



Summer Reading  
2019  
David E. Owens Middle School  
New Milford, New Jersey



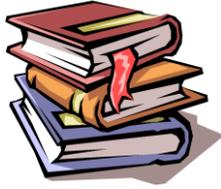
*Summer is a time that should find us looking forward to reading and remembering that a good book can be fun as well as informative. David E. Owens Middle School encourages all students and their families to engage in reading together this summer by exploring literature of all kinds. Research has shown that students who read during the summer months retain more learning and move into the new school year more prepared than do students who do not engage in reading. We want students to build time during the day to read independently. By encouraging students to read independently over the summer, we support the goal of creating lifelong readers. **Our district mission is to have all students read at least 20 minutes each day this summer.***

*This year's summer reading format provides for students to read one required book from a short list, at least one free choice book and an unlimited number of additional reading choices. By clicking on the appropriate level for next year's grade, students and their families can find information to assist with this selection. Each grade level also includes details about the learning opportunities for the required and free choice book that will be due in September. We ask that each student log the books he/she have read and to return this log in September (be sure to include the required book on your log). We will celebrate with students who read and log more than the required two books this summer. Students are encouraged to read all different genres and forms of written expression including newspapers, magazines, fiction, historical fiction, biographies, non-fiction and poetry. **There is no limit on what a student can read this summer---Just Read!***

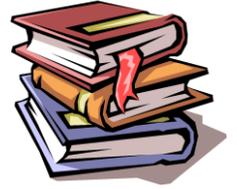
*All students, including those who are new to David E. Owens Middle School are included in the summer reading program and are encouraged to participate fully in it.*

*Enjoy the summer, and be sure to read!*

*Mr. DeLalla  
Principal*



# Summer Reading 6<sup>th</sup> grade – 2019 Book List



All 6<sup>th</sup> grade students are required to read one of the following books. As they read, they must complete the signpost assignment.

- ***The Giver*** by Lois Lowry

*The Giver*, the 1994 Newbery Medal winner, has become one of the most influential novels of our time. The haunting story centers on twelve-year-old Jonas, who lives in a seemingly ideal, if colorless, world of conformity and contentment. Not until he is given his life assignment as the Receiver of Memory does he begin to understand the dark, complex secrets behind his fragile community. Lois Lowry has written three companion novels to *The Giver*, including *Gathering Blue*, *Messenger*, and *Son*.

- ***Loser*** by Jerry Spinelli

Just like other kids, Zinkoff rides his bike, hopes for snow days, and wants to be like his dad when he grows up, but Zinkoff also raises his hand with all the wrong answers, trips over his own feet, and falls down with laughter over a word like "Jabip." Other kids have their own word to describe him, but Zinkoff is too busy to hear it. He doesn't know he's not like everyone else. And one winter night, Zinkoff's differences show that any name can someday become "hero." With some of his finest writing to date and great wit and humor, Jerry Spinelli creates a story about a boy's individuality surpassing the need to fit in and the genuine importance of failure.

- ***Matilda*** by Roald Dahl

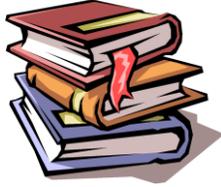
Matilda is a sweet, exceptional young girl, but her parents think she's just a nuisance. She expects school to be different but there she has to face Miss Trunchbull, a kid-hating terror of a headmistress. When Matilda is attacked by the Trunchbull she suddenly discovers she has a remarkable power with which to fight back. It'll take a superhuman genius to give Miss Trunchbull what she deserves and Matilda may be just the one to do it!

- ***Tangerine*** by Edward Bloor

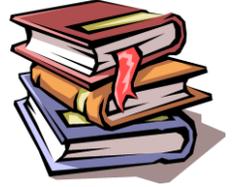
Paul Fisher sees the world from behind glasses so thick he looks like a bug-eyed alien. But he's not so blind that he can't see there are some *very* unusual things about his family's new home in Tangerine County, Florida. Where else does a sinkhole swallow the local school, fire burn underground for years, and lightning strike at the same time every day? The chaos is compounded by constant harassment from his football-star brother, and adjusting to life in Tangerine isn't easy for Paul—until he joins the soccer team at his middle school. With the help of his new teammates, Paul begins to discover what lies beneath the surface of his strange new hometown. He also gains the courage to face up to some secrets his family has been keeping from him for far too long. In *Tangerine*, it seems, *anything* is possible.

- ***Homeless Bird*** by Gloria Whelan

Like many girls her age in India, thirteen-year-old Koly faces her arranged marriage with hope and courage. However, Koly's story takes a terrible turn when in the wake of the ceremony, she discovers she's been horribly misled; her life has been sold for a dowry. In prose both graceful and unflinching, this powerful novel relays the story of a rare young woman, who even when cast out into a brutal current of time-worn tradition, sets out to forge her own remarkable future. Inspired by a newspaper article about the real thirteen-year-old widows in India today, this universally acclaimed best-selling novel, characterized by spare, lyrical language and remarkable detail, transports readers into the heart of a gripping tale of hope.



