Summer Reading
for students ENTERING the Sixth Grade in 2015

• Each student must read a total of TWO (2) books, one non-fiction (from list A) and one fiction (from list B).
• Each student must complete ONE (1) writing assignment using the non-fiction book: due Thurs. 9/3/15.
• Once school begins, each student will complete an in-class project using the fiction selection they read.

A. Choose & read ONE (1) of the following non-fiction books:

Outbreak! Plagues that Changed History, by Bryn Barnard
Did the Black Death destroy the feudal system? Did cholera pave the way for modern Manhattan? Did yellow fever help end the slave trade? Remarkably, the answer to all of these questions is yes. Time and again, diseases have impacted the course of human history in surprisingly powerful ways. From influenza to small pox, from tuberculosis to yellow fever, Bryn Barnard describes the symptoms and paths of the world’s worst diseases—and how the epidemics they spawned have changed history forever.

George vs. George: The American Revolution as Seen from Both Sides, by Rosalyn Schanzer
Meet two enemies, both named George: George Washington, the man who freed the American colonies from the British, and George III, the British king who lost them. Two leaders with more in common than we sometimes acknowledge. Was King George a "Royal Brute" as American patriots claimed? Or was he, as others believed, “the father of the people?” Was George Washington a scurrilous traitor, as all the king’s supporters claimed? Or should we remember and celebrate him as "the father of his country?"

Complete the following WRITING ASSIGNMENT:

In a two-page (minimum), typed paper, share what you learned from your non-fiction book. Your essay must have one full introduction paragraph, more than one body paragraph, and one conclusion paragraph. (In 6th grade, one paragraph measures between six and eight sentences long!)

Follow the rubric provided, and also be sure that in your essay you:

• Determine and state the main idea of the text, with supporting details, in a summary that is free of personal opinions or judgments.
• Share information the text says explicitly by quoting it directly (“like this”), and/or by paraphrasing (putting it into your own words).
• Make at least one inference: read “between the lines” and figure out things the author does not come right out and tell you. Perhaps the text implies something. You, then, must think more deeply and dig out meaning.
• Always cite textual evidence to support what you say!

Your paper should use 12-point, Times New Roman font and be double spaced. Include your name, the due date and “6th Grade Summer Reading: Nonfiction” in an MLA-format heading.

Not sure what “MLA Format” means? Search up “MLA Format” and find out. It’s even on You Tube 😊
B. Choose & read ONE (1) of the following works of fiction:

**Airborn**, by Kenneth Oppel
In this Victorian-era fantasy, Matt Cruse is a 15-year-old cabin boy aboard the airship Aurora, part dirigible, part passenger cruise ship. He encounters a battered hot air balloon with an unconscious man aboard. Before dying, the man claims to have seen beautiful creatures swarming in the air over an uncharted island. Not until a year later, when Matt meets the man’s granddaughter, Kate, does he learn that the man wasn’t hallucinating. Pirates board, rob, and kill, and a fierce storm grounds the Aurora on the very island that Kate's grandfather spoke about— which proves to be the pirates’ secret hideaway! Can the captured teens escape in time to stop the brigands from stealing the Aurora? Will Kate prove the existence of this undiscovered species?

**Bloomability**, by Sharon Creech
“Domenica Santolina Doone -- Dinnie to her loved ones -- finds herself far from home and among strangers. She’s been ‘kidnapped,’ plucked out of her troubled life and taken to a Swiss boarding school by her aunt and uncle. Surrounded by kids from different cultures, backgrounds and beliefs -- Lila, Belen, Keisuke, and especially, Guthrie -- Dinnie struggles to hold on to her past life. Gradually, through friendships and experiences she could have nowhere else, she learns to trust herself and discovers the beautiful "bloomabilities" her new life has to offer.”

