

## Appendix D: Summer Reading Scoring Rubrics

SCCPSS Summer Reading Score Sheet		
<i>Written Assignment Grades 6-8</i>		
Points Earned	Area Assessed	Points Possible
_____	Has Comparison Chart fully filled out	30
_____	Has an Introduction	5
_____	Wrote at least one paragraph about Book 1	20
_____	Wrote at least one paragraph about Book 2	20
_____	Wrote at least one paragraph telling how the two books are different	20
_____	Has an Ending/ Closure	5
	Total	+ 100
Student's Total Grade _____		
Comments:		

SCCPSS Summer Reading Score Sheet		
<i>Activity Assignment Grades 6-8</i>		
Points Earned	Area Assessed	Points Possible
_____	Project represents real study and effort	20
_____	Project exhibits appropriate grade-level work	15
_____	Project includes written summary of what was learned by completing it	20
_____	Project shows creativity/ individuality	15
_____	Oral presentation to class	30
	Total	+ 100
Student's Total Grade _____		
Comments:		

Name: \_\_\_\_\_



# 2009 Summer Reading Program Grades 6-8

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## Middle School Assignments

- Students will choose **two** books to read. All assignments are due by Thursday, **September 17, 2009**.
- The total score for all three completed assignments (log, activity, and writing assignment) will represent 5% of the student's **first nine weeks' grade**.

### Assignments:

I. All students will keep a **Reader's Log** of time spent reading for both books and have it signed by a parent. (See Appendix A for blank Reader's Log.)

Sample Reading Log

Date	Title of Book	Pages Read	Time Spent Reading
6-30-09	<u>Bridge to Terabithia</u>	Pgs. 8-40	30 min.
7-4-09	<u>The Giver</u>	Pgs. 1-30	35 minutes

II. Choose **one** activity from the list in Appendix C to show comprehension of one book read. Be sure to include a one page explanation what was learned while completing the project.

III. **Classroom Assignment** – Upon returning to school, each student will be responsible for presenting the above activity in class. Grades 6-8 students will be given a written assignment in which the student will compare and contrast the two books read using a graphic organizer with a minimum of 5 points in each circle. (See Appendix B for Comparison Chart.)

\*All scoring rubrics are found in Appendix D.

## Appendix C: Middle School Activity List

**Mobile-** Using a variety of materials, create six symbols (or more) which represent the novel's main characters and plot. Display on a coat hanger.

**Mask/Puppet-** Based upon character analysis, create a three-dimensional figure that represents the physical and emotional features of the book's main character.

**News Story-** Write a front-page news story about an important incident from your book. Remember to answer: Who? What? When? Where? Why? How? Draw a picture to accompany your story.

**Board Game-** Create a board game based on the characters and events of the book you read. Include clearly written instructions, a board, and playing pieces. Players of the game should learn what happened in the book by playing your game. **Nonfiction:** Create a game designed to teach the most important information (scientific, historical, etc.) you learned from your book.

**Picture Book-** Turn your book into a children's picture book by choosing four or five of the most important scenes and retelling the story in simple language. **Variations:** Create a pop-up book or flap book where the flaps open to reveal hidden pictures beneath.

