

2017 RCPS Summer Reading Requirement Options for Rising Sixth-Twelfth Grade Students

All students entering grades 6-12 for the 2017-2018 school-year are required to complete a summer reading assignment. To better equip students for success with these assignments, before the end of the year, teachers will conference with students about their book selections and the required assignments. All students who enroll in Rockdale County Public Schools prior to August 7 are required to complete the summer reading assignments. For Summer 2017, we are offering two summer reading options for students. Please read and discuss the Summer Reading Requirements below with your child to determine which option is best for him/her.

Option 1:

1. Students must read one book from the required reading list for the grade level they will enter August 2017.
2. Students must complete three short assignments on the required book they selected; these are due August 11. The specific guidelines and rubric for the assignments are included on the next page.
3. *All students, including those in Program Challenge(PC)/Excel, may select any book on their respective grade level lists. There is not a separate book list for PC/Excel students.*

Option 2: (available only to students who had Achieve 3000 access during the 2016-2017 school year):

In the Achieve 3000 on-line platform, your child will read high-interest, informational articles, customized to match his/her specific reading level. Each article includes a variety of fun activities to improve your child's comprehension, vocabulary, and writing skills. It is important that your child's answers to the questions reflect work completed independently and without extra assistance.

1. Students must complete a minimum of **10 activities** on the Achieve 3000 platform. A complete activity consists of:
 - a. Responding to the Before Reading Poll,
 - b. Reading the Article,
 - c. Answering the Activity Questions,
 - d. Responding to the After Reading Poll, and
 - e. Answering the open-ended Thought Question (only required for 3 of the 10 articles)
2. Students must score a minimum average of 75% on 10 reading activities. You will see the score in the program platform.
3. *All students, including those in Program Challenge(PC)/Excel courses will complete the same Achieve 3000 assignment. There is not a separate Achieve 3000 assignment for PC/Excel students.*

Students who choose Option 2 should log into Achieve 3000 by using their Clever login. Please write down your child's Clever login before the end of the school year as there is not an option to retrieve forgotten username/password from this site. Please note that students can only access Achieve 3000 through June 30. If a student does not complete all 10 activities by this date, he/she will have to complete Option 1.

If you have questions about the Summer Reading Requirements, please contact your child's school.

Special Note: RCPS is pleased to announce that students may check out titles from the summer reading lists and other high interest books from the Summer Lunch Mobile Program. School buses will visit neighborhoods across Rockdale each day to deliver lunches and books. Please note that the Nancy Guinn library has limited copies of titles from the Summer Reading List, so we strongly encourage students to take advantage of this additional resource.

Revised: May 15, 2017

**RCPS Seventh Grade Summer Reading List
Summer 2017**

TITLE	AUTHOR	SUMMARY	LEXILE	GENRE
<i>The Crossover</i>	Kwame Alexander	"With a bolt of lightning on my kicks ... The court is SIZZLING. My sweat is DRIZZLING. Stop all that quivering. Cuz tonight I'm delivering," announces dread-locked, 12-year old Josh Bell. He and his twin brother Jordan are awesome on the court. But Josh has more than basketball in his blood, he's got mad beats, too, that tell his family's story in verse, in this fast and furious middle grade novel of family and brotherhood from Kwame Alexander (<i>He Said, She Said</i> 2013). Josh and Jordan must come to grips with growing up on and off the court to realize breaking the rules comes at a terrible price, as their story's heart-stopping climax proves a game-changer for the entire family.	660L	Fiction: Poetry
<i>One Crazy Summer</i>	Rita Williams Garcia	Eleven-year-old Delphine has it together. Even though her mother, Cecile, abandoned her and her younger sisters, Vonetta and Fern, seven years ago. Even though her father and Big Ma will send them from Brooklyn to Oakland, California, to stay with Cecile for the summer. And even though Delphine will have to take care of her sisters, as usual, and learn the truth about the missing pieces of the past. When the girls arrive in Oakland in the summer of 1968, Cecile wants nothing to do with them. She makes them eat Chinese takeout dinners, forbids them to enter her kitchen, and never explains the strange visitors with Afros and black berets who knock on her door. Rather than spend time with them, Cecile sends Delphine, Vonetta, and Fern to a summer camp sponsored by a revolutionary group, the Black Panthers, where the girls get a radical new education. Set during one of the most tumultuous years in recent American history, one crazy summer is the heartbreaking, funny tale of three girls in search of the mother who abandoned them.	750L	Fiction
<i>Among the Hidden</i>	Margaret Peterson Haddix	Among the Hidden is a thought-provoking story set in of the not too distant future that explores the choices and challenges faced by an early adolescent boy as he struggles to find his place in a world in which his existence is illegal. Luke, a third child, lives in a future where each family is allowed to have only two children. Because his parents broke the population laws when they let him live...	800L	Fiction
<i>Won't Know till I Get There</i>	Walter Dean Myers	When Steve's parents decide to adopt a foster child, it seems like a good idea. And when Steve decides to show the new kid how tough he is by spray-painting the side of a subway car, that seems like a good idea too. But the foster child turns out to be a thirteen-year-old with a criminal record, and the guys in the designer jeans watching Steve spray-paint graffiti turn out to be transit police. Suddenly Steve and the whole gang are serving time, working in an old-age home with a bunch of feisty and independent senior citizens who refuse to sit still and be stereotyped - by anybody	840L	Fiction
<i>We Were There, Too!</i>	Phillip Hoose	From the boys who sailed with Columbus to today's young activists, this unique book brings to life the contributions of young people throughout American history. Based on primary sources and including 160 authentic images, this handsome oversized volume highlights the fascinating stories of more than 70 young people from diverse cultures. The first U.S. history book of this scope to focus on the role young people have played in the making of our country, its compelling stories combine to tell our larger national story, one that prompts Howard Zinn, author of A People's History of the United States, to comment, "This is an extraordinary book-wonderfully readable, inspiring to young and old alike, and unique."	950L	Non-Fiction
<i>The Wonder of Charlie Ann</i>	Kimberly Newton Fusco	Charlie Anne is devastated when her father must go north to build roads after the Depression hits. She and her siblings are left with their rigid cousin, Mirabel, and a farm full of chores. The only solace Charlie Anne finds is by the river, where the memory of her mother is strongest. Then her neighbor Old Mr. Jolly brings home a new wife, Rosalyn, who shows up in pants-pants!-the color of red peppers. With her arrives Phoebe, a young African American girl who has also lost her mother. Phoebe is smart and fun and the perfect antidote to Charlie Anne's lonely days. The girls soon forge a friendship and learn from each other in amazing ways. But when hatred turns their town ugly, it's almost more than they can bear. Now it's up to Charlie Anne and Phoebe to prove that our hearts are always able to expand. From the Hardcover edition.	970L	Historical Fiction
<i>Seeing Redd</i>	Frank Beddor	Alyss of Wonderland's rules has only just begun and already those who prefer chaos to peace are threatening to destroy everything worth imagining. Trailed by newly appointed Royal Bodyguard Homburg Molly, Alyss is doing her best to keep pace with the non-stop demands of being Queen while attempting to evade Molly for a few private moments with Dodge. Alyss's life is already a	1080	Fiction

