

# **CPSD Summer Reading/Vocabulary Packet Grades K-12**

*Summer 2019*



# **READ!**

**Canton Public School District  
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# Grades

# K-2



## Elementary Summer Reading/Vocabulary Lists

### Summer Reading Guidelines

- During the summer, our primary goals for promoting reading are to have students read books on their appropriate grade level and to complete the required Reader Response Log/Vocabulary List Writing Prompt.
- The vocabulary list is designed to increase the quantity and comprehension of words that students use in written and oral communication.
- Reader Response Logs and Vocabulary Lists will be due when students return in August, and they must be signed by a parent or guardian. Students will receive a daily grade for the packet. (See Appendix A for appropriate grade level Reader Response Log templates.)
- Students should be able to pronounce, spell, and define the words on the list.
- Students must read at least two books on the list.
- ***Students must complete a Reader Response Log for each book during the summer.***
- We want to encourage students to read as many books as they want. Therefore, we have included a variety of books on the summer reading list.
- In addition to completing the Reader Response Logs, students at the elementary and middle school levels will be required to complete an Accelerated Reader test on their books when they return to school.
- ***Students must also complete the writing prompt attached to the vocabulary list using some of the vocabulary words.***

### Reader Response Log Guidelines

Reader Response Logs encourage students to interact with the text and to tap into their individual responses to the literature. Students can discuss the books with others, such as their parents, friends, relatives, or teachers for better understanding. Responses should be neatly handwritten (or they may be typed in Times New Roman 12-point font for older students). Log entries should be written during the summer and submitted during the first week of school.

#### Grades K-1

- Complete a Reader Response Log for each book to assist you in understanding the books. A parent or guardian must sign your log. (pgs. 49-50)

#### Grades 2-5

- Complete a Reader Response Log for each book to assist you in understanding the



books. A parent or guardian must sign your log. (pgs. 51-54)

- Reader Response Logs must include at least one (1) quote (or special sentence) from the book.
- Reader Response Logs must respond to one or more guiding questions about the book (see *Questions for Readers*, p. 48). Younger students (grades 2 and 3) should write at least five (5) complete sentences. Older students (grades 4 and 5) should write at least ten (10) complete sentences. These sentences do not have to be in paragraph form.



## Elementary Summer Reading Lists

(\* Denotes Mississippi College and Career Readiness Standards Exemplar Text)

### **Kindergarten:**

*Don't Let the Pigeon Drive the Bus*  
*Peter's Chair*  
*Red: A Crayon's Story*  
*I Like Myself!*

### **Author(s)**

Mo Williams  
Jack Keats  
Michael Hall  
Karen Beaumont

### **First Grade**

*Wemberly Worried \**  
*The Magic Tree House*  
*Frog and Toad*  
*Junie B. Jones*

### **Author(s)**

Kevin Henkes  
Mary Pope Osborne  
Arnold Lobel  
Barbara Park

### **Second Grade**

*Hydro's Adventure Through the Water Cycle \**  
*What Happens to a Hamburger \**  
  
*The Talking Eggs \**  
*Why Mosquitoes Buzz in People's Ears \**

### **Author(s)**

Randi S. Goodrich  
Paul Showers & Edward  
Miller  
Robert Souci  
Verna Aardema



## **K-2 Vocabulary List**

Students should use the words on the following page in their responses to the writing prompt. Students should also learn a word a day during the summer months.



## K-2 Vocabulary List

A	Give	New	Take
After	Go	No	Thank
Again	Going	Not	That
All	Good	Now	Them
And	Had	Of	Then
Any	Has	Old	There
As	He	One	They
Ask	Her	Once	Think
At	Here	One	Three
Ate	Him	Our	To
Away	His	Play	Too
Big	How	Plant	Two
Black	I	Please	Under
Blue	In	Pretty	Up
Brown	Into	Prey	Walk
But	Is	Put	Want
By	It	Ran	Was
Came	Jump	Red	We
Can	Just	Ride	Well
Come	Know	Round	Were
Could	Let	Run	When
Down	Little	Said	Where
Eat	Live	Saw	White
Every	Look	Say	Who
Fall	Make	See	With
Find	May	She	Year
Fly	Male	Sleep	Yellow
For	Me	Some	You
From	Must	Soon	Your
Funny	My	Stop	Zoo





# Writing Prompt

Read the text on pages 10-11 and respond to the writing prompt that follows.



# The Closet Creature

by Kelly Hashway

Bump! Bump! Scratch!

Adam opened his eyes and pulled the covers up to his chin. He stared around his room, searching the darkness for the thing that was making those scary sounds.

The closet door moved as something banged on it from the inside.

“Who’s there?” Adam asked in a shaky voice.

The closet slowly began to open. Adam jumped out of bed and ran to the closet door, slamming it shut with his palms. He grabbed his desk chair and propped it against the door handle. Then he ran out of his room and down the hall. His brother’s door was wide open, and Adam jumped onto David’s bed.

“Adam?” David asked in a groggy voice. “What are you doing in here?”

Adam tugged on David’s arm. “There’s something in my closet!”

“You probably had a bad dream. Go back to bed.”

