

THE NEW MIDDLE SCHOOL SUMMER READING PROGRAM (adopted April 2010)

FAQ:

1. **Is the new Summer Reading Program voluntary or mandatory?** *It is mandatory.*
2. **What will be the goal/purpose of the new Summer Reading program?**
The goal of the new MS Summer Reading Program will be to provide students with an opportunity to read literature which is both relevant and essential to the Language Arts Literacy curriculum and which will contribute to a positive academic start for the new school year.
3. **What exactly will the new program look like?** *The Middle School Summer Reading Committee has selected an appropriate book for each grade level, which will be tied in thematically to the common curriculum for that particular course. The book will be read during the summer in preparation for a mini-unit which will be introduced by each teacher at the beginning of marking Period 1. The length of the unit will (at the discretion of the teacher) be between 2-3 days in length. This unit will be conducted during the first full week of school in September and will be **preceded** by an initial objective test (to confirm that the student did in fact read the book).*
4. **Could you explain more about the assessment component of the Summer Reading Program?**
 - a. *One required objective test, common to all three middle schools and all students at that grade level, will be given prior to the initiation of the mini-unit.*
 - b. *One mini-unit will be created by the Summer Reading Committee which will require critical thinking on the part of the student in direct relation to the book read. Assessments will not be the literal level type. Rather they will be connected to the theme, or "Big Question" which students will have to answer. Assessment possibilities could include objective assessments, essays, creative projects, quizzes, study guides, or any combination of the above. Implementation of the suggested mini-unit and accompanying assessments will be customized by each teacher.*
5. **What if kids want to read more than one book?** *Not a problem. Students can still utilize the voluntary system that has been in place where students are rewarded if they can verify that they read additional books. That additional list of books can be procured from the reading teacher, or can be found on the middle school website.*
6. **What if they fail the initial objective test?** *Then they have the opportunity to offset the failure by doing well on the assessments they will be given by the teacher during and upon completion of the mini-lesson.*
7. **How will kids get the intended summer reading books?**
 - a. *Parents/students can buy the books at various locations or online.*
 - b. *Students may take out books from the IMC if available.*
 - c. *The Heggan Library will be notified as to the book selections and they may have a number of copies of each available as they have in the past.*
 - d. *Students can download books from online sources.*
8. **What is the value of the summer reading assessments relative to the student's MP1 grade?**
The value of the Summer Reading Program assessments will vary slightly depending on the teacher, but activities graded during the mini-unit(+ the initial objective assessment), will in total be equal in value to one MAJOR test grade. Together these assessments should comprise between 10 and 15% of the student's first marking period grade.
9. **Will special education and BSI students be responsible for summer reading and assessment?**
YES. BSI and Special Education students (both resource room and ICS) will participate in the MS Summer Reading Program. The only exception would be self-contained students who would be exempt, unless it is stated in their individual IEP's that they are expected to participate in the program.

Revised June 2, 2010

SELECTIONS FOR THE MIDDLE SCHOOL SUMMER READING PROGRAM

IMPORTANT NOTE: All students will be expected to read the listed books unless specifically directed otherwise by their present teacher, or in the case of students coming in new to the district, by their guidance counselor.

Grade 6 **The Big Question or Theme:** *How do I fit in or belong?*

Rules, by Cynthia Lord

Publisher: New York: Scholastic Press 2006. 200 p

Summary: Frustrated at life with an autistic brother, twelve-year-old Catherine longs for a normal existence but her world is further complicated by a friendship with a young paraplegic.

Grade 7 **The Big Question or Theme:** *How can I be more tolerant of others?*

Crash, by Jerry Spinelli

Publisher: New York: Knopf c1996. 162 p.

Summary: Seventh-grader John "Crash" Coogan has always been comfortable with his tough, aggressive behavior, until his relationship with an unusual Quaker boy and his grandfather's stroke make him consider the meaning of friendship and the importance of family.

Grade 8 **The Big Question or Theme:** *What is the secret to finding courage?*

The Boy Who Dared, by Susan Campbell Bartoletti

Publisher: New York: Scholastic Press 2008. 202 p.

Summary: In October, 1942, seventeen-year-old Helmuth Hubener, imprisoned for distributing anti-Nazi leaflets, recalls his past life and how he came to dedicate himself to bring *the* truth about Hitler and *the* war to *the* German people.

PLEASE DIRECT ANY QUESTIONS REGARDING THE NEW SUMMER READING PROGRAM TO MR. ROBERT L. PETRILLO, SUPERVISOR OF LANGUAGE ARTS LITERACY. rpetrillo@wtps.org or call 856-589-8500, ext. 7257