



NORWALK PUBLIC SCHOOLS
ENGLISH LANGUAGE ARTS DEPARTMENT
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Dear Middle School Students and Parents/Guardians:

Summer break is an ideal time to support our students as readers. In order to maintain the skills students have acquired in school, it is essential that they continue reading at least 30 minutes daily during the summer months. This year's summer reading plan aligns with our new English Language Arts curriculum resource and the Connecticut Core Standards.

Attached you will find the suggested Summer Reading List for the grade level which your student will be entering in Fall 2014. Students can choose to read books that are not on the list as long as their selection relates to the theme of truth and reality. This year students can win prizes from the Norwalk Summer Reading Committee by registering and maintaining an online book log as described below.

Summer reading assignments are **required** at the middle school and count as **one homework grade** (not to exceed 10%). Please refer to the following information regarding your assignment:

- Read two (2) books: one (1) fiction and one (1) nonfiction.
- Write two objective summaries, one for each book. Each objective summary must be between 200-300 words in length, and must be submitted to the English Language Arts teacher on Friday, August 29, 2014. See the attached Summer Assignment page for details.
- Students to who wish to be eligible for prizes through the public libraries must register at <http://ct.evanced.info/norwalk/sr/homepage.asp> and log the books they have read online by midnight August 24.

This letter, the suggested Summer Reading Lists, and the Fizz, Boom, Read! Log Sheet, can be found on the following websites:

- Norwalk Public Schools: <http://www.norwalkps.org/>
- Norwalk Public Library: <http://www.norwalklib.org/>

We wish to thank our community's libraries for their commitment to supporting our students' participation in the Governor's Summer Reading Challenge 2014. Please visit your local library throughout the summer months, as they are ready and eager to assist our students in selecting books. Enjoy your summer and your search for the truth!

Best Regards,

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Norwalk Public Schools

Sherelle Harris, Assistant Director
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East Norwalk Library

Lisa Story, Teen Librarian
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Melissa Yurechko, Director
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Estimados Estudiantes y Padres/Guardianes de Escuela Intermedia:

Las vacaciones de verano es un tiempo ideal para apoyar a nuestros estudiantes como lectores. En orden de mantener las habilidades adquiridas en la escuela, es esencial que continuen leyendo por lo menos 30 minutos diarios durante los meses de verano. Este año el plan de verano de lectura se alinea con nuestro nuevo plan de estudio de Artes del Language Inglés y las Normas Fundamentales de Connecticut.

Adjunto usted encontrará la lista sugerida de Lectura de Verano para el nivel de grado en cual su estudiante estará entrando en el otoño 2014. Los estudiantes pueden elegir libros que no se encuentran en la lista siempre y cuando su selección se relacione con el tema de verdad ó realidad. Este año los estudiantes pueden ganar premios del Comité de Lectura de Verano de Norwalk, atraves de registrándose y manteniendo un registro de libros en línea como se describe a continuación.

- Leer dos (2) libros: uno (1) ficción y uno (1) no ficción.
- Escribir dos resúmenes objetivos, uno por cada libro. Cada resumen objetivo tiene que ser de 200-300 palabras de largo, y tiene que ser entregado al maestro de Artes del Language Inglés el Viernes, 29 de Agosto, 2014. Consulte la pagina de tareas de verano adjunto para más detalles.
- Estudiantes que quieran ser elegibles para los premios a través de las librerías públicas tienen que registrarse en <http://ct.evanced.info/norwalk/sr/homepage.asp> y registrar los libros que han leído antes de la media noche del 24 de Agosto del 2014.

Esta carta, la lista sugerida de Lectura de Verano, y las páginas tarea de verano pueden ser encontradas en los siguientes paginas de:

- Norwalk Public Schools: <http://www.norwalkps.org/>
- Norwalk Public Library: <http://www.norwalklib.org/>

Le queremos agradecer a nuestras bibliotecas de la comunidad por su compromiso en apoyar a nuestros estudiantes en el Reto de Lectura de Verano del Gobernador 2014. Por favor visite su biblioteca local durante los meses de verano, ya que están listos y ansiosos por asistir a nuestros estudiantes a seleccionar libros. Disfruten su verano y su busqueda por la verdad!

Coordialmente,

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Escuela Publicas de Norwalk

Sherelle Harris, Subdirector
Biblioteca Pública de Norwalk

Stan Siegel, Director Ejecutivo
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Lisa Story, Bibliotecaria de Adolescentes
Biblioteca Pública de Norwalk

Melissa Yurechko, Directora
Biblioteca de Rowayton

Summer Assignments for Students Entering Grades 6 through 8

Reading Assignment:

You are required to read two books (one fiction/narrative text and one nonfiction/informational text) related to the Essential Question for Unit 1 in the grade you will be entering this Fall 2014. Please choose your books from the Summer Reading List provided to you in class, which also is available at your local public library .

