*IMPORTANT: All students in gifted (PROBE) language arts, math, science, and/or social studies classes are expected to complete the gifted summer reading assignments which consist of reading at least two books (one fiction from the attached list and one nonfiction (student choice), and complete the two assignments below.

1. **GIFTED SUMMER READING REQUIREMENT #1 - FICTION**
   You are required to read one fiction book from the attached list, and complete a dialectical journal for that fiction book (see and carefully read attached directions). Dialectical journals are due to your language arts teacher by the end of the first week of school in August – QUALITY WORK EXPECTED – please see detailed directions!

2. **GIFTED SUMMER READING REQUIREMENT #2 - NONFICTION**
   You must read at least one age and ability appropriate non-fiction book of your choice on a topic you are interested in – want to know more about. Please complete the attached Non-fiction Book Response Form, and as an “expert” on your book’s topic, prepare a brief book talk (1-3 minutes). As you read the non-fiction book, you may want to keep notes on the central/main idea and the key/supporting ideas (and most interesting “stuff”) in order to be better prepared to create your book talk. The book talks will occur during the second week of school in August in small groups. Remember to focus on the most interesting stuff for your book talk!

3. **OPTIONAL/BONUS (not required):** Read as many books as possible, and maintain a DAILY READING LOG. You may record your reading minutes, etc. using an online form, or use your own. Please include the following on your reading log: book titles, dates read, number of minutes read EACH DAY, and a brief response for each book. Turn in your log to your language arts teacher by the end of the first week of school in August. Based on the data in the following table, if you read an AVERAGE of 60 or more minutes a day, you will automatically increase your achievement/brain power, AND you will earn a bonus to apply to your LA grade. The books for Option 3 may be any books of your choosing (fiction and nonfiction) – from the reading list or not. Date your reading log from the first day of summer break in May to the first day of school in August.
# WHAT MATTERS: VARIATION IN AMOUNT OF INDEPENDENT READING

<table>
<thead>
<tr>
<th>Percentile Rank</th>
<th>Minutes per day</th>
<th>Words Read per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Books</td>
<td>Text</td>
</tr>
<tr>
<td>98</td>
<td>65.0</td>
<td>76.3</td>
</tr>
<tr>
<td>90</td>
<td>21.2</td>
<td>33.4</td>
</tr>
<tr>
<td>80</td>
<td>14.2</td>
<td>24.6</td>
</tr>
<tr>
<td>70</td>
<td>9.6</td>
<td>16.9</td>
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<tr>
<td>60</td>
<td>6.5</td>
<td>13.1</td>
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<td>50</td>
<td>4.6</td>
<td>9.2</td>
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<tr>
<td>40</td>
<td>3.2</td>
<td>6.2</td>
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<tr>
<td>30</td>
<td>1.8</td>
<td>4.3</td>
</tr>
<tr>
<td>20</td>
<td>0.7</td>
<td>2.4</td>
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<tr>
<td>10</td>
<td>0.1</td>
<td>1.0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Anderson, Richard C., Wilson P.T., Fielding, L.G. *Growth in Reading and how Children Spend Their Time Outside of School*
* Text includes newspapers, magazines, environmental print, etc.

### Hull Middle Gifted 6th Grade - 2019 Fiction Summer Reading List

**A wrinkle in time**
- Call #: FIC LEN
- L'Engle, Madeleine.
- Published 1962
- Reading Level: 4.7
- Interest Level: 5-8
- Lexile: 740
- ★★★★★☆

*When You Reach Me* by Rebecca Stead (works well with *A Wrinkle in Time* - recommended together)

**When you reach me**
- Call #: FIC STE
- Stead, Rebecca.
- Published 2009
- Reading Level: 5.6
- Interest Level: 5-8
- Lexile: 750
- ★★★★★

**Because of Mr. Terupt**
- Call #: FIC BUY
- Buyea, Rob.
- Published 2010
- Reading Level: 4.6
- Interest Level: 3-6
- Lexile: 560
- ★★★★★

*Mr. Terupt Falls Again* (Book #2)

**Breadcrumbs**
- Call #: FIC URS
- Ursu, Anne.
- Published 2013
- Reading Level: 4.8
- Interest Level: 3-6
- Lexile: 720
- ★★★★★☆
I.Q. series by Roland Smith

I.Q. Independence Hall (Book #1)
I.Q. The White House (Book #2)
I.Q. Kitty Hawk (Book #3)
I.Q. Alamo (Book #4)
I.Q. The Windy City (Book #5)
The Westing Game by Ellen Raskin

A bizarre chain of events begins when sixteen unlikely people gather for the reading of Samuel W. Westing's will. And though no one knows why the eccentric, game-loving millionaire has chosen a virtual stranger - and a possible murderer - to inherit his vast fortune, one thing's for sure: Sam Westing may be dead... but that won't stop him from playing one last game!
The Mysterious Benedict Society series by Trenton Lee Stewart
The Mysterious Benedict Society (Book #1)
The Mysterious Benedict Society and the Perilous Journey (#2)
The Mysterious Benedict Society and the Prisoner's Dilemma (#3)
The Extraordinary Education of Nicholas Benedict (#4)

The name of this book is secret by Pseudonymous Bosch
The Name of This Book is Secret (Book #1)
If You're Reading This, It's Too Late (#2)
This Book is Not Good for You (#3)
This Isn't What it Looks Like (#4)
You Have to Stop This (#5)

The true meaning of Smekday by Adam Rex
Published 2009
Reading Level: 4.5 Interest Level: 5-8
Lexile: 740

Where the mountain meets the moon by Grace Lin
Published 2009
Reading Level: 5.7 Interest Level: 3-6
Lexile: 820

Wonder by R. J. Palacio
Published 2012
Reading Level: 5.1 Interest Level: 3-6
Lexile: 790

Wonder has a sequel -- Auggie and Me.

