

Summer Reading Requirements

6th Grade IB

1. All Magnet students are required to choose one book from the Junior Tome Society Middle School (Grades 6-8) list and one book from the Helen Ruffin Reading Bowl Middle School (Grades 6-8) list. The list is also accessible on the Richards Middle School website at <http://richardsmcsdga.com/international-baccalaureate/>. All summer reading requirements and rubrics are due by August 23, 2019.
2. Students will write a reflection paragraph for the Helen Ruffin Reading Bowl book. (see instructions below)
3. Students will complete one activity for the Junior Tome Society book. (see activity list). All activities are based on the Junior Tome Society Competitions <http://www.tomesociety.org/competitions.html>. Students will present their Junior Tome Society activity to the class. Ms. Moxley, the Richards Middle School Librarian, will choose the students' activities that will be entered in the Junior Tome Society Competitions.
4. The IB rubric that will be used for the Reflection paragraph is provided. Activities will be assessed using the Junior Tome Society Middle School Rubrics.

Reflection Instructions

Write a Reflection paragraph (8-10 sentences) for your Helen Ruffin Reading Bowl book choosing from the following topics: (be sure your paragraph has an appropriate topic sentence and ends with an appropriate closing sentence)

- a. Explain two major themes from the book that spoke to you.
- b. If you were one of the characters in the book, who would you be and why?
- c. Would you recommend this novel to other readers? Give specific reasons for why you would or would not recommend it. ("It was a great book," or "It was a boring book," is not a specific reason, but they may be used to introduce your specific reasons.)
- d. Were you satisfied with the ending of the novel? Explain why or why not.

Reading List

Junior Tome Society Middle School (Grades 6-8)

<i>Arlo Finch and the Valley of Fire</i>	John August
<i>24 Hours in Nowhere</i>	Dusti Bowling
<i>The Only Road</i>	Alexandria Diaz
<i>Lights, Camera, Disaster</i>	Erin Dionne
<i>The Goose Girl</i>	Shannon Hale
<i>Lifeboat 12</i>	Susan Hood
<i>The Exact Location of Home</i>	Kate Messner
<i>The Legend of Greg</i>	Chris Rylander
<i>City of Ghosts</i>	Victoria Schwab
<i>The Memory of Forgotten Things</i>	Kat Zhang

Helen Ruffin Reading Bowl Middle Grades (6-8)

<i>Rebound</i>	Kwame Alexander
<i>The Journey of Little Charlie</i>	Christopher Paul Curtis
<i>The Night Diary</i>	Veera Hiranandani
<i>Every Shiny Thing</i>	Cornelia Jensen and Laurie Morrison
<i>The Seventh Wish</i>	Kate Messner
<i>Breakout</i>	Kate Messner
<i>Resistance</i>	Jennifer A. Nielsen
<i>My Brigadista Year</i>	Katherine Paterson
<i>Nevermoor: The Trials of Morrigan Crow</i>	Jessica Townsend
<i>Harbor Me</i>	Jacqueline Woodson

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought or imagination and minimal exploration of new perspectives and ideas ii. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience iii. selects few relevant details and examples to support ideas.
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. produces texts that demonstrate adequate personal engagement with creative process; demonstrates some thought or imagination and some exploration of new perspectives and ideas ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstration some awareness of impact on an audience iii. selects some relevant details and examples to support ideas.
5-6	<p>The student:</p> <ul style="list-style-type: none"> i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought or imagination and substantial exploration of new perspectives and ideas ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience iii. selects sufficient relevant details and examples to support ideas.
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought or imagination ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience iii. selects extensive relevant details and examples to support ideas.

CHOICE ONE: IT List Book Trailer and Rubric

Objective: Students will create a book trailer based on one of the current Junior Tome Society It List nominees from the appropriate chapter level.

Anchor Standards:

[CCSS.ELA-Literacy.CCRA.R.2](#) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

[CCSS.ELA-Literacy.CCRA.SL.4](#) Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.CCRA.SL.5](#) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Method of creation:

Any video program can be used. The finished product will need to be in a format that can be linked to a public URL, such as YouTube or Animoto if student's book trailer is chosen for competition.

Product should include:

1. be between 30 seconds and 3 minutes in length.
2. include book title
3. include author of book
4. include an image of the cover of the book
5. follow all Fair Use/copyright guidelines
6. hook the viewer and promote the book, but not give away the ending
7. strive to have seamless, engaging, and professional quality
8. include any other artistic or promotional elements student wants to add for creativity

Product does NOT have to be live action. Please research publisher released book trailers online for inspiration.

*Fair Use Guidelines - **Transformativeness.** Is my use of a copyrighted work transformative? Am I using the material for a different purpose than that of the original? Or am I just repeating the work for the same intent and value as the original?

