



Turn Of River Middle School 2021 Summer Reading Program Due by: September 13, 2021



Reading is very, very good for you. Research shows that regular reading:

<https://www.healthline.com/health/benefits-of-reading-books#takeaway>

You must read **at least one book** over the summer and complete the **Memory Jar assignment**. We also encourage you to **read as many additional books and articles as possible** and to log your progress in a **Reading Log**.

Step 1: Select a **new** text at an appropriate reading level (**NOT** a book you have already read).

- improves brain connectivity
- increases your vocabulary and comprehension
- empowers you to empathize with other people
- aids in sleep readiness
- reduces stress
- lowers blood pressure and heart rate
- fights depression symptoms
- prevents cognitive decline as you age
- contributes to a longer life.

Do NOT choose a book from the list below as we will be reading these books in the coming school year:

6th grade: *A Wrinkle in Time, Inventing Elliot, Mississippi Trial, Baseball in April, Hatchet Julie of the Wolves, Touching Spirit Bear.*

7th grade: *Tomorrow When the War Began, Scorpions, River Boy, Miracle Worker, Secret Life of Bees, Roll of Thunder, Hear My Cry, Watsons Go to Birmingham-1963, The Diary of a Young Girl, Chinese Cinderella, A Christmas Carol, The Pearl*

8th grade: *The Outsiders, Night, Animal Farm, Out of the Dust, The Contender, Nothing But the Truth, The Wednesday Wars, The Giver, I Know Why the Caged Bird Sings, The Adventures of Tom Sawyer, Fahrenheit 451.*

Suggested genres to choose from: realistic fiction, mystery/thriller, science fiction, sports, survival outdoor/adventure, fantasy, dystopian fiction, historical fiction, nonfiction, biography, memoir

Book resources:

- <https://www.nutmegaward.org/>
- <https://stamford.overdrive.com/library/teens>
- <http://booklists.yalsa.net/>
- Sora eBooks and Audiobooks <https://soraapp.com/library/stamfordct>
- Ferguson Library is providing access to many digital texts:
 - <https://www.fergusonlibrary.org/services/kids>
 - Students can apply for a library card: <https://ferguson.iii.com/selfreg.html>
 - If students don't have a library card, they can use their school ID to access many digital materials. **For access, enter 2111800+student ID number (no spaces).**
 - If you encounter any issues accessing our e-materials or databases, please contact The Ferguson Library.



GRADING POLICY



- This assignment will be assessed **thoroughly** using the district designed **rubric** (found on the pages below), which aligns with the Common Core State Standards
- For every day it is **late**, students will **lose 5 points** and **no assignments** will be accepted **after September 20th**.

Step 2: Memory Jar

Name:

A “Memory Jar” is where one places meaningful items to remember important times in his/her life.

Example Item: wedding invitation

Reasoning: I always want to remember the joy and excitement of my wedding day. The invitation is a physical reminder of the events of the day, the people that came, the location, and the new relationship that was formed.

Directions:

1. Based on what you learned from the text, choose **three items** that the main character would place in his/her memory jar (they must be important to that character).
2. Then, illustrate (draw/color or create a Google document of) three significant items in the jar.
3. On the next page, name the item, then **explain** why the main character would feel it is significant; use text evidence (author, page #), and explain how it supports your thinking.



Item #1: _____

Text evidence and explanation:

Item #2: _____

Text evidence and explanation:

Item #3: _____

Text evidence and explanation:

| <u>Standards Aligned Rubric:</u> | |
|---|--|
| | <ul style="list-style-type: none">• Cite textual evidence to support analysis of what the text says (RL/RI 6/7/8.1)• Determine and analyze character development over the course of the text (RL/RI 6/7/8.5)• Produce clear and coherent writing (W 6/7/8.4) |
| Exceeds (25) | <ul style="list-style-type: none">• Fully addresses the task• Thoroughly supports all ideas by citing relevant information from the text.• Includes an insightful analysis and connection |
| Meets (22) | <ul style="list-style-type: none">• Fully addresses the task• Adequately supports ideas by citing relevant information from the text.• Includes a clear and effective analysis and connection |
| Emerging (19) | <ul style="list-style-type: none">• Does not fully address the task• Gives limited evidence to support ideas and cites limited information from the text.• Attempts to develop an analysis and connection |
| Does Not Meet (16) | An attempt is made to address the task; however, the writing does not provide evidence to support ideas, includes little to no relevant information, does not reflect any analysis or is vague. |
| No Task (0) | The task is not completed or does not match the requirements. |

Step 3: Complete your digital or paper Reading Log for any additional books or articles you read!

Interested in non-fiction? Time for Kids is free through July! Go to <https://time.com/tfk-free/>

| Title: | Author: | Why would you recommend this book to others? |
|-------------------------------|------------|---|
| Sample: To Kill A Mockingbird | Harper Lee | The character Scout is a kid and is really relatable and her dad is very wise. The book has a good message about standing up against racism, even when others are against you, like when Atticus defends Tom Robinson, even though the racist people in the town assumed he was guilty. |
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How Do I Hand It In?

- Sign in to your SPS student account (student#@stamfordpublicschools.org) and search for **2021 TOR Summer Reading**
- Choose "File" and then "Make A Copy"
- **Re-title** this document with your **First & Last Name**, followed by TOR Summer Reading and **save** into "My Drive".

Ex: **Jennifer Lopez** TOR Summer Reading 2021

You can also choose to "Download" it & print it out.

The assignment should be completed in **your SPS Google Drive** so you can **readily share it with your ELA teacher at the beginning of the school year.**

If that is not possible, keep a hard-copy (either by downloading/printing this document or completing it all on notebook paper) and be prepared to submit it to your ELA teacher at the beginning of the school year.

