2020 Required Summer Reading
Rising 6th Graders

June 2020

Dear scholars and families,

As summer begins and a new normal unfolds, we hope you're making plans to spend quality time together, safely venture outdoors, and hold space for continued learning and growing. Research shows that when students are not engaged in reading or learning activities during the summer, up to three months of learning can be lost. This fall, it is estimated that the impact of COVID-19 and distance learning will significantly widen that gap. It is predicted that students will likely only retain up to 70% of reading and less than 50% of math learning gains. These losses can have continued and long-term effects. One of our plans to intentionally prevent regression and keep literacy skills sharp is through summer reading.

All students entering 6th, 7th, and 8th grade are required to **select *at least* two books** to read over the summer. **One of the books must be the Required Reading Book** selected for each grade level. The other book(s) can be any developmentally appropriate book from the suggested reading list attached or of the scholar's choice. Among the collection of required and recommended books this year, you'll again find the voices of dynamic Black authors, characters, and experiences being amplified. It is our desire that students will continue to see themselves represented in texts and use literacy as a vehicle for both empowerment and advocacy.

Included in this packet are guiding questions for each required reading book as well as optional reading activities for any text. For each activity completed and submitted during the 1st week of school, scholars will earn a raffle ticket to win any of our summer reading prizes. We are also providing you with access to an **E-Learning Literacy Toolbox (https://bit.ly/318osGE)** with reading and writing resources for the whole family!

Unfortunately, due to COVID-19 restrictions and school closures, Unity will not supply copies of books to students. Instead, we recommend you consider local libraries, bookstores, and websites that will carry many of the suggested titles (see below).

Please note that scholars will be assessed on their understanding of the books in ELA at the beginning of the 2020-2021 school year. In addition, activities and lessons will reference these books, their characters, and themes throughout the year.

If you have any questions or concerns, please contact Ms. Williams at awilliams@unityprep.org.

Wishing you good health, peace, and a pleasant summer,
Ms. Williams, ELA Department Chair and the ELA Department

Local Libraries and Bookstores	Links to eBooks + Audio Companions
1. Brooklyn Public Library a. Macon Branch - 361 Lewis Ave b. Dekalb Branch - 790 Bushwick Ave c. Marcy Branch - 617 Dekalb Ave d. Bedford Branch - 496 Franklin Ave 2. Greenlight Bookstore - 686 Fulton St, 632 Flatbush Ave 3. Barnes & Noble - 106 Court St, 267 7th Ave 4. The Lit. Bar - 131 Alexander Ave., Bronx, NY	1. Brooklyn Public Library - https://www.bklynlibrary.org/ 2. Overdrive - www.overdrive.com 3. Amazon - www.amazon.com/books 4. Scribd - https://www.scribd.com/ 5. Epic! Books for Kids - www.getepic.com 6. Audiobooks - www.audiobooks.com 7. Audible - www.audible.com 8. Audiobooks Sync - www.audiobooksync.com/

Scholar Name _____ Grade _____

Rising 6th Grade
Class of 2023

REQUIRED READING BOOK	**Booked** by Kwame Alexander (WXY)
Recommended Reading	❏ Woke: A Young Poet's Guide to Justice by Mahogany Browne (WXY) ❏ The Crossover series by Kwame Alexander (WXY) ❏ Some Places More Than Others by Renee Watson (WXY) ❏ P.S. Be Eleven by Rita Williams-Garcia (X) ❏ As Brave As You by Jason Reynolds (X) ❏ One Crazy Summer by Rita Williams-Garcia (W) ❏ Percy Jackson and the Olympians: The Lightning Thief by Rick Riordan (W) ❏ Middle School Cool by Maiya Williams (V/W) ❏ Harry Potter series by J. K. Rowling (V) ❏ President of the Whole Sixth Grade by Sherri Winston (V) ❏ Wonder by R.J. Palacio (V) ❏ Smile by Raina Telgemeier (T) ❏ Tristan Strong Punches a Whole in the Sky by Kwame Mbalia (S) ❏ Save Me a Seat by Sarah Weeks (S) ❏ Crenshaw by Katherine Applegate (S) ❏ Out of My Mind by Sharon Draper (S) ❏ Rules by Cynthia Lord (R) ❏ The Knights of the Kitchen Table by Jon Scieszka (P) ❏ Summer Reading is Killing Me! by Jon Scieszka (P)

Scholar Name _____ Grade _____

** Letters in parentheses indicate the book's reading level*

Discover *millions* of books for free!