What is a Lexile?
A Lexile measure is a valuable piece of information about either an individual's reading ability or the difficulty of a text, like a book or magazine article. The Lexile measure is shown as a number with an "L" after it — 880L is 880 Lexile. Higher Lexile measures represent a higher level of reading ability.

A book, article or piece of text gets a Lexile text measure when it's analyzed. For example, the first "Harry Potter" book measures 880L, so it's called an 880 Lexile book. A Lexile text measure is based only on the semantic and syntactic elements of a text. Many other factors affect the relationship between a reader and a book, including its content, the age and interests of the reader, and the design and complexity of the actual book. The Lexile text measure is simply a good starting point in the book-selection process, with these other factors then being considered as well.

**PLEASE DO NOT BASE YOUR READING SELECTIONS ON LEXILE LEVELS ALONE – IS ONLY ONE OF MULTIPLE FACTORS.**
**6th Grade PROBE Summer Reading Response — Nonfiction**

First and Last Name__________________________________________ Due Date 8/9/19 LA Period_____

Title of Book_____________________________________________Author _______________________________________

Total Pages Read: __________ Rating: __________

<table>
<thead>
<tr>
<th><strong>Set a Purpose - Before Reading:</strong></th>
<th>I am interested in the <strong>subject</strong> or <strong>topic</strong> of this book because . . .</th>
</tr>
</thead>
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<tr>
<td>A <strong>question</strong> I expect to be answered by this book is . . .</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Main/Central Idea</strong></th>
<th>This book is <strong>mostly about</strong> . . .</th>
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</table>

**Supporting Details and Facts**

- Information given to the reader to support and explain the main idea

<table>
<thead>
<tr>
<th>List three <strong>facts or details</strong> from your book that <strong>support this main idea:</strong></th>
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<tbody>
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<thead>
<tr>
<th><strong>Summary:</strong> (Minimum 7 sentences) Write the most important ideas and details you learned from reading this book.</th>
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</table>

**Summary:**

| ____________________________________________________________ |
|________________________________________________________________|
|________________________________________________________________|
|________________________________________________________________|
|________________________________________________________________|
|________________________________________________________________|
| **Author’s Purpose:**  
Think about WHY the author wrote this book. Is the book written to **inform**, to **persuade**, to **entertain**, or to **share an experience**? | The **author’s purpose** for writing this book is to________________________.  
**How do you know?** Give details to support your choice of author’s purpose.  
________________________________________________  
________________________________________________ |
**Vocabulary:** Find ten words you learned from this book.

Use a **dictionary** or the **glossary** of your book to define the words below. Check your spelling!

<table>
<thead>
<tr>
<th>Page #</th>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>#1</td>
<td></td>
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<td>_______</td>
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<td>_______</td>
<td>#5</td>
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<td>_______</td>
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<td></td>
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<tr>
<td>_______</td>
<td>#10</td>
<td></td>
</tr>
</tbody>
</table>

**Interpretation/Connection:**
(Minimum 6 complete sentences)

List your opinions on **ANY** aspect of the book. You may discuss your thoughts about how the topic was presented, the facts within the book, the knowledge you gained from reading the book, or the use of **text features** in the book (e.g., table of contents, index, glossary, charts, headings, subheadings, captions, photos, italics/bold Print, etc.).

*An acceptable, distinguished response **EXPLAINS** the opinion. You must back up your opinion with information, examples, evidence, and specific details from the book.*

**Real-world connection:**
How might you use the information you learned from reading this book in your own life?

Write your answer in complete sentences.

**Interpretation Connection:**

My real-world connection . . .
HMS GIFTED SUMMER READING ASSIGNMENT #1: DIALECTICAL JOURNAL (FICTION)

dialectical (die-uh-LEKT-i-cul), n.: the art or practice of arriving at the truth through logical arguments.

journal (JUHR-nul), n.: a personal record of events, experiences, and reflections kept on a regular basis; a diary.

What is a Dialectical Journal?
A dialectical journal is another name for a double-entry journal or a reader-response journal. A dialectical journal is a journal that records a dialogue, or conversation, between the ideas in the text (the words that you are reading) and the ideas of the reader (the person who is doing the reading). This is what you must do in your journal—keep a dialogue with yourself. In your journal, have a conversation with the text and with yourself. Write down your thoughts, questions, insights, and ideas while you read. A dialectical journal can include all sorts of things: class notes, notes on discussions, notes on papers, reactions to readings. The important part is that you, the reader, are reading something and then responding to it with your feelings and ideas! Your journal should be typed or neatly written in blue/black ink (NO PENCIL).