# Summer Reading 6<sup>th</sup> grade – 2019 Assignment



While reading the novel of their choice from the provided list, the students' will keep a signpost journal. The signposts are a great tool for noticing important events in stories and this will provide students with practice using them prior to further instruction in September.

This journal will have four columns on it. In the first column, students will record the page number of the signpost they found. In the second column, students will record quotes from the story that represent the event in the text where the signpost occurred. In the third column, label the signpost found. In the fourth column, students will write their reactions, insight, or analysis of the information from the novel.

## Format:

Your journal:

- must include at least 7 signposts that span the entire book.
- must be typed on the computer.
- will be graded based on the number of entries as well as the depth and thoughtfulness of your insight.

On the next page is an example of what the signpost log should look like. There is only one entry in the example, but this is the exemplar of what your entries should look like.



Example of a Signpost Journal  
**From Frank Baum's *The Wonderful Wizard of Oz***

<b>Page Number</b>	<b>Quote From Text</b>	<b>Signpost I Noticed</b>	<b>My Notes About It</b>
26	<p>“But I do not want people to call me a fool, and if my head stays stuffed with straw instead of with brains, as yours is, how am I ever to know anything?”</p>	Aha Moment	<p>When Dorothy, the main character, meets Scarecrow, she helps him down from his perch. In the quote, Scarecrow explains (to Dorothy) that he doesn't mind having a body stuffed with straw because he cannot get hurt. However, he fears living with a head filled with straw for he feels he will never know anything. This will change things for the Scarecrow because he realizes that it will be better for him if he joins Dorothy's quest to the Emerald City. He desires the ability to possess knowledge and just like all the other characters, he is on a search for something better in life. The Scarecrow's mission was to be aware of his ability to think and not to take learning for granted.</p>

## Notice and Note Signposts Explanations

The Signposts and Definitions	The Clues to the Signpost	The Question that Follows
<p><b>Contrasts and Contradictions</b> A sharp contrast between what we would expect and what we observe the character doing; behavior that contradicts previous behavior or well established patterns</p>	<p>A character thinks or behaves in a way we don't expect, or an element of a setting is something we would not expect</p>	<p>Why would the character act (feel) this way?</p>
<p><b>Aha Moment</b> A character's realization or something that shifts his actions or understanding of himself, others, or the world around him</p>	<p>Phrases usually expressing suddenness like:</p> <ul style="list-style-type: none"> <li>· "Suddenly I understood..."</li> <li>· "It came to me in a flash that..."</li> </ul>	<p>How might this change things?</p>
<p><b>Tough Questions</b> Questions a character raises that reveal his or her inner struggles</p>	<p>Phrases expressing serious doubt or confusion:</p>	<p>What does this question make me wonder about?</p>
<p><b>Words of the Wiser</b> The advice or insight a wiser character, who is usually older, offers about life to the main character</p>	<p>The main character and another are usually off by themselves, in a quiet serious moment, and the wise figure shares his wisdom or advice in an effort to help the main character with a problem or decision.</p>	<p>What's the life lesson and how might it affect the character?</p>
<p><b>Again and Again</b> Events, images, or particular words that recur over a portion of the novel</p>	<p>A word is repeated, sometimes used in an odd way, over and over in the story. An image reappears several times during the course of the book.</p>	<p>Why might the author bring this up again and again?</p>
<p><b>Memory Moment</b> A recollection by a character that interrupts the forward progress of the story</p>	<p>The ongoing flow of the narrative is interrupted by a memory that comes to the character, often taking several paragraphs to recount before we are returned to events of the present moment.</p>	<p>Why might this memory be important?</p>

## Rubric for Signpost Journal Responses

	A	B	C	D
Notes	Student accurately and insightfully explains how the identified moment in the text is an example of the sign post.	Student accurately explains how the identified moment in the text is an example of the sign post.	Student explains how the identified moment in the text is an example of the sign post. Some explanations may or may not be correct.	Student does not explain how the identified moment in the text is an example of the sign post. OR Responses are off topic.
Reponses	Writes 7 or more entries.	Writes 6 entries.	Writes 5 entries.	Writes 4 or less entries.
Insight	All responses are thoughtful and reflective.	Most responses are fairly thoughtful and reflective.	Some responses are incomplete or irrelevant.	Many responses are disjointed, incomplete, or irrelevant.
Comprehension	Student shows comprehension of the text by correctly identifying all sign posts.	Student shows comprehension of text by correctly identifying most sign posts.	Student shows comprehension of text by correctly identifying some sign posts.	Student does not show comprehension of text. Student does not identify sign posts correctly most of the time.