Also review the *Code of Best Practices for Online Video*, which applies to the creation of new videos that are distributed online. People can use copyrighted material:

Element	Exemplary	Proficient	Unsatisfactory	Points
Content (15)	Video promotes a current It List title (15)		Video does not promote a current It List Title (0)	
Length (5)	Video is at least 30 seconds long and no more than 3 minutes long (5)		Video is not 30 seconds long or is longer than 3 minutes (0)	
Title (2)	Video includes the title of the book(2)		Video does not include the title of the book, or an incorrect title (0)	
Author (2)	Video includes the name of the author of the book(2)		Video does not include the author's name or the name is spelled incorrectly (0)	
Cover (5)	Video includes an image of the cover of the book (5)		Video does not include an image of the cover of the book (0)	
Copyright/Fair Use* (5)	Fair Use guidelines* for images, videos, or text are followed. (5)	Some elements do not follow Fair Use guidelines. (1-4pts)	Video does not conform to Fair Use guidelines (0)	
Promotion of Book (10)	Video hooks the viewer and makes them want to know more about the book, without giving away the ending (10)	Video leaves the viewer slightly confused about the content of the book (1-9 pts)	Video is uninteresting and/or does not make the viewer interested in knowing more about the book and/or gives away the ending (0)	
Quality (10)	Video is well made, has perfect grammar/spelling, seems professional (10)	Video lacks professional quality but is still a good product and/or has some grammar/spelling errors (1-9 pts)	Video is poorly made and/or has several grammar/spelling mistakes (0)	
Creativity (10)	Video is thoughtful and creative; it is clear that the student planned out the elements of the video. (10)	Video is somewhat creative, but includes more generic elements and/or could benefit from more organization. (1-9 pts)	Video is generic and lacks creativity. (0)	
Submission (1)	Video is an acceptable format and is easily accessible for judging (1)		Video is not submitted in an acceptable format/is not easily accessible for judging (0)	
Total				____/65

CHOICE TWO: IT List Promotional Book Flyer

Objective: The student will create a flyer advertising one of the current Tome Society It List nominees from the appropriate chapter level.

Anchor Standards:

[CCSS.ELA-Literacy.CCRA.R.2](#) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

[CCSS.ELA-Literacy.CCRA.R.7](#) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

[CCSS.ELA-Literacy.CCRA.R.10](#) Read and comprehend complex literary and informational texts independently and proficiently

Method of creation:

Any desktop publishing software. Finished product should be saved as a **.pdf file** and be the equivalent of 1 printed 8 ½" x 11" page. Book Flyer should be printed in color.

Product should include:

1. Image of book cover
2. Book title
3. Author of book
4. Book Call Number
5. Short teaser description of book
6. Best audience for the book (i.e. guys, girls, anyone, etc.)
7. Rating out of 5 (can use any symbol - i.e. stars, thumbs up, hotdogs, etc.)
8. QR code to an online resource (i.e. review, blog, trailer, author website, etc.)
9. Any other artistic or promotional elements student wants to add for creativity
10. Perfect grammar and spelling

ELEMENT	Exemplary	Proficient	Unsatisfactory	POINTS
Content (10)	Flyer promotes a current It List or Jr It List title (10)		Flyer does not promote a current It List or Jr It List Title (0)	
Title (1)	Flyer includes the title of the book(1)		Flyer does not include the title of the book, or an incorrect title (0)	
Author (1)	Flyer includes the author of the book(1)		Flyer does not include the author's name or the name is spelled incorrectly (0)	
Cover (5)	Flyer includes an image of the cover of the book (5)		Flyer does not include an image of the cover of the book (0)	
Call Number (1)	Flyer includes the Call Number of the book appropriate for the student's library(1)		Flyer does not include the Call Number of the book, or an incorrect Call Number is provided (0)	
Audience (5)	Flyer suggests a group of people who would most enjoy this book, suggestion is accurate and clear with concise reasoning (5)	Flyer suggests a vague audience for this book (1-4)	Flyer does not suggest an audience for this book (0)	
Rating (2)	Flyer includes an image based rating for this book out of 5, rating symbols are clever and appropriate to the book.(2)	Flyer includes a generic rating system for the book out of 5, such as stars, or flyer only states the rating, but has no image included. (1)	Flyer does not include a rating for this book.(0)	
QR Code (1)	Flyer includes a working QR code linking viewers to an online resource for the book (book trailer, website, online review/summary, etc.) (1)		Flyer does not include a QR code or the QR code link is broken or the QR code does not link to an appropriate resource. (0)	
Grammar & Format (5)	The flyer is written with correct grammar and there are no spelling errors and is submitted in the correct format and dimensions. (5)	The flyer has a few errors in spelling, grammar, or other writing mechanics. And/or the flyer may not be submitted in the correct format or dimensions. (1-4 pts)	The flyer has several errors in spelling, grammar, or other writing mechanics. And/or the flyer was not submitted in the correct format or dimensions. (0)	
Creativity/ Visual Appeal (15)	Flyer is very visually appealing, neat, and creative (15)	Flyer lacks some organization or visual appeal (1-14pts)	Flyer does not reflect time or care in creation (0)	

CHOICE THREE: IT List Poem

Objective: Students will create an original poem from the point of view of a character in a current It List nominee.

