil Gaiman (6.0) <i>If the Shoe Fits: Voices from Cinderella</i> by Laura Whipple (6.0) <i>Crash</i> by Jerry Spinelli (6.0) <i>Middle School is Worse than Meatloaf</i> by Jennifer Holm (6.0) <i>Al Capone Does My Shirts</i> by Gennifer Choldenko (8.0) <i>Highway Cats</i> by Janet Tayleur Lisle (6.0) <i>The Incredible Journey</i> by Sheila Burnford (6.0) <i>The View from Saturday</i> by E.L. Konigsburg (7.0) <i>Close to Famous</i> by Joan Bauer (7.0) <i>Powerless</i> by Matthew Cody (6.0) <i>Fire from the Rock</i> by Sharon Draper (7.0) <i>The Grimm Legacy</i> by Polly Shulman (7.0) <i>Winning</i> by C.S. Adler (6.0) <i>Tangerine</i> by Edward Bloor (8.0) <i>Havana Heat</i> by Darryl Brock (7.0) <i>Whale Talk</i> by Chris Cruther (7.0) <i>The Girl Who Threw Butterflies</i> by Mick Cochrane (6.0) <i>In Lane Three, Alex Archer</i> by Dawn Fitzgerald (7.0) <i>Pinned</i> by Sharon Flake (6.0) <i>Game Changer</i> by Margaret Peterson Haddix (6.0) <i>Out of Reach</i> by V.M. Jones (7.0) <i>Heat</i> by Mike Lupica (6.0) <i>Travel Team</i> by Mike Lupica (6.0) <i>Boost</i> by Kathy Mackel (6.0) <i>Defending Irene</i> by Kristin Wolden Nitz (6.0) <i>Keeper</i> by Mal Peet (8.0) <i>To Race a Dream</i> by Deborah Savage (6.0) <i>Show Me a Hero</i> by Jeanne Scinto (6.0) <i>Peak</i> by Roland Smith (6.0) <i>The George and the Jewels</i> by Jane Smiley (6.0) <i>Holding at Third</i> by Linda Zinnen (6.0)</p>	<p><i>Skellig</i> by David Almond (6.0) <i>Odysseus in the Serpent Maze</i> by Yolen & Harris (6.0) <i>The Seeing Stone</i> by Kevin CrossleyHolland (7.0) <i>The Serpent Slayer and Other Stories of Strong Women</i> by Katrin Tachana (6.0) <i>The Fellowship of the Ring</i> by J. R. R. Tolkien (7.0) <i>Golden Tales, Myths, Legends, & Folktales from Latin America</i> by Lulu Delacre (7.0) <i>The Once and Future King</i> by E. B. White (8.0) <i>The Mists of Avalon</i> by M. B. Zimmer (8.0) <i>The Emerald Lizard</i> by Pleasant deSpain (6.0) <i>King Arthur and His Knights</i> retold by Sir J. Knowles (6.0) <i>Sword of the Rightful King</i> by Jane Yolen (7.0) <i>The Dragon's Boy</i> by Jane Yolen (6.0) <i>Many Waters</i> by Madeleine L'Engle (6.0) <i>Red Pyramid</i> by Rick Riordin (6.0) <i>Gossamer</i> by Lois Lowry (6.0) <i>Ender's Game</i> by Orson Card Scott (7.0) <i>The Alchemyst: The Secrets of the Immortal Nicholas Flamel</i> by Michael Scott (8.0) <i>The Seal of Trolls</i> by Nancy Farmer (7.0) <i>The Land of the Silver Apples</i> by Nancy Farmer (7.0) <i>The Island of the Blessed</i> by Nancy Farmer (7.0) <i>The Little Prince</i> by Antoine de SaintExupéry (6.0) <i>A Swiftly Tilting Planet</i> by Madeleine L'Engle (7.0)</p>
Adventure & Survival	Biography/Memoir:
<p><i>Beyond the Western Sea</i> by Avi (6.0) <i>Ruby Holler</i> by Sharon Creech (6.0) <i>Homecoming</i> by Cynthia Voigt (7.0) <i>Crispin</i> by Avi (6.0) <i>The Egyptian Box</i> by Jane L. Curry (6.0) <i>Journey of the Sparrows</i> by Fran Leeper Buss (6.0) <i>The Battle of Jericho</i> by Sharon Draper (6.0) <i>A Girl Named Disaster</i> by Nancy Farmer (6.0) <i>The Other Side of Truth</i> by Beverly Naidoo (6.0) <i>Journey to Jo'burg</i> by Beverly Naidoo (6.0)</p>	<p><i>Hatshepsut, His Majesty, Herself</i> by Catherine M. Andronik (7.0) <i>Woodsong</i> by Gary Paulsen (7.0) <i>Breaking Through</i> by Francisco Jiménez (6.0) <i>Looking Back</i> by Lois Lowry (6.0) <i>House on Mango Street</i> by Sandra Cisneros (6.0) <i>Bad Boy</i> by Walter Dean Myers (6.0) <i>Promises to Keep: How Jackie Robinson Changed America</i> by Sharon Robinson (6.0) <i>We Beat the Street: How a Friendship Pact Helped us Succeed</i> by Davis Sampson, George Jenkins, & Rameck Hunt (7.0) <i>Knucklehead: Tall Tales and Almost True Stories about Growing Up</i> by Jon Scieska (7.0)</p>