Adam yanked the blankets off the bed. “It wasn’t a dream. I was awake, and the closet

door started opening by itself!”

David sighed. “Fine. But when we don’t find anything, you have to promise to leave me

alone for the rest of the night.”

Adam nodded. David reached into his desk drawer and pulled out a flashlight. Then they headed to Adam’s room. Adam stopped in the doorway. He could hear something scratching his closet door.

“Do you hear that?” Adam asked.

David nodded. He walked over to Adam’s bed and pulled the case off one of the pillows. He opened the pillowcase.



“You open the door very slowly, and I’ll grab whatever it is.”

Adam slid the chair to the side and pulled the closet door open a crack. Something

banged against the door, trying to force it open. Adam took a deep breath and opened the door a few more inches. A small furry creature ran right into the pillowcase.

“I got it!” David said, closing the pillowcase and holding it in the air.

“What is it?” Adam moved closer as David peeked inside.

David put the pillowcase on the bed and an orange cat climbed out.

Adam scooped the cat up. “Apricot? How did you get trapped in my closet?”

David laughed. “The poor cat. If I was locked in your closet with your stinky shoes, I’d be banging on the door to get out, too!”

“Poor, Apricot,” Adam said. “You were probably more scared than I was.”



## **Writing Prompt**

In the story “The Closet Creature” Adam was frightened because he heard something in the closet. Write a response in which you discuss specific details in the passage that provide information that Adam was frightened. Explain what Adam could have done differently instead of running out of the room.

Your writing will be scored based on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics using.



## Check Your Writing

### Writing Rubric

<b>R</b>	<b>Restate the question/Develop Ideas! (4 Possible Points)</b> <ul style="list-style-type: none"><li>• Clear, focused, fully developed</li><li>• Reasoning is convincing</li><li>• Text Based evidence is well chosen</li><li>• Details-relevant, specific, accurate</li></ul>
<b>A</b>	<b>Answer the question! (4 Possible Points)</b> <ul style="list-style-type: none"><li>• Logical progression of ideas (easy to follow)</li><li>• Effective Introduction</li><li>• Clarify using words, clauses, traditions, evidence effectively</li><li>• Conclusion for cohesiveness and clarity</li></ul>
<b>C</b>	<b>Cite evidence from the text! (2 Possible Points)</b> <ul style="list-style-type: none"><li>• Tone is appropriate to task</li><li>• Word choice is precise, effective, purposeful</li><li>• Sentences are fluent and varied in length and structure</li></ul>
<b>E</b>	<b>End of sentence and all summed up (2 Possible Points)</b> <ul style="list-style-type: none"><li>• Punctuation</li><li>• Capitalization</li><li>• Spelling</li></ul>



# Grades

3-5



## Elementary Summer Reading/Vocabulary Lists

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Reader Response Logs encourage students to interact with texts and to tap into their individual responses to the literature. Students can discuss the books with others, such as their parents, friends, relatives, or teachers for better understanding. Responses should be neatly handwritten (or may be typed in Times New Roman 12-point font for older students). Log entries should be written during the summer and submitted during the first week of school.

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- Complete a Reader Response Log for each book to assist you in understanding the book. A parent or guardian must sign your log. (pgs. 49-50)

#### Grades 2-5

- Complete a Reader Response Log for each book to assist you in understanding the



books. A parent or guardian must sign your log. (pgs. 51-54)

- Reader Response Logs must include at least one (1) quote (or special sentence) from the book.
- Reader Response Logs must respond to one or more guiding questions about the book (see *Questions for Readers*, p. 48). Younger students (grades 2 and 3) should write at least five (5) complete sentences. Older students (grades 4 and 5) should write at least ten (10) complete sentences. These sentences do not have to be in paragraph form.





## Elementary Summer Reading Lists

(\*Denotes Mississippi College and Career Readiness Standards Exemplar Text)

### **Third Grade**

*Two Bobbies* \*

*Why Mosquitoes Buzz in People's Ears* \*

*The Talking Eggs* \*

*I Ran For President* \*

### **Author(s)**

Kirby Larson & Mary  
Nethery

Verna Aardema

Robert Souci

Catherine Stier

### **Fourth Grade**

*Claudia and the Phantom Phone Calls* \*

*The Cricket in Times Square* \*

*My Teacher is an Alien* \*

*A Share of Freedom* \*

*Search for the Shadowman* \*

### **Author(s)**

Ann M. Martin

George Selden

Bruce Coville

June Rae Wood

Joan Lowery Nixon

### **Fifth Grade**

*The Skin I'm In* \*

*The Top 10 Ways to Ruin the First Day of 5<sup>th</sup> Grade* \*

*Maniac Magee* \*

*I Survived Hurricane Katrina* \*

*Holes*

### **Author(s)**

Sharon G. Flake

Kenneth Derby

Jerry Spinelli

Laure Tarshis

Louis Sachar



## **3-5 Vocabulary List**

Students should use the words on the following page in their response to the writing prompt. Students should also learn a word a day during the summer months.