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		challenging mix of duty, love and imagining when a series of phantom sightings set fire to an urban myth of her imperial viciousness's return and have everyone...Seeing Redd.		
<i>The Boy in the Striped Pajamas</i>	John Boyne	Berlin 1942 When Bruno returns home from school one day, he discovers that his belongings are being packed in crates. His father has received a promotion and the family must move from their home to a new house far far away, where there is no one to play with and nothing to do. A tall fence running alongside stretches as far as the eye can see and cuts him off from the strange people he can see in the distance. But Bruno longs to be an explorer and decides that there must be more to this desolate new place than meets the eye. While exploring his new environment, he meets another boy whose life and circumstances are very different to his own, and their meeting results in a friendship that has devastating consequences. From the Hardcover edition.	1080	Fiction



RCPS Summer Reading Option 1 Assignment Guidelines

Please write an essay that includes the following:

- **First Paragraph-Summary/Critique**

Write or type a well-developed summary (approximately 300 words) of the book, emphasizing the plot or key details. Be sure to include the genre (i.e., biography, mystery, information, etc.), title of the book, and the author. As you start to write, remember to grab the reader's attention by creating a sense of humor, wonder, mystery, curiosity, etc. These feelings cause the reader to want to know what happens next.

- **Second Paragraph-Theme/Central Idea**

Identify the theme (general lesson about life in a fictional text) or central idea (main idea that the author wants to convey about the topic of a non-fiction text) of the book you read. Choose three (3) quotes that support the theme or central idea. For each quote, write a well-developed paragraph that explains how the quote relates to the theme or central idea. Consider choosing one quote each from the beginning, middle, and end of the book to ensure you identify an appropriate and logical theme or central idea.

- **Third Paragraph-Recommendation**

Persuade or dissuade someone to read your book. Using specific details, explain why you did or did not enjoy reading this book. In addition, be sure to include details that explain the type of reader for whom the book was written, i.e. athletes, nature-lovers, mystery-readers, risk-takers, etc. *Although you may not have liked your book, the author must have had someone in mind when writing it.*

Directions: Students must complete the required three parts of the assignment. Students will receive a score for each part of the assignment submitted (see rubric). A score of zero will be given for any part of the assignment not submitted. Please see rubric on the next page for specific requirements and scoring procedures.

Deadline: The summer reading assignment is due to your English Language Arts teacher August 11, 2017. *All students who enroll in Rockdale County Public Schools prior to August 7 are required to complete the summer reading assignments.*

RCPS SUMMER READING OPTION 1 SCORING RUBRIC

	DISTINGUISHED	PROFICIENT	DEVELOPING	BEGINNING
<p>Summary: (Maximum 10 Points)</p> <p>Standard: RL/RI2 Summarize the key supporting details and ideas</p>	10 9	8 7	6 5	4 3
<p>Theme/Central Idea (Maximum: 25 Points)</p> <p>Standard: RL/RI1-Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL/RI2-Determine central ideas or themes of a text and analyze their development</p>	25 24	23 22	21 20	19 18
<p>Recommendation: (Maximum 10 Points)</p> <p>Standard: RL/RI1-Cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p>	10 9	8 7	6 5	4 3
<p>Grammar/Conventions: (5 Points)</p> <p>Standard: L1/L2- Demonstrate the command of the conventions of standard English grammar and usage, capitalization, punctuation, spelling</p>	5	4	3	2

Score Range	<p>Assignment Points: _____/50</p> <p>Teacher Commentary:</p>
Distinguished= 47-50	
Proficient= 40-43	
Developing= 33-36	
Beginning= 26-29	