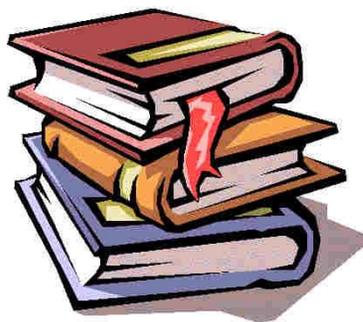


# Robert R. Lazar Middle School

## Summer Reading 2016



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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 over the summer, we support the goal of creating lifelong readers.*

Many of the titles below are available at the Montville Township Library in the regular and summer collections. If a title is not available you may choose to put a “hold” on the book and you will be notified when the book is available. Please see or call the Montville Township Library if you need help locating a title (973) 402-0900 ext. 227.

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

Read your chosen book(s) and be ready to discuss and participate in various group and individual writing activities when you return on the first day of school. Parents are encouraged to read the summer reading books as well to foster discussion about reading with their child.

# Robert R. Lazar Middle School

## Summer Reading 2016

### Grade 6

**All incoming 6<sup>th</sup> grade students should choose whichever book they wish to read. Parents are encouraged to read the book(s) read by their child to enable discussion at home.**

*Incoming 6<sup>th</sup> graders should read one title below:*

#### **Fiction**

*Historical Fiction:*                      *War Horse* – Michael Morpurgo  
*The Golden Goblet* – Eloise Jarvis McGraw  
*Johnny Swanson* – Eleanor Updale  
*Dead End in Norvelt* – Jack Gantos

*Realistic Fiction:*                      *The View from Saturday*- E.L. Konigsburg  
*Ungifted* – Gordon Korman  
*The Fourth Stall* – Chris Rylander

*Fantasy/Science Fiction:*            *The Thief of Always* – Clive Barker  
*The Lightning Thief* – Rick Riordan  
*The Graveyard Book* – Neil Gaiman  
*The Search for Wondla* – Tony DiTerlizzi

#### **Nonfiction**

*Memoir:*                                      *The Reading Promise* – Alice Ozma  
*My Life in Dog Years* – Gary Paulsen

*Biography/Auto:*                      *Tom Thumb: The Remarkable True Story of a Life in Miniature* – George Sullivan  
*The Great and Only Barnum: The Tremendous, Stupendous Life of Showman P. T. Barnum* – Candace Fleming  
*Good Brother, Bad Brother: The Story of Edwin Booth and John Wilkes Booth* – James Giblin

*Historic Event:*                              *The Great Fire* – Jim Murphy

*Current:*                                        *The Number Devil* – Hans Magnus Enzensberger  
*Can I See Your I.D.?* – Chris Barton

## Incoming 6<sup>th</sup> Grade Summer Reading Initiative 2016

By providing a clear and engaging summer reading expectation, The Montville ELA Department hopes to promote a meaningful literacy-rich experience for all students. Our aim is to keep students connected to reading habits and comprehension skills that were practiced throughout the school year. Ultimately, our goal is to inspire the development of the life-long readers.

### Assignment

This year's summer reading assignment is to read a selected book and to record notes. This year, the two-column chart notes must be completed.

### Directions for a Two-Column Chart

On separate paper, create a two-column chart. In the left-hand column, cite some important lines from the text. In the right-hand column, record reaction to the citations. Please find detailed directions below:

- Label the left-hand column "Citation" and the right-hand column "Significance".
- In the left-hand column, list four quoted passages that you found significant to the book's central idea or author's message. These passages may include descriptions of specific characters, images or places; events; citations may be dialogue or in regular prose. Citations must include page number references. Please include at least one citation from the beginning, middle, and end of the text.
- In the right-hand column, explain, in your own words, the importance of each citation as it relates to a theme or main idea of the book. Try to shed a thoughtful response by explaining your thoughts about the importance of the citation, your connections to the citation (text-to-text or text-to-world), or your questions about the quote (what does the quote make you wonder about?)
- The more analytical your explanation, the better. Don't just summarize the cited material.

