



# MIDDLE SCHOOL SUMMER READING 2020

## GRADES 5-8

DUAL LANGUAGE SCHOOL  
WILLIAM C. MCGINNIS SCHOOL  
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### Summer Reading Student Directions:

- ★ Read at least ONE book this summer from the available titles provided through our [eFollett Library](#) OR you may read a book of your own choosing.
- ★ As you read, use the [prompts/questions](#) to create 5-10 reading response journal entries in either a notebook or a Google doc you will share with your Language Arts teacher in September.
- ★ These journal entries will be counted towards your Marking Period 1 grade in Language Arts.

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### GRADE 5

As you read your book, keep in mind the following characteristics:	As you read, you can think and write about...
<ul style="list-style-type: none"> <li>• Characters change across the books, which means you must infer more.</li> <li>• <b>You must be an ACTIVE reader!</b> Not everything will be given to you, so you have to figure some stuff out on your own.</li> <li>• *In some genres, the setting is important and detailed, and affects the character.</li> </ul>	<p><b>Character Traits:</b></p> <ul style="list-style-type: none"> <li>• Are you noticing that your character has several different traits? Explain two.</li> <li>• How do these characters have positive and negative sides to them?</li> <li>• How do the characters react to a problem?</li> <li>• What do characters want? At the beginning? In the middle? At the end?</li> </ul> <p><b>Character Change:</b></p> <ul style="list-style-type: none"> <li>• Describe the <b>character</b> at the beginning of the story compared to the end of the story.</li> <li>• Where in the text do you see him / her change?</li> <li>• What lesson did they learn?</li> <li>• *In fantasy and historical fiction, how is the setting affecting the character's emotions and choices?</li> </ul>
<ul style="list-style-type: none"> <li>• There is <i>more</i> than one problem, but usually one <b>MAIN</b> problem.</li> <li>• Main problem might be an issue (like losing a dad)</li> <li>• The main problem may not get solved somehow, but something will get solved.</li> </ul>	<p><b>Problem</b></p> <ul style="list-style-type: none"> <li>• What is the problem?</li> <li>• How did it start?</li> <li>• How is the character trying to solve it?</li> <li>• How was it solved?</li> <li>• What are the big problems?</li> <li>• What are the small problems?</li> </ul>
<ul style="list-style-type: none"> <li>• Figurative language will be used (phrases that mean things other than literally)</li> </ul>	<p><b>Determining Importance</b></p> <ul style="list-style-type: none"> <li>• What are the <b>themes</b> or <b>life lessons</b> running through your text?</li> <li>• Have you encountered these <b>themes</b> in other texts?</li> <li>• How are these <b>themes</b> developed?</li> </ul>
	<p><b>Word Work</b></p> <ul style="list-style-type: none"> <li>• Are there certain <b>words</b> or <b>terms</b> that are repeated and worth figuring out?</li> <li>• What "tricky word" strategies can you use to figure them out? What do they mean?</li> <li>• Are there <b>sayings</b> or <b>idioms</b> (When it rains, it pours.) that you want to talk about or find out what they mean?</li> </ul>