### 3-5 Vocabulary List

Abolish	Convince	Evidence	Interest	Simplify
Accomplish	Culture	Examine	Maximum	Sincerely
Actually	Curious	Example	Minimum	Someone
Adaptation	Curve	Exhausted	Navigate	Source
Afraid	Daily	Expectation	Numerous	State
Almost	Decade	Experiment	Obvious	Stumble
Among	Decide	Fascinating	Opposed	Summarize
Annoy	Describe	Fatal	Ordinary	Superior
Approach	Develop	Fortunate	Passage	Support
Argued	Difference	Frequent	Persuade	Tension
Attention	Dinner	Gigantic	Possible	Themselves
Automatically	Directions	Grumpy	Predict	Through
Avoid	Disappear	Harsh	Prediction	Together
Before	Disappointed	Heart	Prefer	Tolerate
Border	Dissatisfied	Heavy	Previous	Traditions
Briskly	Distribute	Heroic	Rarely	Tremble
Brought	Dominate	Hesitate	Reason	Type
Built	During	Hilarious	Receive	Typical
Busy	Edible	Horizontal	Recognize	Tyrant
Calculate	Effective	Hostile	Recommend	Under
Calm	Either	Identify	Reference	Undo
Cease	Eliminate	Ignore	Region	Upper
Comfortable	Embarrassed	Illegible	Represent	Urge
Compare	Enormous	Immigrate	Revolt	Vain
Complete	Entire	Increasing	Scarce	vehicle
Conclude	Equivalent	Infer	Scared	Vein
Concluding	Escalate	Influence	Separate	Very
Consistent	Especially	Inform	Several	Volunteer
Context	Essential	Insert	Significant	Vote
Contrast	Everybody	Instead	Simple	Wonder



# Writing Prompt

Read the text on pages 21-23 and respond to the writing prompt that follows.



## Excerpt from *Life in Mississippi* (Grades 3-5)

by Mark Twain

1 The face of the water, in time, became a wonderful book--a book that was a dead language to the uneducated passenger, but which told its mind to me without reserve, delivering its most cherished secrets as clearly as if it uttered them with a voice. And it was not a book to be read once and thrown aside, for it had a new story to tell every day. Throughout the long twelve hundred miles there was never a page that was void of interest, never one that you could leave unread without loss, never one that you would want to skip, thinking you could find higher enjoyment in some other thing. There never was so wonderful a book written by man; never one whose interest was so absorbing, so unflagging, so sparkingly renewed with every re-perusal. The passenger who could not read it was charmed with a peculiar sort of faint dimple on its surface (on the rare occasions when he did not overlook it altogether); but to the pilot that was an *ITALICIZED* passage; indeed, it was more than that, it was a legend of the largest capitals, with a string of shouting exclamation points at the end of it; for it meant that a wreck or a rock was buried there that could tear the life out of the strongest vessel that ever floated. It is the faintest and simplest expression the water ever makes, and the most hideous to a pilot's eye. In truth, the passenger who could not read this book saw nothing but all manner of pretty pictures in it painted by the sun and shaded by the clouds, whereas to the trained eye these were not pictures at all, but the grimmest and most dead-earnest of reading-matter.

2 Now when I had mastered the language of this water and had come to know every trifling feature that bordered the great river as familiarly as I knew the letters of the alphabet, I had made a valuable acquisition. But I had lost something, too. I had lost something which could never be restored to me while I lived. All the grace, the beauty, the poetry, had gone out of the majestic river! I still kept in mind a certain wonderful sunset which I



witnessed when steamboating was new to me. A broad expanse of the river was turned to blood; in the middle distance the red hue brightened into gold, through which a solitary log came floating, black and conspicuous; in one place a long, slanting mark lay sparkling upon the water; in another the surface was broken by boiling, tumbling rings that were as many-tinted as an opal; where the ruddy flush was faintest was a smooth spot that was covered with graceful circles and radiating lines, ever so delicately traced; the shore on our left was densely wooded, and the somber shadow that fell from this forest was broken in one place by a long, ruffled trail that shone like silver; and high above the forest wall a clean-stemmed dead tree waved a single leafy bough that glowed like a flame in the unobstructed splendor that was flowing from the sun. There were graceful curves, reflected images, woody heights, soft distances, and over the whole scene, far and near, the dissolving lights drifted steadily, enriching it every passing moment with new marvels of coloring.

3 I stood like one bewitched. I drank it in, in a speechless rapture. The world was new to me and I had never seen anything like this at home. But as I have said, a day came when I began to cease from noting the glories and the charms which the moon and the sun and the twilight wrought upon the river's face; another day came when I ceased altogether to note them. Then, if that sunset scene had been repeated, I should have looked upon it without rapture and should have commented upon it inwardly after this fashion: "This sun means that we are going to have wind tomorrow; that floating log means that the river is rising, small thanks to it; that slanting mark on the water refers to a bluff reef which is going to kill somebody's steamboat one of these nights, if it keeps on stretching out like that; those tumbling 'boils' show a dissolving bar and a changing channel there; the lines and circles in the slick water over yonder are a warning that that troublesome place is shoaling up dangerously; that silver streak in the shadow of the forest is the 'break' from a new snag and he has located himself in the very best place he could have found to fish for steamboats; that tall dead tree, with a single living branch, is not going to last long, and then how is a body ever going to get through this blind place at night without the friendly old landmark?"



