

Beaumont Middle School
Summer Reading List - Grade 6
 2019-2020 School Year

All students who will be attending Beaumont Middle School in the sixth grade are recommended to read **two** books over the summer and complete **one reading project for each book**. These books can be found at the Lexington Public Library and local book stores. Upon returning to school from summer break, students will have two weeks to turn in the projects to the language arts teacher.

RECOMMENDED BOOKS

1. **Scythe** – Neal Shusterman (830 Lexile)
2. **A Long Way From Chicago: A Novel in Stories** – Richard Peck (750 Lexile)
3. **Refugee** – Alan Gratz (800 Lexile)
4. **Behind Rebel Lines** (The Incredible Story of Emma Edmonds, Civil War Spy) – Seymour Reit (830 Lexile)
5. **Bell Prater's Boy** – Ruth White (760 Lexile)
6. **Elijah of Buxton** – Christopher Paul Curtis (1070 Lexile)
7. **Hard Hit** – Ann Turner (N/A Lexile)
8. **Harris and Me: A Summer Remembered** – Gary Paulsen (1060 Lexile)
9. **King George: What Was His Problem?** – Steve Sheinkin (880 Lexile)
10. **Marley and Me: Life and Love with the World's Worst Dog** – John Grogan (1050 Lexile)
11. **Miracle's Boys** – Jacqueline Woodson (660 Lexile)
12. **Soul Surfer** – Bethany Hamilton (960 Lexile)
13. **Trouble** – Gary D Schmidt (930 Lexile)
14. **The Wanderer** – Sharon Creech (830 Lexile)
15. **We Are the Ship** – (The Story of Negro League Baseball) – Kadir Nelson (900 Lexile)
16. **Front Desk** – Kelly Yang (640 Lexile)
17. **Pax**-Sarah Pennypackle (760 Lexile)
18. **One for the Murphys**-Lynda Mullaly Hunt (520 Lexile)
19. **Fish in a Tree**- Lynda Mullaly Hunt (550 Lexile)
20. **Small As an Elephant**- Jennifer Richard Jacobson (790 Lexile)
21. **The Crossover**- Kuame Alexander (750 Lexile)
22. **All Rise for the Honorable Perry T. Cook**-Leslie Connor (540 Lexile)
23. **The Last Boy at St. Edith's**- Lee Gjersten Malone (780 Lexile)
24. **Game Changer**- Tommy GreenWald (750 Lexile)
25. **Raymie Nightingale**- Kate DiCamillo (550 Lexile)

For additional information, contact Ms. Jeanene Jones 6th grade language arts teacher, at jeanene.jones@fayette.kyschools.us

READING PROJECTS

Choose one project for each book. You must use a different project for each book.

1. **Personality Pie Chart:** Choose a favorite (or least favorite) character and graph out the different parts of their personality. Share details from the book to support your observation.
2. **Focus Bar Graph:** Choose a chapter of the book. Identify the main focus of 5 paragraphs. Does it explain more about a certain character? Does it describe action? Does it describe setting? Once you have analyzed each paragraph, create a bar graph of your findings. Why do you think the author focused as he or she did?
3. **Design a New Cover:** Do you like the jacket of your book? Create a new jacket that you feel captures the themes or idea of the book. Why did you choose the subject and style that you chose? Write a paragraph or two to explain your choices.
4. **Venn Diagram:** Compare yourself to a character in the book. How are you alike? How are you different? Strive for "deeper" comparisons (not just your hair color, for example). What did you learn by comparing yourself to the characters?

READING JOURNAL PROJECTS GRADING RUBRIC

Content	Organization	Writing Mechanics
4 – Followed all directions and included specific examples from the book to support main themes. Explanations are thorough and well-expressed.	3 – Ideas are developed and organized in a logical structure throughout the project. Style is maintained.	3 – Demonstrates and maintains a developed command of standard English conventions with few errors in spelling, capitalization, punctuation, and grammar.
3 – Followed directions and included some examples from the book to support themes. Explanations are expressed, but are lacking details.	2 – Ideas are developed and organized in a logical structure, but it is not maintained throughout the project.	2 – Demonstrates some control of developed command of standard English conventions with some errors in spelling, capitalization, punctuation, and grammar.
2 – Followed directions and included few examples from the book to support themes. Attempts at explanations are expressed, but are lacking details and support from the text.	1 – Ideas are not developed or organized or in a logical structure. Little to no thought is put into the structure of the project.	1 – Demonstrates little or no control of developed command of standard English conventions with many errors in spelling, capitalization, punctuation, and grammar.