What Type of Notebook Should I Use?
Your journal must be a flat folder with brads/prongs (or other similar folder – may be self-made) to hold the pages. Three-ring binders or composition books are not appropriate.

How Do I Create/Keep A Dialectical Journal?
Your journal will use a double-entry form (plus a column for page #’s):

- Create a three-column table on the paper (see sample on right/WORD document/Insert Table/choose 3X1table/adjust as needed).
- In the LEFT COLUMN, type (quotes) parts of paragraphs from your book that you think are interesting, important, and/or thought-provoking.
- In the RIGHT COLUMN, type YOUR OWN thoughts, commentary, and questions about the “stuff” in the LEFT COLUMN.
- In the MIDDLE COLUMN, type the page number from the book where the quote is located.

<table>
<thead>
<tr>
<th>Paragraphs and quotes from the book – do not have to be direct quotes/dialogue</th>
<th>Page #</th>
<th>Your thoughts, comments, and question related to the paragraphs and quotes – should reflect substance, depth, and meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>*should be typed or neatly written in blue/black ink</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When I am writing in my Dialectical Journal, are there Right and Wrong Answers?
No, as long as you do not write a summary, and you meet the stated criteria! A dialectical journal shows your own thoughts and ideas about what you read. When you write in your journal, you should be as original, thoughtful, and insightful as you can be. Focus on theme, symbolism, literary devices, etc. – again, NOT A SUMMARY. Closely read the directions, and follow them fully and completely.
Distinguished Model – What To Do

This is a partial example of excellent/outstanding/exemplary/distinguished dialectical journal entries (Quotes and Notes).

Student Name: Bea Smart

Book Title/Author: *Hatchet*, Gary Paulsen

Date: July 2007  Total pages: 195

<table>
<thead>
<tr>
<th>Quotes From Text</th>
<th>Pg #</th>
<th>Notes From Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>“‘Thanks. It’s really nice.’ But the words sounded hollow, even to Brian.”</td>
<td>p.8</td>
<td>Asking questions &quot;Why does Brian feel that way about getting a hatchet from his Mom? If the words sound hollow to Brian, he must not mean it. Why is he mad at his Mom?</td>
</tr>
<tr>
<td>“No roads, no trails, no clearings. Just the lakes, and it came to him that he would have to use a lake for landing. If he went down into the trees he was certain to die.”</td>
<td>p.23</td>
<td>Reaction to text I can’t imagine keeping my cool in a situation like this. I’d be on my cell phone, freaking out &amp; he’s trying to land the plane! I guess it’s important to keep your cool in a crisis.</td>
</tr>
<tr>
<td>“Now, with the thought of the burger, the emptiness roared at him. He could not believe the hunger, had never felt this way. The lake water had filled his stomach, but left it hungry, and not it demanded food, screamed for food.”</td>
<td>p.48</td>
<td>Observation of author craft and connections It’s weird how Brian’s stomach is like a character now, driving his behavior. I’ve been hungry before, but never like that. Is he going to start eating things that are poison because he is so hungry?</td>
</tr>
</tbody>
</table>

- 7 additional entries would continue on for a minimum of 10 entries.
- Page numbers should indicate selections from throughout the entire book (beginning, middle, and end) and be listed in chronological order.

An Exemplary/Excellent Dialectical (Double-Entry) Journal contains the following:

- Total number of entries should include 10 or more for the entire book.
- Each “From Text” entry is at least 1 complete sentence.
- “From Text” entries are from the entire book (beginning, middle, and end). This is indicated by page numbers.
- Each “From Text” entry contains zero (0) spelling/punctuation errors.
- All “From Me” entries have 3 OR MORE COMPLETE SENTENCES and demonstrate fully-developed thoughts or connections about the text.
- Your journal should be typed (preferably) or neatly written in blue/black ink (NO PENCIL).
Beginner/Developing Model OR What NOT to Do

This is an example of poor/inadequate/weak dialectical journal entries (Quotes and Notes).

Student Name: Ida Wanna
Book Title/Author: Hatchet, Gary Paulsen
Date: July 2007    Total pages: 195

(Quotes) From Text pg. #    (Notes) From Me

“It kept coming back to that. He had nothing.”

No page number indicated.

I know how that feels. I have nothing too.

This connection is rather shallow. It needs more elaboration.

“Things wer bad, he thout, but maybe not that bad.”

This text excerpt has 2 misspellings and does not include a page number.

I feel that way sometimes too.

This connection does not appear to have any thought behind it, just a hasty response to complete the task.

Journals with fewer than 10 entries are not considered exemplary.

An Inadequate/Poor Dialectical Journal Contains:

• fewer than 10 entries from the book.
• quotes from the text and notes from you with misspelled words, poor grammar, poorly constructed sentences.
• “From Text” entries that indicate the entire book may not have been read.
• “From Me” entries that demonstrate incomplete thoughts or connections that seem hastily written and lack elaboration – lack substance, depth, and meaning.
• work completed in pencil.