4 No, the romance and beauty were all gone from the river. All the value any feature of it had for me now was the amount of usefulness it could furnish toward compassing the safe piloting of a steamboat. Since those days, I have pitied doctors from my heart. What does the lovely flush in a beauty's cheek mean to a doctor but a "break" that ripples above some deadly disease? Are not all her visible charms sown thick with what are to him the signs and symbols of hidden decay? Does he ever see her beauty at all, or doesn't he simply view her professionally and comment upon her unwholesome condition all to himself? And doesn't he sometimes wonder whether he has gained most or lost most by learning his trade?



## Writing Prompt

You have read an excerpt from *Life on the Mississippi* by Mark Twain.

Write an essay in which you explain how Twain describes his experiences on the Mississippi River and how these experiences change his viewpoint of the river throughout the text. Use key details and examples from the passage to support your ideas.

Your writing will be scored on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics.





## Check Your Writing

### Writing Rubric

<b>R</b>	<b>Restate the question/Develop Ideas! (4 Possible Points)</b> <ul style="list-style-type: none"><li>• Clear, focused, fully developed</li><li>• Reasoning is convincing</li><li>• Text Based evidence is well chosen</li><li>• Details-relevant, specific, accurate</li></ul>
<b>A</b>	<b>Answer the question! (4 Possible Points)</b> <ul style="list-style-type: none"><li>• Logical progression of ideas (easy to follow)</li><li>• Effective Introduction</li><li>• Clarify using words, clauses, traditions, evidence effectively</li><li>• Conclusion for cohesiveness and clarity</li></ul>
<b>C</b>	<b>Cite evidence from the text! (2 Possible Points)</b> <ul style="list-style-type: none"><li>• Tone is appropriate to task</li><li>• Word choice is precise, effective, purposeful</li><li>• Sentences are fluent and varied in length and structure</li></ul>
<b>E</b>	<b>End of sentence and all summed up (2 Possible Points)</b> <ul style="list-style-type: none"><li>• Punctuation</li><li>• Capitalization</li><li>• Spelling</li></ul>



# Grades

**6-8**



## Middle School Summer Reading/Vocabulary Lists

### Summer Reading Guidelines

- During the summer, our primary goals for promoting reading are to have students read books on their appropriate grade level list and to complete the required Reader Response Log/Vocabulary List Writing Prompt.
- The vocabulary list is designed to increase the quantity of words that students use and comprehend in written and oral communication.
- Reader Response Logs and Vocabulary Lists will be due when students return in August, and they must be signed by a parent or guardian. Students will receive a daily grade for the packet. (See Appendix A for appropriate grade level Reader Response Log templates.)
- Students should be able to pronounce, spell, and define the words on the list.
- Students must read at least two books on the list.
- ***Students must complete a Reader Response Log for each book.***
- We want to encourage students to read as many books as they want. Therefore, we have included a variety of books on the summer reading list.
- ***Students must also complete the writing prompt attached to the vocabulary list using some of the vocabulary words.***

### Reader Response Log Guidelines

Reader Response Logs encourage students to interact with the text and to tap into their individual responses to the literature. Students can discuss the books with others, such as their parents, friends, relatives, or teachers for better understanding. Responses should be neatly handwritten (or may be typed in Times New Roman 12-point font for older students). Log entries should be written during the summer and submitted during the first week of school.

### Grades 6-8

- Complete a Reader Response Log for each book to assist you in understanding the books. A parent or guardian must sign your logs. (pgs. 51-54)
- Reader Response Logs must include at least three quotes from the book(s).
- Reader Response Logs must respond to two or more guiding questions about the book (see *Questions for Readers*, p. 48). Middle school students should write at least fifteen complete sentences. These sentences do not have to be in paragraph form.



## Middle School Summer Reading/Vocabulary Lists

(\*Denotes Mississippi College and Career Readiness Standards Exemplar Text)

### **Sixth Grade**

*The Magic of Finkleton\**

*Harry Potter and The Sorcerer's Stone \**

*One Crazy Summer*

*Bud, Not Buddy*

*The Cav*

### **Author(s)**

K.C. Hilton

J. K. Rowling

Rita Williams

Christopher Curtis

Theodore Taylor

### **Seventh Grade**

*Bigger Than a Bread Box \**

*Esperanza Rising\**

*Out of My Mind*

*The Fault in our Stars*

### **Author(s)**

Laurel Snyder

Pam Munoz

Sharon Draper

John Green

### **Eighth Grade**

*The Giver \**

*Uglies \**

*The Skin I'm In*

*Tears of a Tiger*

### **Author(s)**

Lois Lowery

Scott Westerfield

Sharon Flake

Sharon Draper



## 6-8 Vocabulary List

Students should use the words on the following page in their responses to the writing prompt. Students should also learn a word a day during the summer months.