**Bridge to Terabithia**, by Katherine Paterson
Jess Aarons has been practicing all summer so he can be the fastest runner in the fifth grade. And he almost is, until the new girl in school, Leslie Burke, outpaces him. The two become fast friends and spend most days in the woods behind Leslie’s house, where they invent an enchanted land called Terabithia. One morning, Leslie goes to Terabithia without Jess and a tragedy occurs. It will take the love of his family and the strength that Leslie has given him for Jess to be able to deal with his grief.

**Tangerine**, by Edward Bloor (* * * PARENTS: Some material may not be suitable for sensitive readers.)
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. And he also gains the courage to face up to some secrets his family has been keeping from him for far too long.

**The Girls**, Amy Goldman Koss
This portrayal of a popular middle school clique’s devolution unfolds though six narrators. When the other members of Maya’s clique decide to ostracize her, the girl is shocked and devastated. She has no clue what she could have done wrong, and neither do Brianna, Rene, or Darcy. Candace, their leader, the self-assured one who decides who’s in and who’s not, had decided that Maya’s not. In brief chapters that shift among the girls’ points of view, a picture emerges of social status and peer pressure among middle school students who are struggling to figure out who they are, where they belong, and maybe even what is right.

**Where the Red Fern Grows**, by Wilson Rawls
“Billy Colman roams the Ozarks of northeastern Oklahoma with his blue tick hound and his precious coonhound pup trying to ‘tree’ the elusive raccoon. In time, the inseparable trio wins the coveted gold cup in the annual coon-hunt contest, captures the wily ghost coon, and bravely fights with a mountain lion. Through victory and tragedy, Billy perseveres, along the way learning the Native American legend of the sacred red fern that grows over a very special place.”

Some Advice
- If using library books, be sure to renew them long enough to have them in September. You will need them to work on the essay and the in-class project!
- Instead, you may get your own copy of each book, new or used, from sites such as www.amazon.com and www.thriftbooks.com.
- I welcome your questions! Email me at smuehberger@foxboroughrcs.org.

Happy Reading!
<table>
<thead>
<tr>
<th>6th Grade Summer Reading Writing Assignment Rubric</th>
<th>A- to A+ 90-100%</th>
<th>B- to B+ 80-89%</th>
<th>C- to C+ 70-79%</th>
<th>F to D+ 69% or lower</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Paper gives clear evidence of completed summer reading; accurate main idea supported with details; summary free from opinion; effective blend of quotations and paraphrasing; one or more inferences, supported with details from text</td>
<td>Paper gives some evidence of completed summer reading; main idea supported with detail; summary includes opinion; quotations and/or paraphrasing used; one inference included</td>
<td>Paper gives limited evidence of completed summer reading; main idea not supported; too much opinion; quotations and/or paraphrasing weak; inference unsupported</td>
<td>Paper missing OR no evidence of completed summer reading; main idea missing or inaccurate; quotations/paraphrasing missing or poorly executed; inference missing or inaccurate</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Paper is logically organized; clear transitions between distinct introduction, body, and conclusion; excellent sentence structure and paragraph format</td>
<td>Paper is organized; somewhat distinct introduction, body, and conclusion; sufficient sentence structure and paragraph format</td>
<td>Paper is organized; weak distinction between intro, body and conclusion; weak sentence structure and paragraph format</td>
<td>Paper is not organized; no distinction between intro, body and conclusion; sentences and paragraphs unstructured</td>
</tr>
<tr>
<td><strong>Mechanics</strong> (grammar/spelling/punctuation)</td>
<td>Paper contains few or no errors in grammar, spelling, and/or punctuation, and these do not impact reader’s ability to understand the writing</td>
<td>Paper contains minor errors in grammar, spelling and/or punctuation, and these do not greatly impact reader’s ability to understand the writing</td>
<td>Paper contains multiple errors in grammar, spelling, and/or punctuation which impact reader’s ability to understand the writing</td>
<td>Paper contains major errors in grammar, spelling, and/or punctuation which greatly distract and confuse the reader</td>
</tr>
</tbody>
</table>

Teacher Feedback: ____________________________________

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

Muehlberger, Revised 2015