



# CJMS Summer Reading For Students In ESOL 4-5

## Why We Have Summer Reading

Reading is a life-long skill that is necessary for one's success and personal enrichment. It can also bring a lifetime of pleasure and mental acuity. Research strongly suggests that reading, like most skills, improves with practice and decreases when we don't engage in it for even a short time. Therefore, consistent with its commitment to prepare all students for success during school and after graduation, Montgomery County Public Schools (MCPS) expects all students to read during the summer.

## Overview of Summer Reading at Cabin John

Cabin John Middle School (CJMS) believes that summer is a time for recreational reading. To that end, all Cabin John **STUDENTS ARE EXPECTED TO READ TWO BOOKS—a FICTION AND a NON-FICTION BOOK OF THEIR CHOICE.** Students must also obtain a parent's or guardian's signature in order to verify that the parent has approved the book and that the student has read the book. Students will also complete a graphic organizer (GO) for each book. These GOs will be collected the first week of school, counted as a homework assignment, and later used in conjunction with formative assessments in Reading Class. *The due date and deadline for this assignment is the second day of school.*

**Students may read any age appropriate novel borrowed from public libraries and/or other sources.** While they may purchase books from any store or on line source, students are **NOT EXPECTED TO PURCHASE A BOOK TO READ.** When deciding what to read, students may want to consider texts that appeal to their individual interests or ones that may provide additional background knowledge for topics covered in sixth grade courses.

All CJMS students are expected to complete Summer Reading, including those who transfer to into CJMS over the summer or during the first week of school. Because this information is being provided to all elementary feeder schools before the end of the current school term and will be posted on the CJMS website throughout the summer, every ESOL 4-5 student should have met these Summer Reading expectations by the first day of school. Likewise, students who transfer from CJMS are expected to contact their new school(s) for information about Summer Reading expectations.

### Suggested Topics for Non-Fiction

Course	Topics/Texts
<b>Language Arts</b>	Biographies, autobiographies, and literature anthologies
<b>World Studies</b>	Economics, ancient civilizations (including: Mesopotamia, Egypt, Greece, Rome, China, India)
<b>Science</b>	Laws of Physics, the Chesapeake Bay, and ecosystems and animal kingdoms (including: adaptation, natural selection, predator/prey relationships and food webs)

### Suggestions for Fiction

TITLE	AUTHOR
<i>The 18<sup>th</sup> Emergency</i>	<i>Betsy Byars</i>
<i>Bridge to Terabithia</i>	<i>Katherine Paterson</i>
<i>Daphne's Book</i>	<i>Mary Downing Hahn</i>
<i>Journey to Jo'burg</i>	<i>Beverley Naidoo</i>
<i>Maniac Magee</i>	<i>Jerry Spinelli</i>
<i>Music of Dolphins</i>	<i>Karen Hesse</i>
<i>My Side of the Mountain</i>	<i>Jean Craighead George</i>
<i>On My Honor</i>	<i>Marion Dane Bauer</i>
<i>So Far from the Bamboo Grove</i>	<i>Yoko Kawashima Watkins</i>
<i>Toothpaste Millionaire</i>	<i>Jean Merrill</i>
<i>Tuck Everlasting</i>	<i>Natalie Babbitt</i>
<i>Words by Heart</i>	<i>Ouida Sebestyen</i>
<i>The Black Cauldron</i>	<i>Lloyd Alexander</i>
<i>The Forgotten Door</i>	<i>Alexander Key</i>
<i>Mr. Tucket</i>	<i>Gary Paulsen</i>
<i>Search for the Shadowman</i>	<i>Joan Lowery Nixon</i>
<i>The Wanderer</i>	<i>Sharon Creech</i>
<i>Where the Red Fern Grows</i>	<i>Wilson Rawls</i>
<i>A Wrinkle In Time</i>	<i>Madeleine L'Engle</i>
<i>Among the Hidden</i>	<i>Margaret Peterson Haddix</i>
<i>Crash</i>	<i>Jerry Spinelli</i>
<i>The Fear Place</i>	<i>Phyllis Reynolds Naylor</i>
<i>Going Home</i>	<i>Nicholasa Mohr</i>
<i>Holes</i>	<i>Louis Sachar</i>
<i>Mrs. Frisby and the Rats of NIMH</i>	<i>Robert C. O'Brien</i>
<i>Planet of Junior Brown</i>	<i>Virginia Hamilton</i>
<i>Taking Sides</i>	<i>Gary Soto</i>
<i>Banner in the Sky</i>	<i>James Ramsey Ullman</i>
<i>Belle Prater's Boy</i>	<i>Ruth White</i>
<i>The Ear, the Eye, and the Arm</i>	<i>Nancy Farmer</i>
<i>Esperanza Rising</i>	<i>Pam Munoz Ryan</i>
<i>Max and Me and the Time Machine</i>	<i>Gery Greer</i>
<i>Ruby Holler</i>	<i>Sharon Creech</i>

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Title: \_\_\_\_\_

Complete the following story map with details from the book.

Setting (Time)

Characters

### Story Map for FICTION

Student Name: \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

*Problem*

*Four to Six Major Events*

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- 
- 
- 
- 
- 

*Outcome*

# Main Idea and Details for NON-FICTION

Student Name \_\_\_\_\_

Directions: Complete the following graphic organizer with main ideas and important details from the book.

Title and Author: \_\_\_\_\_

*Main Idea:*

\_\_\_\_\_

*Details:*

▪ \_\_\_\_\_

▪ \_\_\_\_\_

▪ \_\_\_\_\_

*Main Idea:*

\_\_\_\_\_

*Details:*

▪ \_\_\_\_\_

▪ \_\_\_\_\_

▪ \_\_\_\_\_

*Main Idea:*

\_\_\_\_\_

*Details:*

▪ \_\_\_\_\_

▪ \_\_\_\_\_

▪ \_\_\_\_\_

I think the author wrote about this topic because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

