Summer 2017 Reading
Fuller Middle School
Grades 6-8

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<tr>
<th></th>
<th>Student A Reads</th>
<th>Student B Reads</th>
<th>Student C Reads</th>
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<tr>
<td>20 minutes per day</td>
<td>3,600 minutes per school year</td>
<td>80 minutes per school year</td>
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<tr>
<td>1,800,000 words per year</td>
<td>282,000 words per year</td>
<td>8,000 words per year</td>
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Scores in the 90th percentile on standardized tests.
Scores in the 50th percentile on standardized tests.
Scores in the 10th percentile on standardized tests.

If they start reading for 20 minutes per night in kindergarten, by the end of 5th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

Want to be a better reader? Simply read.
At Fuller Middle School, we know that summer reading is critical to helping students maintain their reading skills, explore new ideas and most important, develop a love of reading. We encourage families to read the assigned books together, talk to one another about the books, and share favorite stories. We encourage students to write down a list of the books they read so that we can share them when they return to school.

Students are required to read a minimum of two books. One book should be a district selection for their grade level and the other book is the student’s choice. Students are encouraged to read as many other books as possible. Books can be found at the Framingham Public Library, at the Framingham middle school libraries, and at area book stores.

**Student Expectations**

1. For the **District Selection** (see choices as follows): Complete a Socratic Seminar reading ticket. You will be responsible for creating four open-ended questions to ask of the group based on your book. (Socratic Seminar ticket is attached.)

   **Grade Level District Selections:**
   - **Grade 6:** *Where the Mountain Meets the Moon*, by Grace Lin  
     OR *The Color of My Words*, by Lynn Joseph
   - **Grade 7:** *Out of My Mind*, by Sharon Draper  
     OR *Freak the Mighty*, by Rodman Philbrick
   - **Grade 8:** *The Boy on the Wooden Box*, by Leon Leyson  
     OR *Hidden Figures* by Margot Lee Shetterly available in original edition and a Young Reader’s edition

2. For the **choice book**: Complete one journal entry. (Choose one journal prompt from the attached list.)
Journal Entry Prompts

Choose one of the following prompts and write a response to the book you have read from the recommended grade-level list:

- Describe the author's craft (language and style). What was good about the author's writing? What things might you try to do in your writing that you learned from this author?

- Identify a moment that propels (moves) the action forward in the story. Why is this important to the overall story?

- Describe an important inference (a conclusion reached on the basis of evidence and reasoning) you made while reading this text. Use several pieces of evidence to explain this inference.
Preparing for Summer Reading Socratic Seminar

Socrates (470-399 B.C), a Greek philosopher, was convinced that the surest way to attain reliable knowledge was through the practice of disciplined conversation. He called this method dialectic, meaning the art or practice of examining opinions or ideas logically, often by the method of question and answer, so as to determine their validity.

Participants in a Socratic seminar respond to one another with respect by carefully listening instead of interrupting. They are encouraged to paraphrase essential elements of another’s ideas before responding, either in support of or in disagreement. Members of the dialogue look each other in the eyes and use each other’s names. They also raise their hands to be called on, and wait for the moderator to acknowledge them before speaking.

Participant Preparations – What to do before coming to a Socratic seminar:

I. Read the text thoroughly, marking or using Post-it notes to highlight key passages.
II. Create 4 open ended questions (insightful questions about the text that will require proof, evidence, and group discussion and "construction of logic" to discover or explore the answer to the question) using the sentence stems below if needed.
III. Record important vocabulary words on the ticket.

What puzzles me is...
I’d like to talk with people about...
I’m confused about...
Don’t you think this is similar to...
Do you agree that the big ideas seem to be...
Another point of view is...
I think it means...
Do you think...
What does it mean when the author says...
Do you agree that...
I have questions about...

Revised: March 24, 2016
**Independent Reading Response Rubric**

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<tr>
<td><strong>Content and Ideas</strong></td>
<td>Demonstrates strong understanding of the text. Thoughts and inferences are clearly stated and include important ideas from the text.</td>
<td>Demonstrates adequate understanding of the text. Thoughts and inferences are general or implied.</td>
<td>Demonstrates some understanding of the text. Thoughts and inferences are inconsistently clear.</td>
<td>Demonstrates little to no understanding of the text. Thoughts and inferences are not included in the response.</td>
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<td><strong>Supporting Details and Explanation</strong></td>
<td>There is sufficient relevant and strong evidence from the text to support ideas. The evidence is either quoted or paraphrased clearly. Response includes explanations that are insightful, clear and complete.</td>
<td>There is some evidence from the text to support ideas. Response includes explanations that are somewhat clear and complete.</td>
<td>There is little relevant evidence to support ideas. Response includes explanations that may be unclear or incomplete.</td>
<td>There is no evidence from the text to support ideas. Response includes no explanation of evidence from the text.</td>
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<tr>
<td><strong>Spelling and Mechanics</strong></td>
<td>Spelling and capitalization are generally correct. Grammar and usage are correct.</td>
<td>Spelling and capitalization are sometimes uneven. Grammar and usage do not interfere with the meaning but are not always correct.</td>
<td>Spelling and capitalization are uneven. Grammar and usage errors interfere with the meaning of the text.</td>
<td>Spelling and capitalization or frequently incorrect. Grammar and usage mistakes are frequent and interfere with the meaning of the text.</td>
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<td><strong>Response Structure</strong></td>
<td>Response includes title, author, and pages read. Response shows satisfactory progress in completing the book. Response is cohesive and well organized.</td>
<td>Response includes some of the requirements and shows some progress in completing the book. Response is somewhat cohesive and organized.</td>
<td>Response lacks several requirements and shows little progress in completing the book. Response lacks cohesion and/or organization.</td>
<td>Response does not include requirements and shows no progress in completing the book. Response is unorganized.</td>
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Write four open-ended questions to ask during the seminar:

Question 1

________________________________

________________________________

Question 2

________________________________

________________________________

Question 3

________________________________

________________________________

Question 4

________________________________

________________________________

Write down other questions or ideas that come up for you during the seminar:

________________________________

________________________________

________________________________

________________________________

________________________________

________________________________
This ticket is non-refundable; good for this day’s seminar—only. Please, no flash photography.

What **TWO** topics were discussed that interested you most? Why?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Explain how the Seminar influenced your thinking or understanding:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What was the best thing about Socratic Seminar? ____________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What was most challenging about Socratic Seminar? ____________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What was one very smart and helpful way that you participated?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Score your performance

For each of the following categories, circle a ranking of your performance (5 is highest; 1 is lowest).

**LEAD:** talk to the group, take turns (don’t raise hand), encourage peers

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**PARTICIPATE:** ask questions, give answers, build on the dialogue

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**RESPECT:** listen, clarify, make eye contact; generous, patient, mature

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**UNDERSTAND:** paraphrase, think, look at specifics and the big picture

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**SUPPORT:** use the text, personal experience, how it fits in your world

| 5 | 4 | 3 | 2 | 1 |