

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 Eighth Grade Summer Reading List
Summer 2017**

TITLE	AUTHOR	SUMMARY	LEXILE	GENRE
<i>Golden Boy</i>	Tara Sullivan	Thirteen-year-old Habo has always been different - light eyes, yellow hair and white skin. Not the good brown skin his family has and not the white skin of tourists. Habo is strange and alone. His father, unable to accept Habo, abandons the family; his mother can scarcely look at him. His brothers are cruel and the other children never invite him to play. Only his sister Asu loves him well. But even Asu can't take the sting away when the family is forced from their small Tanzanian village, and Habo knows he is to blame. Seeking refuge in Mwanza, Habo and his family journey across the Serengeti. His aunt is glad to open her home until she sees Habo for the first time, and then she is only afraid. Suddenly, Habo has a new word for himself: Albino. But they hunt Albinos in Mwanza because Albino body parts are thought to bring good luck. And soon Habo is being hunted by a fearsome man with a machete. To survive, Habo must not only run, but find a way to love and accept himself.	820L	Fiction
<i>This Journal Belongs to Ratchet</i>	Nancy J. Cavanaugh	It's the first day of school for all the kids in the neighborhood. But not for Ratchet; she's homeschooled. That means nothing new. No new book bag, no new clothes, and no friends, old or new. The best she's got is her notebook. She's supposed to use it for her writing assignments, but her dad never checks. Here's what she's really going to use it for: a top-secret plan to turn her old, recycled, freakish, friendless, motherless life into something shiny and new.	830L	Fiction
<i>Revolution</i>	Deborah Wiles	Readers are given two viewpoints from very different worlds during the tumultuous Freedom Summer of 1964 in Greenwood, Mississippi. Sunny, a 12 year old white girl, is worried about reports of "invaders" descending upon the sleepy Southern town and causing trouble. Meanwhile, Raymond, a black youth, is becoming increasingly aware of all the places, especially the public pool and Leflore's theater, he is barred from due to Jim Crow laws. As their worldviews expand and they begin to learn more about the sinister side of a seemingly perfect town, Sunny's and Raymond's stories intersect.	840L	Fiction
<i>Discovering Wes Moore</i>	Wes Moore	Two kids named Wes Moore were born blocks apart and within a year of each other. Both grew up fatherless in similar Baltimore neighborhoods and had difficult childhoods. Both ran into trouble with the police. How did one grow up to be a Rhodes scholar and business leader, while the other ended up a convicted murderer serving a life sentence? When Wes Moore wrote to his namesake in prison, they began a remarkable friendship. This story looks at the challenges of growing up and the power of the choices that people make in their lives.	840L	Non-Fiction
<i>With Their Eyes: September 11th-The View from a High School at Ground Zero</i>	Taresh Batra	I could have died that day. September 11, 2001 Monologues from Stuyvesant High School Tuesday, September 11, started off like any other day at Stuyvesant High School, located only a few blocks away from the World Trade Center. The semester was just beginning, and the students, faculty, and staff were ready to begin a new year. But within a few hours on that Tuesday morning, they would all share an experience that transformed their lives. Now, on the tenth anniversary of September 11th, we remember those who were lost and those who were forced to witness this tragedy. Here, in their own words, are the firsthand stories of a day we will never forget.	1000L	Non-Fiction
<i>Elijah of Buxton</i>	Christopher Paul Curtis	Eleven-year-old Elijah is the first child born into freedom in Buxton, Canada, a settlement of runaway slaves just over the border from Detroit. He's best known for having made a memorable impression on Frederick Douglass, but that changes when a former slave steals money from Elijah's friend, who has been saving to buy his family out of captivity in the South. Elijah embarks on a dangerous journey to America in pursuit of the thief and discovers firsthand the unimaginable horrors of the life his parents fled--a life from which he'll always be free, if he can find the courage to get back home.	1070L	Historical Fiction
<i>The Beekeeper's Apprentice</i>	Laurie R. King	What would happen if Sherlock Holmes, a perfect man of the Victorian age-pompous, smug, and misogynistic-were to come face to face with a twentieth-century female? If she grew to be a partner worthy of his great talents? Laurie R. King, whose very different first novel, <i>A Grave Talent</i> (SMP, 1993), drew rave reviews, read the Conan Doyle stories and wondered about such an imaginary encounter. And following through, she has written <i>The Beekeeper's Apprentice</i> . 1914, a young woman named Mary Russell meets a retired beekeeper on the Sussex Downs. His name is Sherlock Holmes. And although he may have all the Victorian "flaws" listed above, the Great Detective is no fool, and can spot a fellow intellect even in a fifteen-year-old woman. So, at first informally, then consciously, he takes Mary Russell as his apprentice.	1100	Fiction
<i>The Winter Room</i>	Gary Paulsen	The winter room is where Eldon, his brother Wayne, old Uncle David, and the rest of the family gather on icy cold nights, sitting in front of the stove. There the boys listen eagerly to all of Uncle David's tales of superheroes. Then one night Uncle David tells the story, "The Woodcutter," and what happens next is terrible--then wonderful.	1170L	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	