## 6-8 Vocabulary List

Abuse	Calculate	Deprive	Irrelevant	Require
Accumulate	Catastrophe	Dictate	Legendary	Retire
Acknowledge	Catastrophic	Dimension	Major	Route
Acquire	Cause	Diversity	Mandatory	Seldom
Adapt	Cautiously	Document	Manipulate	Severe
Addict	Challenge	Duplicate	Massive	Similar
Adequate	Character	Endanger	Miniature	Sluggish
Admonish	Chronological	Estimate	Mischief	Solution
Allege	Citizen	Estrange	Moral	Strategy
Allocate	Civilization	Evaluate	Myth	Suffix
Analyze	Combine	Exert	Narrate	Suffocate
Anticipate	Companion	Exhibit	Narrator	Taunt
Antonym	Compassion	Expression	Negative	Toxic
Apparent	Compel	Extend	Obedient	Transfer
Appropriate	Compensate	Extensive	Obsolete	Translate
Aroma	Competent	Exult	Occasion	Tropical
Artifact	Comply	Factor	Oppress	Unanimous
Assume	Compose	Falter	Origin	Unique
Attitude	Concept	Frigid	Perceive	Variable
Authentic	Conclusion	Government	Perish	Viewpoint
Available	Concur	Guardian	Petrify	Violate
Banquet	Confront	Harass	Prediction	Visible
Benefit	Consecutive	Hazy	Provide	Visual
Beverage	Consult	History	Purchase	Vivid
Bias	Contrast	Identical	Quote	Wary
Bland	Contribute	Illuminate	Real	Wholly
Blizzard	Crave	Impressive	Realistic	Wilderness
Boycott	Declare	Insist	Recount	Withdraw
Budge	Decline	Intense	Reign	Yawn
Bungle	Democracy	Irate	Reinforce	Yearn



# Writing Prompt

Read the text on pages 32-33 and respond to the writing prompt that follows.



## **Mississippian Time Period**

1 The Mississippian Period, (named for the river), not the state, is characterized by an increase in population, larger, fortified towns, flat-topped, pyramidal earthen mounds, large ceremonial centers and more highly stylistic shell-tempered pottery. Archaeologists believe these Mississippian characteristics developed out of the site now known as Cahokia, the largest Mississippian site in North America, located near St. Louis, where the Missouri River meets the Mississippi. From Cahokia, these characteristics spread in all directions along the river systems to almost all areas of the Southeast.

2 As populations increased, multi-level societies called chiefdoms replaced tribal organizations in many areas. With this increase in population, new religious and social elements developed and new economic changes occurred. People began to depend more on agriculture particularly corn, beans and squash (known as the three sisters) even though hunting and gathering remained important.

3 The Mississippian peoples built their towns and ceremonial centers near old river or stream channels where the best soil for agriculture was found and they had direct access to water resources, including boat travel. They also began fortifying their towns and villages with defense structures such as moats and palisades, (large posts set vertically in the earth with defense towers for archers), in order to protect their land and resources from other neighboring chiefdoms.

4 Perhaps the most well-known characteristic of this time period is the large, pyramidal earthen mounds, such as Emerald Mound in Adams County. These large mounds served as temples, mortuaries, chiefs' houses and other important buildings (Hudson, 1976). The mounds were built using baskets to carry loads of dirt to the desired location. The dirt was dumped out, and then stamped down to pack it in place. The sides of the mounds were usually very steep and an earthen ramp was added to the mound for easier access to the summit.

5 Not all mounds housed important buildings. The Hollywood site, located in Tunica County, provides evidence of many low-lying mounds upon which villagers' houses stood (Johnson, 1996).

6 In some large ceremonial centers, such as Winterville Mounds north of Greenville, several mounds surround a central plaza. This plaza was used as a village commons,





playing field or ceremonial area (Hudson, 1976). Plazas could also be dominated by single, major mounds (McNutt, 1996). These large Mississippian sites were used for ceremonial purposes, having only the chief and other higher status families living within them while the majority of the population lived in large fortified villages outside the ceremonial center. One of the largest mound centers in North America was at the Carson Site in Coahoma County, once having up to eighty-nine mounds. Still under investigation, the site had numerous houses, refuse pits, and stockades surrounding portions of it, along with numerous burials. All but about six of the larger mounds have been plowed away.

7 Archaeological evidence shows that Mississippian houses were generally rectangular or square in shape and made with wattle and daub (cane mats and hardened clay, which functioned much like lathe and plaster on a modern wall). Cane mats are evidenced by being imprinted on the fired daub found at many Mississippian sites within the state.

8 The second most common characteristic of this time period is the highly stylistic shell-tempered pottery. People made a wide variety of pottery using crushed live shell as a tempering agent. These bowls, bottles, jars, pans and other vessel types were plain or could be highly decorated. Decorations were created by punctuation, incising, painting, pinching, and engraving. Bottles, a vessel type common only to this period, would often be designed to resemble a person, animal or mythological creature. Archaeologists refer to these as effigy pots.

9 Pottery was used in both everyday life as well as for ceremonial purposes. Rough coarse pottery, where the shell temper is large and obvious in the vessel, was probably used every day for storage and cooking. Plain vessels, where the shell is very small and almost invisible, and highly decorated pottery were likely used for ceremonial purposes. Many examples of this pottery can be seen at the Mississippi History Museum in Jackson or the Cottonlandia Museum in Greenwood. The Winterville Mounds Museum near Greenville, as well as the Grand Village Museum in Natchez have excellent examples as well.