Summer Reading Program - for students entering Grades 6, 7, 8 (cont..)

Historical Fiction:

Anna of Byzantium by Tracy Barrett (8.0)
Catherine, Called Birdy by Karen Cushman (6.0)
The Sky is Falling by Kit Pearson (6.0)
Copper Sun by Sharon Draper (8.0)

NonFiction/Informational Books:

Material World: A Global Family Portrait by Peter Menzel (7.0)
How People Live by Dena Freeman (7.0)
Glorious Past by Earnestine Jenkins (8.0)
Ancient Mesopotamia by Lorna Oakes (8.0)
The Mystery of the Maya by Peter Lourie (7.0)
This is Rocket Science: True Stories of RiskTaking
Scientists by Gloria Skurzynski (8.0)
Future Tech by Charles Piddock (8.0)
Understanding Comics by Scott McCloud (7.0)
Guinea Pig Scientists: Bold Self Experimenters in Science & Medicine by L. Dendy & M. Boring (7.0)
Hidden Worlds: Looking Through a Scientist's Microscope by Stephen Kramer (6.0)

NonFiction Sports:

In These Girls, Hope is a Muscle by Madeleine Blais (8.0)
Let Me Play: The Story of Title IX by Karen Blumenthal (7.0)
Hoop Dreams: A True Story by Ben Joravsky (7.0)
Outcasts United: An American Town, a Refugee Team, and One Woman's Quest to Make a Difference by Warren St. John (7.0)

Summer Reading Challenge - Reading Log

*Write below the titles you have read over the summer.
Ensure that that you have read titles by various authors.
Return this reading log to your homeroom teacher the first week back in September.*



Name: _____



My Reading Log

Direction:

Use this log to record and keep track of all the books you read this year! Every time you begin a new book, write down the title, author and date you started. When you finish your book, write down the date you finished, the genre, and a short reflection on what you thought of the book. If you abandon a book, write an "A" under date finished and give your reason for abandoning it in the reflection column.

