



Name \_\_\_\_\_ Grade \_\_\_\_\_ Summer Reading 2017

Summer Reading Response 2017

**Directions for Arundel Middle students entering grades 6, 7, and 8 for school year 2017-2018:**

- Look over the suggested summer reading list provided by the Anne Arundel County Public Library and other sites.
  - ✓ <http://www.aacpl.net/src/readinglists>
  - ✓ Black-Eyed Susan Nominees: <http://maslmd.org/about-bes/nominees/6-9/>
  - ✓ Guys Read: <http://www.guysread.com/>
  - ✓ Reader Girlz: <http://www.readergirlz.com/issue.html>
  - ✓ Read Kiddo, Read: <http://www.readkiddoread.com/>
  - ✓ Public Library Summer Reading Club: <https://aacpl.beanstack.org/reader365>
  - ✓ Teens at the Public Library: <http://www.aacpl.net/teens>
  
- Find at least four fiction/non-fiction texts that challenge and interest you.
  
- Read the summaries and check out book trailers to see which books fit you best.
  
- For **just one** of the books you read over the summer, choose an activity listed below and complete it **before** school begins in September.
  
- Submit your assignment to your Language Arts teacher during the first week of school. This assignment will contribute as **one homework** for your Quarter 1 Language Arts grade.
  
- Use the rubric to help you craft your response. Have Fun!



## Arundel Middle School Summer Reading Response Rubric

### Exceeding standards and expectations: 9-10 points



- The student's work demonstrates higher order thinking and mastery of the standard.
- The student demonstrated conscientiousness and attention to detail.
- The student met assignment deadlines and followed project directions.

### Meeting standards and expectations: 7-8 points



- The student's work demonstrates proficiency of the standard.
- The student's work is organized and legible.
- The student followed most of the project directions and met the deadlines.

### Approaching standards and expectations: 5-6 points



- The student's work demonstrates a basic understanding of the standard.
- The student did not show attention to detail or conscientiousness in his or her work – affecting their understanding/reinforcement of the content.
- The student did not follow the project directions or the listed deadlines.

*If you need assistance completing your assignment, or if you need access to technology, please refer to the Odenton branch of the Anne Arundel County Public Library located at 1325 Annapolis Road, Odenton 21113. (410) 222-6277.*



**Create a “soundtrack” for the book.** What 5 songs would you choose? **In your rationale, (written response)** explain why you chose each song and how it connects to the events or characters in the book. Include the title, artist and lyrics for each song. *Lyrics must be relevant and appropriate.*

*Standard: I can write arguments to support claims with clear reasons and relevant evidence.*

**Write a proposal** to have the book you’ve read made into a movie. Include which actors should play the main characters and why they should be considered. Include the location where the movie should be filmed and why it should be considered by the producers. **Create the movie poster** based on events within the book. It should include elements from real movie posters such as a tagline, visuals, and reviews from critics.

*Standard: I can determine a central idea of a text and how it is conveyed through particular details.*

Does your novel have a hero? **Create an Award for Most Outstanding Hero.** **Write a speech** addressing your audience describing the characteristics of the hero being honored and why those characteristics are especially deserving of this special award.

*Standards: I can maintain consistency in style and tone. I can cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*

Create a timeline of 10 significant events from your text. Include an illustration and a caption for each event. Create your timeline on paper or use an on-line timeline template like the one listed below: [http://www.readwritethink.org/files/resources/interactives/timeline\\_2/](http://www.readwritethink.org/files/resources/interactives/timeline_2/)

If you make an on-line timeline, print it, or share the URL with your teacher.

*Standard: I can describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.*

Pretend you are a talk show host and a character from the book will be your guest. **Create a transcript** of the interview. Include an introduction of the character to the audience and 5 questions that you, the host, would ask the character. Be sure to provide responses to the questions in the character’s “voice”.

*Standard: I can write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.*

Think of a difficult decision made by a character within your novel. **Create a pro/con list** to determine if your character made an ethical (right or wrong) choice.

**In a well-developed essay,** evaluate the events within the text that led to your character making that critical decision. What can the reader learn from observing the character’s actions?

*Standard: I can describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.*