Anchor Standards:

CCSS.ELALiteracy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELALiteracy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELALiteracy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELALiteracy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Method of creation: Use Microsoft Word Document, Times New Roman or Arial and 12 Font Poem should be printed.

Product should include:

1. A cover page stating: It List book name, character name, short scene description (with page numbers and book format for cross reference by judges)
2. A creative title for the poem
3. A clear tie-in to one of the current It List nominees
4. At least 50 words
5. A clear poetic style
6. A clear word picture of which character is speaking and what scene they are inspired by from the book

Questions to consider when composing your poem:

1. What character's voice am I speaking in?
2. During what scene is he/she/it thinking this?
3. What is the character feeling?
4. What is the character sensing (seeing, hearing, smelling, tasting, touching, etc)?

ELEMENT	Exemplary	Proficient	Unsatisfactory	POINTS
Title (5)	The poem includes an appropriate, descriptive title. (5 points)	The poem includes a title, but it is not appropriate and/or descriptive. (1-4 points)	The poem does not include a title (0 points)	
Overall Theme (25)	The poem is clearly inspired by a current It List nominee. (20-25 points)	It is unclear if the poem is inspired by a current It List nominee. (1-19 points)	The poem is clearly not inspired by a current It List nominee. (0 points)	
It List Character Point of Reference (15)	Poem clearly conveys a specific character's thoughts during a specific scene (14-15 points)	It is unclear which character's thoughts are being conveyed or if the poem is from a character's perspective. (1-13 points)	The poem is clearly not from a character's perspective (0 points)	
Personal/ Original (20)	Poem is student's original work, with a clear personal style. (16-20 points)	The poem is the student's original work, but the style of the poem tone is not clearly original (1-15 points)	The poem is not the student's original work (0 points for all categories, entry will not be judged)	
Mechanics (20)	Poem should contain perfect grammar and spelling; poem should be well organized and concise. (20 points)	The poem contains less than 3 spelling grammar errors (1-19 points)	The poem contains 4 or more spelling/grammar errors (0 points)	
Format (15)	Poem is a minimum of 50 words. Cover page is included and complete. (15 points)	The poem is not a minimum of 50 words and or the cover page is included or incomplete (1-14 points)	Cover page is not included and poem is less than 50 words (0 points)	
TOTAL				<u> </u> /100

CHOICE FOUR: It List Fan Art Competition

Objective: Students will create an original piece of Fan Art based on one of the current Tome Society It List nominees from the appropriate chapter level that they have personally read. This can be an illustration of a scene/character from an It List Book or a redesigned cover.

Anchor Standards: [CCSS.ELA-Literacy.CCRA.SL.5](#) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Method of creation:

Students can use any 2D artistic medium, digital or hand-created. All entries must be totally and completely the original work of the student (no clip art or stock images).

Guidelines:

1. Should be a picture representing a scene or characters from a current It List nominee, or a redesign of the cover.
2. Should include the title of the It List book somewhere on the image.
3. Should be original artwork created by the student.
4. Should not include any copyrighted material.
5. Not a team competition.
6. Final product should be scanned/photographed in color and submitted as a .jpg or .png file.
7. Title of book represented.
8. A student's 2D artistic representation of a scene or characters from a current It List nominee, or a redesigned cover of the book.
9. School appropriate images.

IT Fan Art Rubric

Name _____

Element	Exemplary	Proficient	Unsatisfactory	Points
Content (15)	Image depicts a current It List title (15)		Image does not depict a current It List title (0)	
Title (2)	Image includes the title of the book (2)		Image does not include the title of the book, or an incorrect title (0)	
Original Work (20)	Contains no copyrighted material. Is student's complete original work (20)		Image is not completely student's original work (0)	
Representation of Book (10)	Image clearly depicts the cover or a character or scene from the book (10)	Image needs explanation to understand relationship to the book (1-9 pts)	Image does not represent the book titled in the project (0)	
Quality (15)	Fan art is high quality, well made, has perfect grammar/spelling where applicable, seems professional (12-15)	Fan art lacks professional quality but is still a good product and/or has some grammar/spelling errors where applicable (6-11 pts)	Fan art is poorly made, unfinished, and/or has several grammar/spelling mistakes (0-5)	
Creativity (15)	Fan art is thoughtful and creative; it is clear that the student planned out the project. (12-15)	Fan art is somewhat creative could benefit from more thought and planning. (1-11 pts)	Fan art is generic and lacks creativity. (0)	
Submission (3)	Fan art is submitted in an acceptable format and is easily accessible for judging (3)		Fan art is not submitted in an acceptable format/is not easily accessible for judging (0)	
Total				____/80