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### GRADE 6s

<p style="text-align: center;">As you read your book, keep in mind the following characteristics:</p>	<p style="text-align: center;">As you read you can think and write about...</p>
<ul style="list-style-type: none"> <li>• You must be an <b>ACTIVE</b> reader! Part of what you're putting together you must infer on your own.</li> <li>• There will be <b>symbolism</b>. The author will refer back to something again and again-- for a reason.</li> <li>• Notice the role of <b>setting</b> in the story. The setting might be mirroring the characters, it might be symbolic, or it might be creating the problem in the story.</li> <li>• There is <i>more</i> than one problem and it has multiple layers. There will not be one simple solution for problem(s), but a resolution.</li> <li>• The story could have two <i>different</i> plots going on at the same time, or it could be told from different perspectives.</li> <li>• Pay attention to <b>minor characters</b>- they are important</li> <li>• Expect that some parts will mean something more <i>later</i> in the story.</li> </ul>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>• Describe the <b>setting</b> - <b>assume that the details matter</b>.</li> <li>• What is the mood or the tone of the setting /How does it make you feel?</li> <li>• How does the setting affect the characters?</li> </ul> <p><b>Characters:</b></p> <ul style="list-style-type: none"> <li>• Explain different characters' traits and their motivations.</li> <li>• Describe the <b>character</b> at the beginning of the story compared to the end of the story.</li> <li>• How are the <b>secondary characters</b> important in this story? What is their role? How do they affect the major characters?</li> </ul> <p><b>Problem</b></p> <ul style="list-style-type: none"> <li>• What are the major <b>problems (conflicts)</b> and the minor problems?</li> <li>• What are the major <b>plots</b> and subplots?</li> <li>• What are the <b>pivotal moments</b> that are turning points?</li> </ul> <p><b>Word Work</b></p> <ul style="list-style-type: none"> <li>• Are there certain <b>words or terms</b> that are repeated and worth figuring out? What strategies can you use to figure them out?</li> <li>• Are there sayings or idioms (When it rains, it pours) that you want to talk about or find out what they mean?</li> </ul> <p><b>Social Issues</b></p> <ul style="list-style-type: none"> <li>• Did you come to this text with certain ideas or assumptions about this issue? (Read the blurb in the back to try and figure out the issues in this text). Has your thinking changed?</li> </ul> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• What are the themes running through your text?</li> <li>• Are there <b>SOCIAL NORMS</b> (about gender, class, race, age) being accepted or challenged by certain characters? How are the characters accepting or challenging these norms?</li> </ul> <p><b>Figurative Language</b></p> <ul style="list-style-type: none"> <li>• What symbolism (images, objects, metaphors, events) is in this text? How does the author use the symbol to advance themes?</li> </ul>

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### GRADE 7s

As you read your book, keep in mind the following characteristics:	As you read you can think and write about...
<ul style="list-style-type: none"> <li>• There might never be a "main problem" or conflict or it could be highly symbolic.</li> <li>• There are lots of high level words that have multiple meaning or symbolism.</li> <li>• The action might not be through the eyes of the main character or information is second hand.</li> <li>• Characters are UNRELIABLE. You must expect that the main character will change.</li> <li>• The books cover "mature" themes and explicit detail.</li> <li>• The books are filled with confusion. You have to read on through the confusion.</li> <li>• Often characters and their actions change entire communities and the story makes a statement about major social issues</li> </ul>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>• Describe the <b>setting</b>.</li> <li>• What is the mood or the tone of the setting / How does it make you feel?</li> <li>• How does the setting affect the characters?</li> </ul> <p><b>Characters:</b></p> <ul style="list-style-type: none"> <li>• Explain different character traits and their motivations.</li> <li>• Are the characters fitting into particular roles (<b>archetypes</b>)? Which ones (villain, hero, sidekick, advisor...)?</li> <li>• When and why does the main character have changes of heart across the story?</li> <li>• How are the <b>secondary characters</b> important in this story? What is their role? How do they affect the major characters?</li> </ul> <p><b>Problem/Conflict</b></p> <ul style="list-style-type: none"> <li>• What are the major <b>problems (conflicts)</b> and the minor problems?</li> <li>• What are the major <b>plots</b> and subplots?</li> </ul> <p><b>Social Issues</b></p> <ul style="list-style-type: none"> <li>• Did you come to this text with certain ideas or assumptions about this issue? (Read the blurb in the back to try and figure out the issues in this text). Has your thinking changed?</li> </ul> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• What are the themes running through your text?</li> <li>• Are there <b>SOCIAL NORMS</b> (about gender, class, race, age) being accepted or challenged by certain characters? How are the characters struggling between accepting and challenging these norms?</li> <li>• What does this book teach about life? How did you learn this theme?</li> </ul> <p><b>Figurative Language</b></p> <ul style="list-style-type: none"> <li>• What symbolism (images, objects, metaphors, events) is in this text? How does the author use the symbol to advance his themes?</li> <li>• Sometimes symbols show up that have <b>ROOTS</b> in more classical literature. If you know about <b>Greek mythology, sacred texts (like the Bible or the Qur'an), astronomy, classical fables, or other cultures</b>, you might think about them before, during or after you read. There might be objects or images that are important in classical sources and they might mean something!</li> </ul>