10 The evidence for the Mississippian Period in Mississippi is centralized around the Yazoo Basin, from the state line near Memphis down to Vicksburg; although it does appear in other areas of the state as well. One exception to this is south Mississippi, where a variant of the Mississippian characteristics occur. Archaeologists refer to this variant as the Plaquemine Period. Unlike the Mississippian Period, the Plaquemine Period is not characterized by shell-tempered pottery. In fact, the most common temper for the pottery was grog, (crushed up dried clay).



## Writing Prompt

You have just read the passage Mississippian Time Period ca. 1000 AD to 1550 AD. The Mississippian Time Period was an important time period in the history of Mississippi. In an essay, write about how the characteristics of the time period are still important today. Use evidence from the text to support your response.

Your writing will be scored based on development of ideas, organization of writing, and language conventions of grammar, usage and mechanics.



## Check Your Writing Writing Rubric

Category	4 Advanced	4 Proficient	2 Basic	2 Minimal
<b>Focus</b>	My writing is clear and completely answers all parts of the prompt. I did not forget or lose the main idea when I added details.	Sometimes my writing moved away from the main focus of the prompt.	My writing is not clear and I drifted away from the prompt.	I did not stay focused on the topic or prompt.
<b>Content</b>	I used important details and information. I developed my ideas and made sure all of my sentences connected to the prompt.	I used some details from the text to support my topic but I needed to add more information.	I need to use more details to make my writing complete.	I did not use details from the text to support my topic or responses.
<b>Organization</b>	I wrote a strong introduction, body, and conclusion. I used appropriate transitions to connect my ideas.	I need to put my ideas in order. I need to strengthen all portion of my response.	I did not organize my response. I was missing details from the text.	I had no introduction, body, or conclusion. I have many mixed-up ideas.
<b>Conventions</b>	I had few, if any, errors in spelling, grammar, and punctuation.	I made a few errors in spelling, grammar, and punctuation, but my meaning and details are clear.	I had many mistakes. I did not use transition words.	My writing has many mistakes and is difficult to read and understand.



# Grades

9-12



## High School Summer Reading Lists

### Summer Reading Guidelines

- During the summer, our primary goals for promoting reading are to have students read books on their appropriate grade level and complete the required Reader Response Log/Vocabulary List Writing Prompt.
- The vocabulary list is designed to increase the quantity of words that students use in written and oral communication.
- Reader Response Logs and Vocabulary Lists will be due when students return in August, and they must be signed by a parent or guardian. Students will receive a daily grade for the packet. (See Appendix A for appropriate grade level Reader Response Log templates.)
- Students should be able to pronounce, spell, and define the words on the list.
- Students must read at least two books on the list.
- ***Students must complete a Reader Response Log for each book.***
- We want to encourage students to read as many books as they want. Therefore, we have included a variety of books on the summer reading list.
- ***Students must also complete the writing prompt attached to the vocabulary list using some of the vocabulary words.***

### Reader Response Log Guidelines

Reader Response Logs encourage students to interact with the text and to tap into their individual responses to the literature. Students can discuss the books with others, such as their parents, friends, relatives, or teachers for better understanding. Responses should be neatly handwritten (or may be typed in Times New Roman 12-point font for older students). Log entries should be written during the summer and submitted during the first week of school.

### Grades 9-12

- Complete a Reader Response Log for each book to assist you in understanding the books. A parent or guardian must sign your logs. (pgs. 51-54)
- Reader Response Logs must include at least four quotes from the book(s).
- Reader Response Logs must respond to three or more guiding questions about each book (see *Questions for Readers*, p. 48). High school students should write at least five complete paragraphs or respond in essay form with a clear beginning, middle, and end.



## High School Summer Reading/Vocabulary Lists

(\*Denotes Mississippi College and Career Readiness Standards Exemplar Text)

<b><u>Ninth Grade</u></b>	<b><u>Author(s)</u></b>
<i>The Pigman</i>	Paul Zindel
<i>The Absolute True Diary of a Part-time Indian</i>	Sherman Alexie
<i>A Separate Peace</i>	John Knowles
<i>The Hate U Give</i>	Angie Thomas
<b><u>Tenth Grade</u></b>	<b><u>Author(s)</u></b>
<i>Their Eyes Were Watching God</i> *	Zora Neale Hurston
<i>Secret Life of Bees</i> *	Sue Monk Kidd
<i>Antigone</i> *	Sophocles
<i>Of Mice and Men</i> *	John Steinbeck
<b><u>Eleventh Grade</u></b>	<b><u>Author(s)</u></b>
<i>A Raisin in the Sun</i> *	Lorraine Hansberry
<i>The Scarlet Letter</i> *	Nathaniel Hawthorne
<i>Fences</i> *	August Wilson
<i>A Lesson Before Dying</i> *	Ernest Gaines
<b><u>Twelfth Grade</u></b>	<b><u>Author(s)</u></b>
<i>Hamlet</i>	William Shakespeare
<i>Frankenstein</i> *	Mary Shelley
<i>The Stranger</i>	Albert Camus
<i>I Shall Not be Moved</i>	Maya Angelou



### *9-12 Vocabulary List*

Students should use the words on the following page in their response to the writing prompt. Students should also learn a word a day during the summer months.