Use these steps to get a Brooklyn Public Library card

To get started, NYS residents ages 13 and older may apply online for a library card. Once your application has been submitted, please visit one of our 59 branches to pick up your card. https://bpl.bklynlibrary.org/card/

Children 12 and under may not apply online and must be accompanied by a parent or guardian to get a library card.

Before you can use your library card, you must visit one of our library branches and validate your card within 30 days by showing a government-issued ID that includes your name and present address.

Young adults (ages 13 to 16) can provide the following:

- Current school photo ID
- Current report card
- Working papers

If you do not have any of the IDs listed above, you may provide a current photo ID (e.g. passport, work ID, military ID, green card, etc.) plus proof of current NYS address that has been issued in the last 3 months (paystub, postmarked mail, utility bill). An electronic bill, rental/lease agreement, or bank statement may be used to fulfill the residency requirement*.

**Note: Parents may use their government-issued ID to validate their child's library account.*

Use these steps to get started with free ebooks, audiobooks, and more from the Brooklyn Public Library.

1. Find and open the Brooklyn Public Library's digital collection using one of the following:
    a. The Libby app (recommended for public library users) https://help.overdrive.com/customer/portal/articles/2827114
    b. The original OverDrive app (for all other library or school users) https://help.overdrive.com/customer/portal/articles/2827127
    c. OverDrive.com https://www.overdrive.com/
2. Borrow
    a. Borrow a title from the library's digital collection. You'll need a valid library card or student ID to complete this step.
3. Enjoy
    a. You can enjoy many titles immediately online, download them for offline use, or send borrowed ebooks to a Kindle device (U.S. libraries and schools only).
    b. If you're on a computer, you may also be able to transfer titles to compatible ereaders or MP3 players.

Scholar Name _____ Grade _____

Rising 6th Grade
2020 Required Summer Reading Assignment

Booked (The Crossover Series) by Kwame Alexander

Questions to guide your reading:

1. How do Nick and Coby keep their friendship strong while playing on competing soccer teams?
2. How does Nick handle the tension between his parents?
3. What is the role of family meetings and therapy (with a doctor) in the story?
4. Mr. Mac has an obsession with dragonflies. What do dragonflies represent in the story? What do you think is in the dragonfly box?
5. On page 18 Nick defines "malapropism." Find an example of a malaprop in the story and explain it's double meaning.
6. On page page 77 Mr. Mac is wearing a t-shirt that says "Similes are like metaphors." Why is this funny? How does this statement relate to the book as a whole?
7. Several characters offer Nick advice along the way. Identify a line, phrase, or passage that is pivotal to the story or meaningful to you and explain why its importance.
8. Many characters go through a great deal of change in Booked. Describe one character and how he or she changes. How do these changes affect Nick? How does Nick deal with the many changes in his own life?
9. How is Nick "fouled" throughout the book? Who/what commits "fouls" against him? How does he "foul" himself?
10. What do you think was in the "Key to Freedom" box that Mr. Mac gave to Nick? Why do you think that?

Summer Reading Challenge Activity: Working alone or with your Unity peers, try to translate *Booked* into film. Which aspects of the book would translate especially well to film (ex. dialogue, setting, character, conflict)? You may choose to create a book trailer for the novel or adapt a scene in the book into a screenplay and film it.

