

1. Choose one book from the Junior Tome Society Middle School (Grades 6-8) list **OR** one book from the Helen Ruffin Reading Bowl Middle School (Grades 6-8) list to read. Students will be required to take an Accelerated Reader Test on the novel when they come to school in August.
2. Write a Reflection paragraph for your book choosing **ONE** from the following topics: (be sure your paragraph has an appropriate topic sentence and ends with an appropriate closing sentence) You may type or neatly handwrite your paragraph.
 - 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.
3. The IB rubric that will be used to score your Reflection paragraph is on page 2.

Voluntary Enrichment Summer Reading Project for Junior Tome

4. Student may complete one competition (Fall or Spring) for the Junior Tome Society book. Access this website <http://www.tomesociety.org/competitions.html> for the different competitions. 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. Activities will be assessed using the Junior Tome Society Middle School Rubrics. Extra credit for completion of competition project.

Reading List

Helen Ruffin Reading Bowl Middle Grades (6-8)

| Junior Tome Society Middle School (Grades 6-8) | Helen Ruffin Reading Bowl List (Grades 6-8) |
|---|--|
| <i>Pony</i> by R.J. Palacio | <i>Amari and the Night Brothers</i> by B.B. Alson |
| <i>Ten Thousand Tries</i> by Amy Makechnie | <i>Maybe He Just Likes You</i> by B. Dee |
| <i>The Treasure of the World</i> by Tara Sullivan | <i>96 Miles</i> by J.L. Esplin |
| <i>The Last Cuentista</i> by Donna Barba Higuera | <i>Unsettled</i> by R. Faruqi |
| <i>Real</i> by Carol Cujec with Peyton Goddard | <i>Opie’s Ghosts</i> by J. Ireland |
| <i>The Canyon’s Edge</i> by Dusti Bowling | <i>Finding Junie Kim</i> by E. Oh |
| <i>Daughter of the Deep</i> by Rick Riordan | <i>Born to Fly: The First Women’s Air Race Across America</i> by S. Sheinkin |
| <i>I Am Defiance</i> by Jenni L. Walsh | <i>Coop Knows the Scoop</i> by T. Sounders |
| <i>Oddity</i> by Eli Brown | <i>Born Behind Bars</i> by P. Venkatraman |
| <i>Paradise on Fire</i> by Jewell Parker Rhodes | <i>Shape of Thunder</i> by J. Warga |

| Achievement Level | Level Descriptor |
|-------------------|--|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student: <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 | The student: <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 | The student: <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 | The student: <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. |