



2017 Summer Reading Grade 6 English Language Learners

Summer Reading Purpose Statement

Literacy involves reading, writing, speaking, listening and thinking. As we prepare our students for the skills needed to be successful in the 21st Century, it is important that we provide opportunities for our students to engage in the activities that will help to build this literacy skill set. Reading over the summer is a good way to practice English and prepare to participate in a shared literacy community in the fall.

ELL Middle School Summer Reading Requirements

- ♣ Each student **reads 2 books** during the summer
- ♣ One book is chosen from the Grade 6 ELL list
- ♣ One book is chosen by the student to read and share with the class after school starts

By asking students to read over the summer, we believe that we can help to develop a lifelong habit of reading.

Student Assignment

1. Select one book from the Grade 6 ELL list that matches your English Reading level.
2. Read the questions listed for each book, write the answers as best you can and be ready to talk about the books after school starts.
3. Choose another book to read, it does not have to be on the Grade 6 ELL list.
4. Have your parents sign the attached permission form to approve the book you chose. Return the permission form at the beginning of school.

Assessment: Information will be shared the first week of school. Any assessment will be less than 10% of the student's first quarter grade.

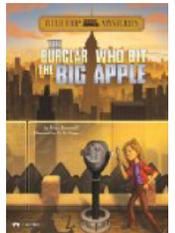
Your teacher may provide information about book sales before the end of school.

Grade 6 ELL Summer Reading List

There is additional information and questions about each book on the following pages.

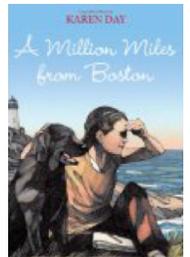
For Beginner ELL students:

The Burglar Who Bit the Big Apple
by Steve Brezenoff



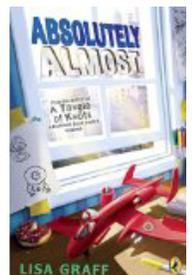
For Intermediate ELL Students:

A Million Miles from Boston
By Karen Day



For Advanced ELL Students:

Absolutely Almost
by Lisa Graff



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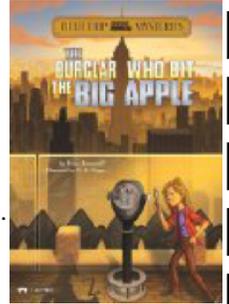
For Grade 6 Beginner ELL students:

***The Burglar Who Bit the Big Apple* by Steve Brezenoff**

ISBN: 978-1434227713

Summary:

The sixth grade is going on another field trip, this time to New York City. In this story, one of the "Field Trip Mystery" series, Samantha "Sam" Archer and her friends and schoolmates visit the sites of Manhattan, including the Museum of Natural History, the Hayden Planetarium, the Bronx Zoo, and others. But at every stop a crime has been committed: an act of vandalism, usually resulting in the defacing of a tourist site. It takes some serious sleuthing before Sam and her friends figure out who is responsible.



Questions:

1. While reading make a prediction. Who do you think is the vandal, and why do you think they are vandalizing NYC sites?
2. How did the setting affect the story? Could this same story happen in a different setting? Include an (excerpt, passage, quote) from the book to explain what part of the setting is important to the story.
3. Make a map of NYC and the different sites that the students visit. Which of the sites would you find the most interesting and why?
4. What were some of the clues that helped the sleuths solve the mystery. Find two clues in the book (passage, quote, detail) and explain how they helped the students find a solution.

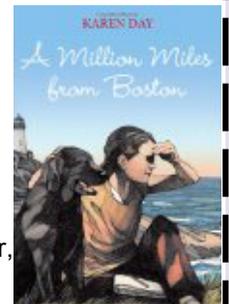
For Grade 6 Intermediate ELL students:

***A Million Miles from Boston* by Karen Day**

ISBN: 978-0375859748

Summary:

School's out! That means Lucy is off to her favorite place: Pierson Point, Maine, where she spends summers with her family. And as she tries to forget her worries about starting middle school and about Dad's new girlfriend, Lucy can't get there soon enough. Pierson Point is where she feels most like herself, and where memories of her mother, who died when Lucy was six, are strong and sacred. But this summer, nothing is the same. Ian, a boy from home in Boston, comes to Pierson Point with his family. Ian is loud, popular, and mean. He and Lucy can't stand each other. To top it off, Dad wants his girlfriend to become a bigger part of Lucy's life.



Karen Day's engaging novel shows that people aren't always what they seem, and that friendship can be found in the most unusual places.

Questions:

1. From the very start of the book, Lucy thinks that Ian is a show-off and inconsiderate of other people. However, throughout the summer and the time she spends with him at Pierson Point, she learns that there is also a very different side to him. What does she learn about him and what makes her change her mind about him?
2. Towards the end of her summer in Maine, Lucy is told "sometimes what seems to be one thing turns out to be another". Use an example/scene from the book or what Lucy learns about people in her life to explain the quote!
3. Lucy is calling her dad's girlfriend "the PT" (physical therapist). What does this say about how Lucy feels about her? Why does Lucy feel this way?

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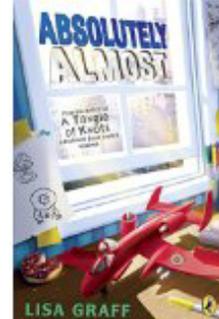
For Grade 6 Advanced ELL students:

***Absolutely Almost* by Lisa Graff**

ISBN: 978-0399164057

Summary:

Albie has never been the smartest kid in his class. He has never been the tallest. Or the best at gym. Or the greatest artist. Or the most musical. In fact, Albie has a long list of the things he's not very good at. But then Albie gets a new babysitter, Calista, who helps him figure out all of the things he is good at and how he can take pride in himself.



Questions:

1. On pages 38-39 of the book Albie gives examples of himself being an “almost”. What does he mean by this? Provide at least two examples from the text the author provides to support your thinking. How is this no longer true for Albie by the end of the book? Provide at least one example from the text that proves this. Why do you think this change in Albie has occurred? Do you think this was an improvement or not?
2. Throughout the book, the author, Lisa Graff, gives each chapter an important title that relates to the action in that chapter. Choose two chapters from the book and rewrite the titles (one from the beginning and one from the end). Use examples from the text to support your answer for each new title.
3. Throughout the book Albie has both positive and negative classroom experiences. Write about one specific classroom experience he has and use examples from the story to explain why this experience was either positive or negative. Then, reflect on a positive or negative classroom experience that you've had and how it has impacted you.
4. What does Mr. Clifton mean when he says to Albie, “You can't get where you're going without being where you've been”? Albie also uses a similar quote with Calista. How important is this thought in Albie's life? How can you use this thought for your own personal life? Is it important or not? Why or why not?



Independent summer Reading Parent/Guardian Permission Form

All Dublin Middle School Language Arts students are required to read a book of their choice over the summer as part of our summer reading program. This book may be fiction or nonfiction, classic or contemporary, serious or funny.

We would like students to consider books that will be appropriate for a school setting and sufficiently challenging in terms of reading level. Students will have an opportunity to share this summer read with other students in the class during the first week of school.

All students are expected to bring this permission form to their English teachers on the first day of school.

Please print.

Student's name: _____

Title of the Book: _____

Author: _____

I have reviewed my student's Independent Choice Book and have determined that it is appropriate for my child's middle school Language Arts classroom and this assignment. I can verify that my child has completed the reading of this book.

Signature of the Student: _____ Date: _____

Signature of the Parent/Guardian: _____ Date: _____