Scholar Name _____ Grade _____

Optional Guides to Analyzing Texts

Title: _____ **Author:** _____

Point of View - Which point of view is the story told from: 1st person | 2nd person | 3rd person

Setting (Dates, Time, Location): _____

How does the setting impact the story? (Would the story be different if it were set in a different place? Why?)

_____

_____

Conflict: What is the major problem in the story? What roles do the character play in complicating the problem? _____

_____

Character Growth: What changes did the main character(s) go through? Explain what they were like at the beginning of the novel and how they changed by the end. Use specific evidence from the story to support your response.

_____

_____

_____

_____

Theme: Identify the major theme of the story - the message or lesson the author wanted to convey. Cite evidence from the text to support your response.

_____

_____

_____

_____

Personal Connection: The connection I made with this novel is: text to self, world, text, or media. Give specific details on your connection.

_____

_____

_____

_____

Scholar Name _____ Grade _____

Fiction Story Map

Title: _____ **Author:** _____

Characters (names, descriptions, traits, feelings, and etc.)
Physical Setting (When and where? Be descriptive)
Problem/Conflict
Plot (Major events in order… the action)

Beginning	**Middle**	**End**
•	•	•
•	•	•
•	•	•

Solution/Resolution (How the problem was solved?)
Theme / Author's Message (What can you learn from the story?)
Connections (Connect to self, the world, other texts)

Scholar Name _____ Grade _____

Stop and Jot

STOP & JOT IDEAS

REACT when a part is funny, surprising or dramatic.

- **This makes me feel _____ because…**

CONNECT when a lightbulb goes on in your head.

- **This reminds me of...**

INFER when a character reacts or acts out of character.

- In the text it says _____. From this I can infer_____

- **At first I thought-____. Now, I am beginning to think…. because….**
- **One theory I have is…**
- **____ has more power than _____because….**

EVALUATE when you notice an author's technique or have an opinion.

- **The author does a great job of…**
- **The situation is unfair because…**

RETELL when you come to the end of a section.

- **First…then…next…**

PREDICT when you're on the edge of your seat.

- **In the end I think ____ will….**
- **I think_____will happen because…**

QUESTION when you are bursting with curiosity.

- **I wonder….**
- **Wow, what if…**

Scholar Name _____ Grade _____

Title: _____ **Author:** _____

Scholar Name _____ Grade _____

Choice Board

Directions: Choose one activity to complete from each row. Create your own task if you'd like to use the free space!

Book Title _____ Author _____

Character Analysis If you could have dinner with one of the characters and a friend or family member, who would you choose and why?	**Plot + Creative Writing** Write a sequel to this novel, staying true to its characters.	**Plot + Structure** Rewrite the story in the form of a graphic novel. Be sure to include thought and speech balloons, captions, sound effects, and motion lines.
Theme + Quotables Find or create a quote that captures the essence of the story or one of the story's characters. Create a poster that displays the quote on an image or your own original artwork.	**Free Space**	**Word Work + Creative Writing** Look over the story and record any words, phrases, or whole sentences that are particularly meaningful or interesting to you. Write each one on a strip of paper. Then move the strips around to create a poem, rearranging them or adding your own words until you are satisfied. Give your poem a title.
Plot + Media Make a short video that gives other readers a preview of the story you just read. What is important, interesting, or inspiring about it? Get creative!	**Critical Thinking** Has this book changed the way you think about anything? Explain.	**Plot + Music** Choose 5 school-appropriate songs that you think should be the soundtrack to the novel. Put them in the order you think represents the entire novel accurately. Explain why you chose each song. Answer the following questions for each song: a) What event/character does this song represent and why? b) What specific lyrics in this song represent your book well? 4) Please type your playlist in Google Slides (one slide per song) and send it to Ms. Williams.