# of pages	Book Title & Reading Level	Author Name	Date Started (dd/mm/yyyy)	Date Finished (dd/mm/yyyy)	Book type (Genre) <i>Please check one that applies</i>	Reflection <i>I like this because ...</i>	Parent's Signature
					<input type="checkbox"/> Comedy <input type="checkbox"/> Horror <input type="checkbox"/> Science Fiction <input type="checkbox"/> Action and Adventure <input type="checkbox"/> Non-Fiction <input type="checkbox"/> Fiction <input type="checkbox"/> Other: _____		-----
					<input type="checkbox"/> Comedy <input type="checkbox"/> Horror <input type="checkbox"/> Science Fiction <input type="checkbox"/> Action and Adventure <input type="checkbox"/> Non-Fiction <input type="checkbox"/> Fiction <input type="checkbox"/> Other: _____		-----
					<input type="checkbox"/> Comedy <input type="checkbox"/> Horror <input type="checkbox"/> Science Fiction <input type="checkbox"/> Action and Adventure <input type="checkbox"/> Non-Fiction <input type="checkbox"/> Fiction <input type="checkbox"/> Other: _____		-----
					<input type="checkbox"/> Comedy <input type="checkbox"/> Horror <input type="checkbox"/> Science Fiction <input type="checkbox"/> Action and Adventure <input type="checkbox"/> Non-Fiction <input type="checkbox"/> Fiction <input type="checkbox"/> Other: _____		-----



My Reading Log (cont.)

# of pages	Book Title & Reading Level	Author Name	Date Started (dd/mm/yyyy)	Date Finished (dd/mm/yyyy)	Book type (Genre) <i>Please check one that applies</i>	Reflection <i>I like this because ...</i>	Parent's Signature
					<input type="checkbox"/> Comedy <input type="checkbox"/> Horror <input type="checkbox"/> Science Fiction <input type="checkbox"/> Action and Adventure <input type="checkbox"/> Non-Fiction <input type="checkbox"/> Fiction <input type="checkbox"/> Other:-----		-----
					<input type="checkbox"/> Comedy <input type="checkbox"/> Horror <input type="checkbox"/> Science Fiction <input type="checkbox"/> Action and Adventure <input type="checkbox"/> Non-Fiction <input type="checkbox"/> Fiction <input type="checkbox"/> Other:-----		-----
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Language Art

Grade Reading Rubric:

Date: __/__/____(dd/mm/yyyy)

Name: _____

Assessment type: R D R F R S

Overall: Mark//Reading Level: __//__; Class Average: ___ Parent Signature: _____

Criteria \ Level	Excellent Level 4	Proficient Level 3	Adequate Level 2	Limited* Level 1	Insufficient/ Blank*
		79% 72% 65%			
Reads fluently and accurately to support comprehension. (_ _/2)	Reads above grade level text with appropriate phrasing, expression, self-monitoring, and pace to understand author's meaning. 98% accuracy or better.	Reads grade level text with appropriate phrasing, expression, self-monitoring, and pace to understand author's meaning. 98% accuracy or better.	Reads below grade level text with appropriate phrasing, expression, self-monitoring, and pace to understand author's meaning. 98% accuracy or better OR reads at grade level without the elements of pace, self-monitoring or attending to punctuation.	Reads below grade level text without appropriate phrasing, expression, self-monitoring, and pace to understand the author's meaning.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Recalls details from fiction and nonfiction text. (_ _/1)	Recalls details from above grade-level text.	Recalls details from grade level text.	Recalls some details from grade-level text.	Does not recall details from grade-level text	
Applies comprehension strategies to construct meaning. (_ _/1)	Appropriately applies several comprehension strategies to construct meaning from above grade-level text.	Appropriately applies several comprehension strategies to construct meaning from on grade-level text.	Relies only on one or two comprehension strategies to construct meaning from on grade-level text OR applies several comprehension strategies to construct meaning from below grade-level text	Does not apply comprehension strategies to construct meaning from text.	
Analyzes information from fiction and nonfiction text (_ _/1)	Analyzes elements AND themes from the text and supports the analysis with appropriate evidence from the text.	Analyzes elements (characters, settings, events, concepts) AND themes from the text.	Analyzes elements OR themes from the text.	Does not analyze elements or themes from the text.	

Teacher's Comments – Area for Growth and Action Plans (if below “level 2”):

- Students will improve reading comprehension and communication skills by selecting and applying appropriate reading strategies across the curriculum.