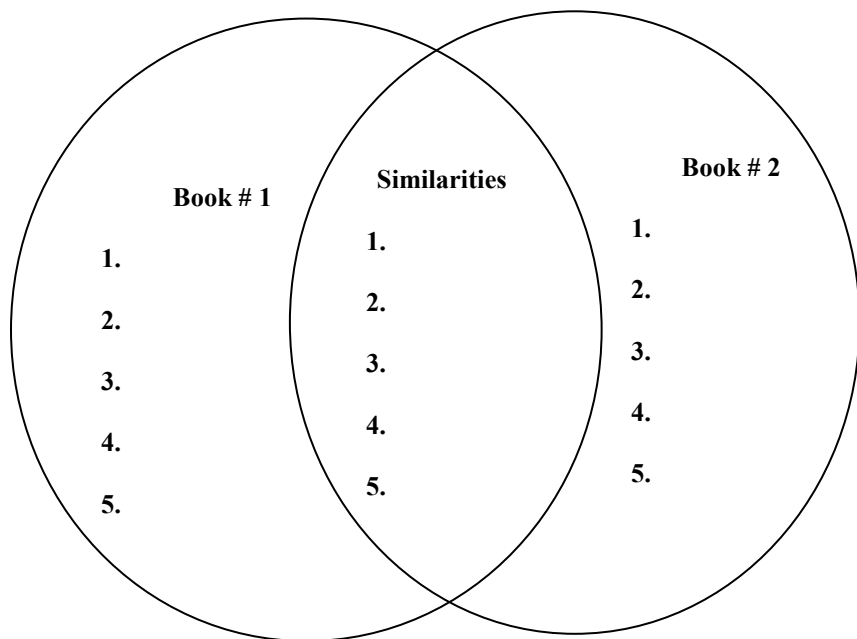
**Book Jacket-** Design a new cover for your book. Write flap copy for the dust jacket or back of the book if it's a paperback. Summarize the book's plot, but don't give away the ending or ruin any surprises in the story. You should also explain why the book is worth reading. You might get a quotation or brief review from a friend who has also read the book. Don't forget to quote yourself, too.

**Comic Strip-** Draw a four panel (or longer) comic strip based on the events of your book. Remember that a comic strip does not have to be humorous; the tone of your strip should be appropriate to the tone of your book. **Nonfiction:** Draw a comic strip designed to teach something you learned from your book. Make sure it clearly conveys the information.

## Appendix A: Reading Log

Date	Title of Book	Pages Read	Time Spent Reading

## Appendix B: Comparison Chart



## SCCPSS Middle School Summer Reading

### Entering Sixth Grade Literature

Author	Title
Alexander, Lloyd	<i>The Remarkable Journey of Prince Jen</i>
Bray, Rosemary	<i>Unafraid of the Dark</i>
Bruchac, Joseph	* <i>Code Talker</i>
Conley, Jane Leslie	<i>Crazy Lady</i>
Creech, Sharon	<i>Absolutely Normal Chaos</i>
Curtis, Christopher Paul	<i>Bud, Not Buddy</i>
Cushman, Karen	<i>The Midwife's Apprentice</i>
Draper, Sharon	<i>Forged by Fire</i>
George, Jean Craighead	* <i>My Side of the Mountain</i>
Hobbs, Will	<i>Far North</i>
Juster, Norton	<i>The Phantom Tollbooth</i>
Karwoski, Gail	<i>Tsunami</i>
Keller, Helen	<i>The Story of My Life</i>
Lewis, C. S.	<i>The Lion, the Witch and the Wardrobe</i>
Lowry, Lois	* <i>The Giver</i>
Myers, Walter D.	<i>Scorpions</i>
Patterson, Katherine	<i>Bridge to Terabithia</i>
Rawls, Wilson	<i>Where the Red Fern Grows</i>
Rowling, J. K.	<i>Harry Potter Series</i>
Ryan, Pam Munoz	<i>Esperanza Rising</i>
Sachar, Louis	<i>Sixth Grade Secrets</i>
Spinelli, Jerry	<i>Maniac Magee</i>
Whelan, Gloria	<i>Angel on the Square</i>
White, Ruth	<i>Belle Prater's Boy</i>

### Entering Seventh Grade Literature

Author	Title
Bakker	* <i>Raptor Red</i>
Cabot, Meg	<i>Princess Diaries Series</i>
Cleaver, Vera	<i>Where the Lilies Bloom</i>
Dahlberg, Maurine	<i>Escape to West Berlin</i>

\*Denotes a book for advanced readers.