## 9-12 Vocabulary List

Abbreviate	Cohesive	Dissent	Glaring	Novice
Abjure	Collaborate	Distort	Grueling	Obscure
Abrogate	Compassion	Distraught	Hurtle	Obsolete
Absolve	Comply	Divergent	Hydrogen	Omnipotent
Abstract	Composure	Diversion	Hypocrisy	Onset
Accolade	Comprehensive	Dynamic	Hypothesis	Opportune
Accommodate	Compromise	Elation	Immobile	Oppose
Acrimony	Concurrent	Elusive	Impervious	Orator
Admonish	Conditional	Empathy	Incendiary	Precipitation
Adversity	Connotation	Engross	Incentive	Preclude
Advocate	Contingent	Enhance	Incidental	Procrastinate
Alleviate	Contrast	Escalate	Incite	Prolong
Alternative	Convergence	Estrange	Incompatible	Prosperity
Ambivalent	Cordial	Ethereal	Indict	Provocative
Analogy	Credible	Evaluate	Indigenous	Prudent
Analyze	Criteria	Exacerbate	Innovation	Pungent
Anecdote	Cumbersome	Exemplary	Integrity	Quantitative
Appall	Deficient	Exemplify	Intercede	Redeem
Astute	Delirious	Exit	Interpret	Redundant
Attribute	Deliberate	Expedite	Intimidate	Reflect
Augment	Demeanor	Explicit	Intuition	Relevant
Authentic	Demonstrate	Explore	Isolate	Rescind
Belligerent	Deplore	Exposition	Jeopardize	Resent
Beneficial	Derive	Extant	Justify	Residual
Benevolent	Detract	Fabricate	Latter	Resilient
Biased	Devastate	Fallacious	Lax	Resolution
Bolster	Devious	Falter	Lucrative	Revive
Botany	Devoid	Feign	Mandatory	Rigorous
Callous	Digress	Filth	Mass	Rudimentary
Calumny	Dilemma	Fleeting	Mediate	Sanction
Catalyst	Diligent	Florid	Meticulous	Scrutinize
Censure	Discredit	Formulate	Mishap	Sensory
Challenge	Disdain	Generalize	Mortify	Skeptical
Chastise	Disparity	Gist	Niche	Solemn
Chronological	Disseminate	Given	Nonchalant	Spontaneous
Spurious	Superlative	Toxic	Turbulence	Vivid
Static	Surmise	Translate	Validate	Void





Substantiate	Tactful	Tropical	Venerable	Wary
Subtle	Tenacious	Unanimous	Vindictive	Wholesome
Substrate	Tirade	Unique	Violate	Wholly



# Writing Prompt

Read the text on pages 43-44 and respond to the writing prompt that follows.



## **Transcript of Joint Address to Congress Leading to a Declaration of War against Japan (1941)**

President Franklin D. Roosevelt

Mr. Vice President, and Mr. Speaker, and Members of the Senate and House of Representatives:

Yesterday, December 7, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that Nation and, at the solicitation of Japan, was still in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced bombing in the American Island of Oahu, the Japanese Ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. And while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. I regret to tell you that very many American lives have been lost. In addition American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

Yesterday the Japanese Government also launched an attack against Malaya.

Last night Japanese forces attacked Hong Kong.

Last night Japanese forces attacked Guam.

Last night Japanese forces attacked the Philippine Islands.

Last night the Japanese attacked Wake Island. And this morning the Japanese attacked Midway Island.

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the



very life and safety of our Nation.

As Commander in Chief of the Army and Navy I have directed that all measures be taken for our defense.

But always will our whole Nation remember the character of the onslaught against us.

No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory. I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make it very certain that this form of treachery shall never again endanger us.

Hostilities exist. There is no blinking at the fact that our people, our territory, and our interests are in grave danger.

With confidence in our armed forces—with the unbounding determination of our people—we will gain the inevitable triumph- so help us God.

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7, 1941, a state of war has existed between the United States and the Japanese Empire.



## Writing Prompt

You have read President Franklin D. Roosevelt's *1941 Address to Congress Leading Declaration of War against Japan*. Write an essay in which you determine the purpose and point of view of President Roosevelt and discuss how he uses rhetoric to advance his position.

