



**Robert R. Lazar Middle School  
Summer Reading 2008  
English Department**

# Robert R. Lazar Middle School

## Summer Reading 2008

### Overview

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*Summer is a time that should find us looking forward to reading and remembering that a good book can be fun as well as informative. Research tells us that reading volume has profound cognitive consequences. Cunningham and Stanovich (2003) report that independent, out of school reading makes a large and unique contribution toward reading ability, aspects of verbal intelligence and general knowledge about the world.*

*We want children to build in time during their day to read independently. By encouraging students to read independently over the summer, we support the goal of creating lifelong readers.*

### **Directions for Selecting and Responding to Summer Reading**

Teachers in grades six, seven and eight have selected books that were recommended by their students this year. Please review the titles and select at least one (1) book from your grade level options.

Read your chosen book and demonstrate active reading, either by annotating the text (if it is your own copy) or by using post-its. Follow the guidelines for demonstrating active reading as explained in the *How to Be an Active Reader* section below.

**Be prepared to share your active reading for at least one book  
on the first day of school in September.**

### **How to Be an Active Reader**

#### **What does being an active reader mean?**

Being an active reader means that you are paying attention to the thoughts that you have while you are reading and that you are applying the reading strategies to your reading (an overview of reading strategies can be found on the following page). To monitor these thoughts, you may do one of the following:

#### **Annotate the Text**

If you own your own copy of the text, underline passages and write comments in the book using the reading strategies listed on the following page as a guide.

#### **Use Post-Its**

Write your thoughts on post-its and place them on the pages where you have comments or thoughts using the reading strategies listed on the following page as a guide.

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### Reading Strategies

**Making Connections:** Readers use their prior knowledge and connect to other stories, themselves or the world around them.

**What a reader might say:** “This is just like what happened in the book...” or “I remember when that happened to me...” or “This reminds me of the time we went to the shore and saw the...”

**Creating Mental Images:** Readers create a wide range of visual, auditory and other sensory images when they read.

**What a reader might say:** “I can smell the lilacs by the way the author describes them.” or “I have a picture in my mind.”

**Asking Questions:** Readers generate questions to clarify meaning, make predictions, and focus their attention on what is important.

**What a reader might say:** “Why did the character say that?” or “I wonder what will happen next?”

**Determining Important Ideas:** Readers identify key ideas or themes as they read, and they can distinguish between important and unimportant information.

**What a reader might say:** “This is huge.” or “This is important for me to know.”

**Making Inferences:** Readers use their prior knowledge and information from what they read to make predictions, seek answers to questions, draw conclusions, and create interpretations that deepen their understanding of the text.

**What a reader might say:** “I bet that...” or “I predict that...”

**Synthesizing:** Readers track their thinking as it evolves during reading, to get the overall meaning.

**What a reader might say:** “Now I think...” or “I didn’t think about it that way...” or “Aha!..now I get it!”

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Teachers in grades six, seven and eight have selected books recommended by their students this year.  
Please review the titles and read at least one (1) book from your grade level options.

**Be prepared to share your active reading for at least one book you have read from this list when you return to school in September.**

### Grade 6

*Maniac Magee* by Jerry Spinelli

*Bloomabilty* by- Sharon Creech

*When Zachary Beaver Came to Town*  
by Kimberly Willis Holt

### Grade 6 Honors

*Thief of Always* by Clive Barker

*The View from Saturday* by E.L. Konigsburg

*Memories of Summer* by Ruth White

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### Grade 7 Grade Level

*Crash* by Jerry Spinelli

*Hoot* by Carl Hiaasen

*A Long Way From Chicago*  
by Richard Peck

### Grade 7 Enriched

*This Place Has No Atmosphere*  
by Paula Danziger

*The Midwife's Apprentice*  
by Karen Cushman

*The Mighty* by Rodman Philbrick

### Grade 7 Honors

*The Westing Game*  
by Ellen Raskin

*The Girl Who Owned a City*  
by O.T. Nelson

*The Pigman* by Paul Zindel

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### Grade 8 Grade Level

*Tangerine* by Edward Bloor

*Al Capone Does My Shirts*  
by Gennifer Choldenko

*Flush* by Carl Hiaasen

### Grade 8 Enriched

*The Last Book in the Universe*  
by Rodman Philbrick

*Pirates!* by Celia Rees

*Hope Was Here* by Joan Bauer

### Grade 8 Honors

*So Yesterday* by Scott Westerfeld

*Gilbert and Sullivan Set Me Free*  
by Kathleen Karr

*Ironman* by Chris Crutcher

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