<b>Draper , Sharon</b>	<i>Copper Sun</i>
<b>Fradin, Judith Bloom</b>	<i>*The Power of One: Daisy Bates and the Little Rock Nine</i>
<b>Grahame, Kenneth</b>	<i>The Reluctant Dragon</i>
<b>Hobbs, Will</b>	<i>Jason's Gold</i>
<b>Jacques, Brian</b>	<i>Redwall</i>
<b>Kjeigaard, Jim</b>	<i>*Snow Dog</i>
<b>L'Engle, Madeline</b>	<i>A Wrinkle in Time</i>
<b>Myers, Walter Dean</b>	<i>Slam</i>
<b>Nickerson, Sara</b>	<i>How to Disappear Completely and Never Be Found</i>
<b>Nix, Garth</b>	<i>Sabriel</i>
<b>O'Dell, Scott</b>	<i>Island of the Blue Dolphins</i>
<b>Parker, Barry</b>	<i>Alien Life: The Search for Extraterrestrials and Beyond</i>
<b>Paulsen, Gary</b>	<i>Hatchet</i>
<b>Staples, Suzanne F.</b>	<i>Shabanu, Daughter of the Wind</i>
<b>Stevenson, Robert L.</b>	<i>Treasure Island</i>
<b>Taylor, Mildred</b>	<i>Let the Circle be Unbroken</i>

#### Entering Eighth Grade Literature

<b>Author</b>	<b>Title</b>
<b>Anderson, Laurie H.</b>	<i>Fever, 1793</i>
<b>Avi</b>	<i>The True Confessions of Charlotte Doyle</i>
<b>Ball, Jacqueline A.</b>	<i>*Forensics</i>
<b>Burns, Olive Ann</b>	<i>*Cold Sassy Tree</i>
<b>Cooper, Susan</b>	<i>*The Dark Is Rising</i>
<b>Crutcher, Chris</b>	<i>Ironman</i>
<b>Cunningham, Chet</b>	<i>Chief Crazy Horse</i>
<b>Flagg, Fannie</b>	<i>*Fried Green Tomatoes at the Whistle Stop Café</i>
<b>Greene, Bette</b>	<i>Summer of My German Soldier</i>
<b>Karwoski, Gail</b>	<i>Seaman: The Dog Who Explored the West with Lewis and Clark</i>
<b>Konigsburg, E. L.</b>	<i>Silent to the Bone</i>
<b>Myers, Walter Dean</b>	<i>Bad Boy: A Memoir</i>
<b>Paulsen, Gary</b>	<i>The Car</i>
<b>Paulsen, Gary</b>	<i>Brian's Winter</i>

*\*Denotes a book for advanced readers.*

<b>Rinaldi, Ann</b>	<i>Wolf by the Ears</i>
<b>Sperry, Armstrong</b>	<i>Call it Courage</i>
<b>Steinbeck, John</b>	<i>The Pearl</i>
<b>Taylor, Theodore</b>	<i>The Cay</i>
<b>Voigt, Cynthia</b>	<i>Homecoming</i>

#### Entering Ninth Grade Literature

<b>Author</b>	<b>Title</b>
<b>Abelove, Joan</b>	<i>Go and Come Back</i>
<b>Album, Mitch</b>	<i>The Five People You Meet in Heaven</i>
<b>Anderson, Laurie</b>	<i>Speak</i>
<b>Carson, Ben</b>	<i>Gifted Hands: The Ben Carson Story</i>
<b>Cisneros, Sandra</b>	<i>The House on Mango Street</i>
<b>Coelho, Paul</b>	<i>The Alchemist</i>
<b>Covey, Sean</b>	<i>**Seven Habits of Highly Effective Teens</i>
<b>DuMaurier, Daphne</b>	<i>*Rebecca</i>
<b>Dickens, Charles</b>	<i>*Oliver Twist</i>
<b>Gaines, Ernest</b>	<i>A Gathering of Old Men</i>
<b>Gilbreth, Frank</b>	<i>Cheaper by the Dozen</i>
<b>Herroit, James</b>	<i>All Creatures Great and Small</i>
<b>Morrison, Toni</b>	<i>*Sula</i>
<b>Myers, Walter Dean</b>	<i>Monster</i>
<b>O'Brien, Robert C.</b>	<i>Z for Zachariah</i>
<b>Santiago, Esmerelda</b>	<i>When I Was Puerto Rican</i>
<b>Shaara, Jeff</b>	<i>Gods and Generals</i>
<b>Twain, Mark</b>	<i>The Adventures of Tom Sawyer</i>

*\*Denotes a book for advanced readers.*

*\*\*Book is required summer reading at that grade level.*