Writing Assignment:

You must write two objective summaries, one for each book you have read. Each objective summary must be between 200-300 words in length. Part of the challenge of writing an objective summary is to be concise while providing enough the important facts; therefore, we ask that you please stay within the length requirements stated above. You must base your writing on the key facts and avoid any unnecessary details, opinions, or personal reactions. Attached you will find information to guide you in completing your assignments and a model of an objective summary with tips for your writing.

Due Date and Credit:

The objective summaries are due to be submitted to your English Language Arts teacher on **Friday, August 29, 2014**. This total assignment counts for **one required homework grade**; the average of homework grades counts for no more than 10% of a marking period grade.

What Is an Objective Summary?

An effective objective summary is a concise, complete, accurate, and objective overview of a text. When you write an objective summary, you identify the key ideas of a text to show your overall understanding of the reading. Effective objective summaries have the following characteristics:

- The summary should contain reference to the original text's title and author.
- If the original text is narrative or fiction, the summary should include key plot events that lead to the story's conclusion.
- If the original text is informational or nonfiction, the summary should include specific, relevant details that support the theme or central idea of the text.

What to Must Writers Avoid in an Objective Summary?

- Do not include sentences or paragraphs copied from the original text.
- Do not include every event. Do not include unnecessary details or minor points of the original text.
- Do not include personal opinions, your reactions, or your own evaluation of the text.
- Do not include your own interpretation or analysis of the text. You must simply present the basic and most important facts.

Model Objective Summary

Review the model objective summary provided below in the column on the left. In the right column, there are some tips to guide you in the writing and revision process for your assignment.

Objective Summary of “Mowgli’s Brothers”	
<p>“Mowgli’s Brothers” is a story from <i>The Jungle Book</i> by Rudyard Kipling. A jungle in India is the setting for this story about Mowgli, a young boy who is raised by wolves.</p> <p>One night Mother and Father Wolf wake up to find Tabaqui, a jackal, at the entrance of their cave begging for food. No one in the jungle liked Tabaqui. However, the wolves gave him a bone even though he had upset Mother Wolf by complimenting her on her four young cubs. The wolves thought it was unlucky to compliment children to their faces. Tabaqui further upset the wolves with his news that the tiger Shere Khan was moving into their hunting grounds.</p> <p>After Tabaqui left, Father Wolf set out on his hunt. He heard Shere Khan’s roar and saw the tiger in the distance. The tiger had landed in a woodcutter’s fire while trying to catch his prey.</p> <p>Soon after that, something approached the wolves’ cave. Father Wolf was ready to pounce until he saw what it was—a smiling, happy baby boy. Father Wolf gently picked up the man’s cub and brought him to Mother Wolf. The man’s cub was not at all afraid, and he snuggled right up with the wolf’s cubs.</p> <p>Before long, Shere Khan stuck his head into the cave. He wanted the man’s cub, which had been his prey. The wolves would not give him up, which angered the tiger. But Mother Wolf was even angrier. She told Shere Khan that she owned the man’s cub, and she would raise him hunt with her pack. She threatened Shere Khan that someday the man’s cub will hunt the tiger.</p> <p>Mother Wolf named the Man’s cub Mowgli and brought before the Wolf Pack for approval. With the help the bear Baloo and the black panther Bagheera, Mowgli was accepted into the wolves’ pack. Having lost, Shere Khan slinks away into the night, roaring his disapproval.</p>	<p><i>Notice that this paragraph has one-sentence, brief overview that highlights the theme or central idea of the story. This is an effective way to start your summary.</i></p> <p><i>The writer chose to eliminate the word “enchanting” which is an unnecessary adjective that states the reader’s opinion.</i></p> <p><i>The writer chose to eliminate this sentence because these details are not very important to the main action of the story.</i></p> <p><i>Notice the way the writer uses transition words to link parts of the summary together. This paragraph starts with the word “After.” Other transitions beginning paragraphs in the summary include “One night,” “Soon after that,” and “Before long.” These transitions help the reader to easily follow the order of events.</i></p>

Adapted from Source: “Writing an Objective Summary.” *Prentice Hall Literature, Common Core Edition*. Upper Saddle River, New Jersey: Pearson Education, Inc., 2012.