To complete the assignment, you may wish to use Post-its, mark up the text, or record notes on a separate piece of paper while reading. Ultimately, you will complete and submit your two-column chart to your new ELA teacher at the beginning of the school year. The two-column chart will be graded.

Example of a quote and a reaction from Frank Baum's *The Wonderful Wizard of Oz*.

Citation	Significance
<p data-bbox="224 352 813 520">"But I do not want people to call me a fool, and if my head stays stuffed with straw instead of with brains, as yours is, how am I ever to know anything?" (Baum 26).</p> <p data-bbox="224 552 802 804">[Please note that the citation is in quotes. It should appear exactly as it appears in the text. Furthermore, the citation is followed by a parenthetical citation that includes the author's last name and the page number.]</p>	<p data-bbox="846 352 1442 1480">When Dorothy, the main character, meets Scarecrow, she helps him down from his perch. In the citation, Scarecrow explains to Dorothy that he doesn't mind having a body stuffed with straw because he cannot get hurt. However, he fears living with a head filled with straw because he feels he will never know anything. Scarecrow joins Dorothy's quest to go to the Emerald City because Scarecrow desires the capacity to possess knowledge. It seems like all the characters are on a search for something to make them feel better or happy. When I think about the Scarecrow's mission, it makes me wonder if I sometimes take my ability to think and learn for granted. In Social Studies class, I learned about third world countries such as Ethiopia that struggle to provide food, shelter, and education to their population. I'm grateful for my opportunity to read write, and learn in school on a daily basis because I do not face the struggles from Scarecrow's story or the real-lack of educational opportunities of children in third world countries.</p>

# Robert R. Lazar Middle School

## Summer Reading 2016

### Grade 7

Assignments related to summer reading will be given to students when they return in September. Parents are encouraged to read the books read by their child to enable discussion at home.

Incoming 7<sup>th</sup> grade enriched-level students should read one fiction and one nonfiction title below:

#### **Fiction:**

*The Night Tourist* – Katherine Marsh

*Trash* – Andy Mulligan

*A Mango Shaped Space* – Wendy Mass

#### **Nonfiction:**

*Chew on This: Everything You Don't Want to Know About Fast Food* – Charles Wilson and Eric Schlosser

*Steve Jobs: Thinking Differently* – Patricia Lakin

*Nazi Hunters* – Neal Bascomb

Incoming 7<sup>th</sup> grade honors-level students should read one fiction and one nonfiction title below:

#### **Fiction:**

*The Pigman* – Paul Zindel

*The Westing Game* – Ellen Raskin

#### **Nonfiction:**

*The Omnivore's Dilemma: The Secrets Behind What You Eat, Young Reader Ed.* – Michael Pollen

*Bomb* – Steve Sheinkin

# Robert R. Lazar Middle School

## Summer Reading 2016

### Grade 8

Assignments related to summer reading will be given to students when they return in September.  
Parents are encouraged to read the book(s) read by their child to enable discussion at home.

Incoming 8<sup>th</sup> grade enriched-level students should read one fiction and one nonfiction title below:

#### **Fiction:**

*Flush* – Carl Hiaasen

*Wednesday Wars* – Gary D. Schmidt

*Tangerine* – Edward Bloor

#### **Nonfiction:**

*Written in Bone: Buried Lives of Jamestown...* – Sally Walker

*How Angel Peterson Got His Name: And Other Outrageous Tales about Extreme Sports* – Gary Paulson

Incoming 8<sup>th</sup> grade honors-level students should read one fiction and one nonfiction title below:

#### **Fiction:**

*The Last Book in the Universe* – Rodman Philbrick

*The Compound* – S. A. Bodeen

*Code Talker: A Novel about the Navajo Marines of World War Two* – Joseph Bruchac

#### **Nonfiction:**

*Bloody Times: The Funeral for Abe Lincoln and the Manhunt* – James L. Swenson

*George Washington's Secret Six: The Spy Ring That Saved The American Revolution*  
--Brian Kilmeade