

CHMS - Rising 6th Graders' Summer Reading Assignment 2014

Dear Future Cavalier,

In an effort to keep your reading skills sharp and to enjoy some really good books over the summer, your assignment is to read at least 2 books from the list below. As you read, we encourage you to annotate each text with the theme of "CHANGE" in mind. At the end of September, you will take a formal writing assessment that asks you to analyze the role and impact of **change** in the lives and circumstances of the characters, individuals, and/or societies you read about over the summer.

Please don't worry about the assignment at this time. Your Language Arts teacher will spend some time in September helping you to think about and prepare for this assessment. All you have to focus on in the coming weeks is reading your 2 titles, annotating the text, and enjoying your books. You are permitted to bring your books, as well as your annotations, with you to the assessment on **Tuesday, September 16th** (whether they are electronic or printed versions of each title). A brief annotation guide is included with these instructions to help you think about the theme of "change" as you read. You are NOT required to annotate; however, you may find that it will help to focus your reading and will give you great ideas for the writing task in September.

Book Selections

- * Every student MUST read the Language Arts "Anchor Title," in addition to 1 more book of his or her choosing from the "Interdisciplinary Options" (see below). The anchor title will supply all students with a common text from which to discuss the grade level theme of "change." The interdisciplinary titles have been chosen specifically with a range of student interests in mind. You may choose any title from the interdisciplinary options, but remember to be on the lookout for how characters, individuals, and/or societies are impacted by changes in their lives or circumstances.
- * Book prices and availability vary by title. We strongly recommend that you spend time researching titles online before making your final selections. For instance, you may want to consult *amazon.com* for summaries, pricing, and availability, as well as *lexile.com* for more information about the challenge levels of various titles (please note that not all titles can be found on lexile.com).

*** **LANGUAGE ARTS ANCHOR TITLE (REQUIRED):** *Fever 1793* (from *The Seeds of America Trilogy* by Laurie Anderson)

*** **INTERDISCIPLINARY OPTIONS (CHOOSE 1 FROM THIS LIST)**

CAREER & TECHNICAL EDUCATION (CTE)
<i>1984</i> (Orwell)
FINE ARTS
<i>The Mozart Season</i> (Wolfe)
<i>Popular Dance from Ballroom to Hip-Hop</i> (Smith)
MATHEMATICS
<i>The Man Who Counted: A Collection of Mathematical Adventures</i> (Tahan)
<i>The Number Devil: A Mathematical Adventure</i> (Enzenberger)
PHYSICAL EDUCATION (P.E.)
<i>Football Genius</i> (Green)
<i>Soccer Chick Rules</i> (Fitzgerald)

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SCIENCE
<i>Albert Einstein</i> (Krull)
<i>Almost Astronauts: 13 Women Who Dared to Dream</i> (Weitekamp)
<i>Ender's Game</i> (Card)
SOCIAL STUDIES
<i>The Ancient Aztecs</i> (Sonneborn)
<i>Ancient Rome</i> (Hemel)
<i>Bone from a Dry Sea</i> (Dickinson)
<i>Cleopatra VII: Daughter of the Nile, Egypt, 57 B.C., The Royal Diaries</i> (Gregory)
<i>The Lightning Thief</i> (Riordan)
<i>The Sun of Neptune</i> (Riordan)
<i>Tales of the Greek</i> (Green)
WORLD LANGUAGES
<i>Bamboo People</i> (Perkins)
<i>Troubling a Star</i> (L'Engle)

QUESTIONS ABOUT ANNOTATING THE TEXT:

1. What is annotating?

A way that readers track their responses to various texts.

2. Why do we annotate?

So we can refer back to our ideas when we are asked to write and talk about text.

3. How do we annotate?

At Community House, we use the following simple system of annotations at each grade level:

ANNOTATION MARK OR SYMBOL	PURPOSE
?	<i>For questions you have about text</i>
!	<i>For reactions related to the text</i>
*	<i>For comments about the text</i>
<i>Underlining</i>	<i>To signal key ideas in the text</i>
NOTES!	WE HIGHLY ENCOURAGE YOU TO WRITE NOTES IN RESPONSE TO IDEAS PRESENTED IN EACH TEXT.

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4. When do we annotate?

You only need to annotate when something strikes you as important or particularly meaningful, especially if you already know what the focus of your reading should be (in the case of summer reading, you should annotate the text when you come across ideas or information that “speak” to the concept of change).

5. What does annotating look like?

Here are samples from one student's annotations while reading Michael Jordan: Legends in Sports, by Matt Christopher (2008):

- ? - How will this situation (or event) impact or change Michael Jordan's life?
- ! - I can't believe that Michael Jordan didn't make the team in high school!
- * - His decision to continue playing basketball would've been tough, but it changed his life (and the sport of basketball) forever.
- **(underlining important ideas)** - “Michael learned quickly that he would have to earn each victory.”