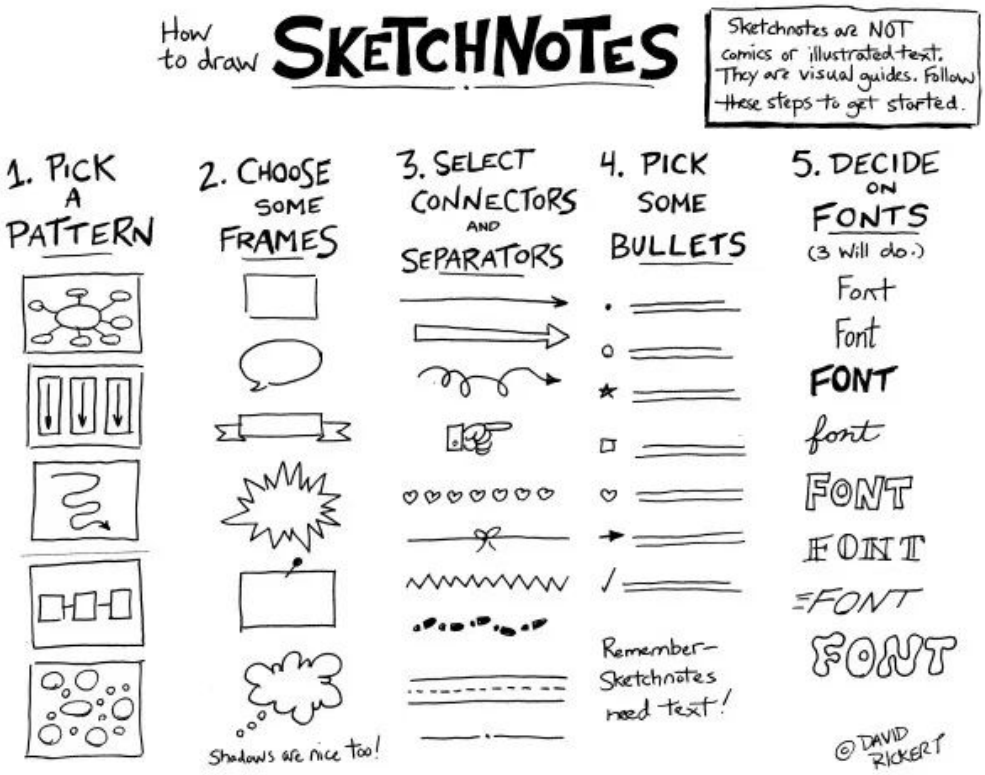
Scholar Name _____ Grade _____

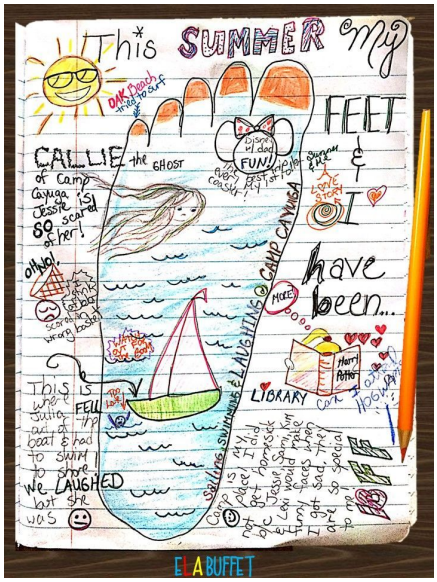
Sketch Notes

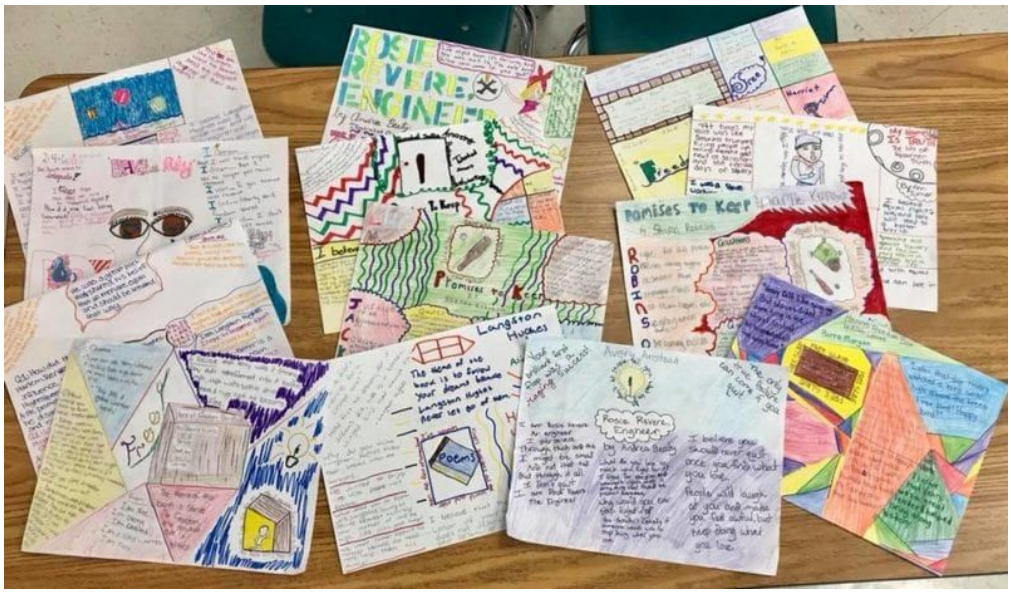
Follow the directions below to complete sketchnotes for one of the books you read this summer on a separate sheet of paper.

Sketch notes should include:

- a minimum of 5 powerful quotes
- a minimum of 3 illustrations/visual representations to represent important moments from the text
- a minimum of 4 adjectives used in the book to describe main characters or the setting
- anything else you would like to include to make your notes creative and powerful
- color and detail







Scholar Name _____ Grade _____

Sketching Through the Story

Directions: Create a visual picture for the SIX MOST IMPORTANT and MEMORABLE parts of the novel. Include enough detail in your drawings that ANYONE who sees your work·will understand a good overview (summary) of your novel. On the line in each box, provide a CAPTION to tell what is happening in the scene.

Title: _____ **Author:** _____

_____	_____
_____	_____
_____	_____

Scholar Name _____ Grade _____

STOP SUMMER SLIDE WITH SUMMER READING

Summer vacation means more than just fun in the sun. When students head out of the classroom and take a break from the books, they risk serious summer learning loss that can negatively impact long-term academic achievement.

SUMMER SLIDE by the NUMBERS

