



HCPS Middle School Mandatory Summer Reading: Rising 6th-8th Graders

If you are taking IB English 6, 7, or 8 next year,
there is a different required reading list you must follow.

Why do I have to read on summer break?

Reading during the summer is a great way to keep your mind active and growing while you are away from school. While it is essential to your progress as a student, the English and reading teachers of Henrico County Public Schools also believe summer reading should be fun and engaging! The goal is for you to read 20 minutes a day. Studies show that good readers naturally spend more time in daily reading. Exposure to reading is important in developing vocabulary for fluency and comprehension. Also, students who score in the top percentiles on reading tests read for more than 20 minutes a day – exposing them to 1.8 million words a year. Your goal this summer is to log 100 minutes per week.

How will I do this? What do I have to read?

While it is essential to your progress as a student, the English and reading teachers of Henrico County Public Schools also believe summer reading should be fun! This year, you have lots of choices. You must read 100 minutes per week, but you can choose the type of texts you read. You may even choose to read-along with an audio version of a book. We want you to be exposed to different types of text. Below are samples of different genres and texts to consider:

<i>Fiction</i> (Novels/ Novellas/Chapter Books)	<i>Fiction</i> (Shorter Works--many in collections)	<i>Non-Fiction</i> (Longer Works)	<i>Non-Fiction</i> (Shorter Works)
-Fable/Folk Tale/Fairy Tale	-Poetry	-Autobiography	-Magazine Article
-Legend/Myth	-Short Story	-Biography	-Newspaper article
-Realistic Fiction		-Memoir	-Professional Essay
-Fantasy/Mystery/Suspense		-Self-Help/How-to	-Professional Speech
-Graphic Novel		-Trade Book (careers)	-Published Letter

How do I find the right book for me?

- **Visit your local library:** The public librarians are here to guide you to the right books. If you let them know your interests, the librarians can easily guide you to the best reads. You can even fill out a form online and get personalized recommendations emailed directly to you: <http://hcplteenscene.org/3books4me>
- **Research the Books:** We've provided links to resources that will help you find those books that might be interesting to you. Use these resources to learn about the books on our list.
 - Virginia State Reading Association - <http://www.vusra.org/links.htm>
 - Good Reads - <https://www.goodreads.com/list/tag/middle-school>
 - Library Point - http://www.librarypoint.org/teen_book_lists
- **Preview the Books:** Once you've reviewed the information, go to the library or the bookstore and preview the book. Read the first few pages before you check it out or buy it. Consider the vocabulary. If there are more than seven words on the page that you don't know, you might want to try a different book. Remember, you're looking for books that are fun, interesting and appropriate for you!
- **Read! Read! Read:** We hope your freedom to choose your readings will inspire you to read much, much more.

Okay, so I read a book—now what?

Great! We hope you really enjoyed the texts you chose. Each week, you should log your pages and reflect on your reading to show your understanding of the text. The activity will be due to your English teacher during the second week of school. This assignment will count as one grade during the first nine weeks of school.

Summer Reading Log

Week One	Title: _____ Author: _____ Pages: _____ Summary or Reflections: _____ _____ _____ _____ _____ _____ _____ _____	On my honor, I read at least 100 minutes this week. Student Signature: _____
Week Two	Title: _____ Author: _____ Pages: _____ Summary or Reflections: _____ _____ _____ _____ _____ _____ _____ _____	On my honor, I read at least 100 minutes this week. Student Signature: _____
Week Three	Title: _____ Author: _____ Pages: _____ Summary or Reflections: _____ _____ _____ _____ _____ _____ _____ _____	On my honor, I read at least 100 minutes this week. Student Signature: _____

Week Four	Title: _____ Author: _____ Pages: _____ Summary or Reflections: _____ _____ _____ _____ _____ _____ _____	On my honor, I read at least 100 minutes this week. Student Signature: _____
------------------	--	---

Week Five	Title: _____ Author: _____ Pages: _____ Summary or Reflections: _____ _____ _____ _____ _____ _____ _____	On my honor, I read at least 100 minutes this week. Student Signature: _____
------------------	--	---

Week Six	Title: _____ Author: _____ Pages: _____ Summary or Reflections: _____ _____ _____ _____ _____ _____ _____	On my honor, I read at least 100 minutes this week. Student Signature: _____
-----------------	--	---

Week Seven	Title: _____ Author: _____ Pages: _____ Summary or Reflections: _____ _____ _____ _____ _____ _____ _____	On my honor, I read at least 100 minutes this week. Student Signature: _____
-------------------	--	---

Week Eight	Title: _____ Author: _____ Pages: _____ Summary or Reflections: _____ _____ _____ _____ _____ _____ _____	On my honor, I read at least 100 minutes this week. Student Signature: _____
-------------------	--	---

Week Nine	Title: _____ Author: _____ Pages: _____ Summary or Reflections: _____ _____ _____ _____ _____ _____ _____	On my honor, I read at least 100 minutes this week. Student Signature: _____
------------------	--	---

HCPS Summer Reading Rubric
(for use with advanced middle grade students)

Score Point	Understanding and Interpretation	Composition	Idea Development	Comprehension
4	Demonstrates a complete understanding and interpretation of text, evidenced by a wide variety of reading skills and strategies in the responses.	Writes a substantial number of responses, completing (or going beyond) the required amount with fully elaborated details.	All responses are very thorough and thoughtful.	All responses exhibit a level of comprehension that extends beyond the literal and into the personal, demonstrating both critical and evaluative thought.
3	Demonstrates an adequate understanding and interpretation of text, evidenced by some variety of reading skills and strategies in the responses.	Writes an adequate number of responses, completing the required amount with some detail.	Most responses are thorough and thoughtful.	Most responses exhibit a level of comprehension that extends beyond the literal and into the personal with some evidence of critical thought.
2	Demonstrates some understanding and interpretation of text, evidenced by little variety of reading skills and strategies in the responses.	Writes a limited number of responses with very little detail.	Some responses are incomplete or irrelevant.	Responses exhibit a level of comprehension that is mostly literal and/or personal, with no evidence of critical thought.
1	Demonstrates very limited understanding and interpretation of text, evidenced by no variety of reading skills and strategies in the responses.	Writes very few responses with no detail.	Many responses are disjointed, incomplete, or irrelevant.	Responses exhibit a level of comprehension that is mostly literal with no evidence of personal connection or critical thought.