READING PROFICIENCY

THE PATH to LITERACY

THE SUMMER SLIDE

1 MONTH

Reading proficiency gained by students who read during the summer months

2-3 MONTHS

Reading development lost by students who don't read over summer vacation

DID YOU KNOW?

83% of students prefer **PRINT BOOKS** for summer reading, according to one study.

Also, the atmosphere of Uranus is **83% HYDROGEN!**

Low-income students, who often **LACK ACCESS TO BOOKS**, are most likely to fall behind their peers.

Summer vacation creates a **3 MONTH GAP** in reading achievement between students from low and middle-income families.

ELEMENTARY SCHOOL → MIDDLE → HIGH

Over time, these lost months add up to years. By the end of 5th grade, students who don't read during the summer fall nearly **2 YEARS BEHIND** those who do.

By high school, 2/3 of the reading achievement gap can be attributed to summer learning loss during the elementary years.

FORTUNATELY, RESEARCH POINTS TO A SOLUTION.

4 to 6 BOOKS

READING PROFICIENCY

THE PATH to LITERACY

read over summer vacation has the potential to **STOP**—

or even **REVERSE**— summer slide.

booksource

CLASSROOM LIBRARIES TO ENGAGE READERS

Discover the Summer Reading Program from Booksource.

Visit **www.booksource.com/summer-reading** or call **800.444.0435** and keep your students reading and achieving—all year long!

©2018 Booksource. All rights reserved.