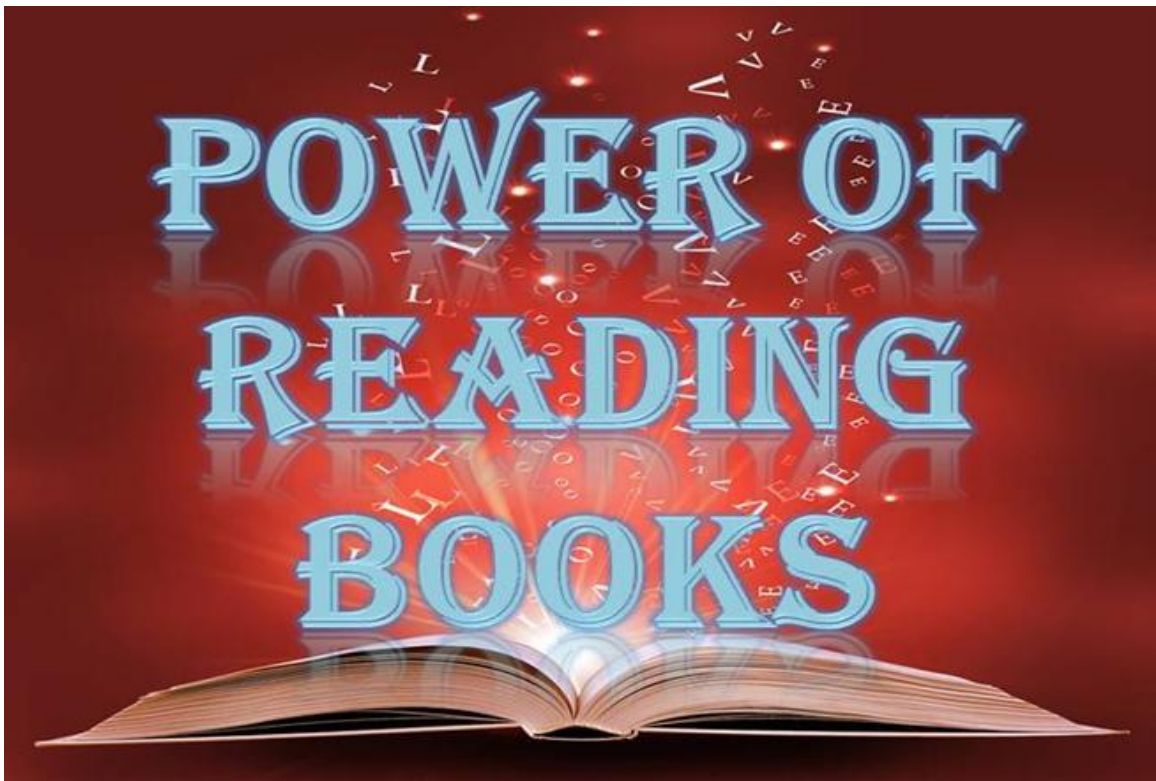
Your writing will be scored based on development of ideas, organization of writing, and language convention of grammar, usage, and mechanics.



## Check Your Writing

### Writing Rubric

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# Appendices

## CANTON PUBLIC SCHOOL DISTRICT

### *Appendix A*

### Questions for Readers

**Because good readers often pose questions about texts that require different levels of thinking and interpretation, we have developed a list of questions that students may use to monitor their reading comprehension before, during, and after reading a text.**

1. Did you or a character in the book learn a lesson from the story you read? Tell who learned the lesson, what lesson was learned, and how that lesson affected that person's life.
2. In your opinion, what was the author's purpose for writing this book? Give some examples to support your thinking.
3. Write about a character in this story that you liked or disliked. Discuss the reasons why you did or did not like this character. Did your feelings about this character change as you read more of the story?
4. What was the big problem in this story and how was it solved? What might have happened if the problem had not been solved?
5. What is something new that you learned from reading this book? Write or tell some knowledge you acquired while reading this book. How did this knowledge make you feel (happy, sad, motivated, inspired, etc.)? Did this knowledge remove previous confusion? How does this knowledge help you now or how will it help you in your future?
6. Why was the setting particularly important in this story? Discuss three or more reasons and refer to specific examples.
7. Think of a character in the story who reminds you of someone else you know. Write or tell how the two people are similar and/or how they are different.
8. If you had to persuade someone else to read this book, what would you say? Without revealing the resolution (ending), write or tell enough about this book to make someone else want to read it.
9. Did you like the resolution of the book? If you could rewrite or change the ending, what would you have the characters do differently? What would be the outcome of their actions?
10. Did this book remind you of an experience from your own life? Did you handle your experience in a similar manner, or did you handle your experience differently than the characters in the book? What suggestions can you give the characters to help them to make better decisions about their experiences?



## Reader Response Log (Kindergarten – Grade 1)

Student's Name:	Summary or Reflection
Title of Book:	This picture reminds me of...
Author:	
Illustrator:	
Date of Entry:	
Grade of Student:	
Parent's Signature:	
My Favorite Picture in the Book	

## Reader Response Log (Kindergarten – Grade 1)

Student's Name:	Summary or Reflection
Title of Book:	This picture reminds me of...
Author:	
Illustrator:	
Date of Entry:	
Grade of Student:	
Parent's Signature:	
My Favorite Picture in the Book	

## Reader Response Log (Grades 2-12)

<b>Student's Name:</b>	<b>Summary or Reflection</b>
<b>Title of Book:</b>	
<b>Author:</b>	
<b>Illustrator:</b>	
<b>Date of Entry:</b>	
<b>Grade of Student:</b>	
<b>Parent's Signature:</b>	
<b>Guiding Questions</b>	

## Reader Response Log (Grades 2-12)

Use the *Questions for Readers* page to help guide your thoughts and reflections. You may use additional sheets of paper, if needed.

## Reader Response Log (Grades 2-12)

<b>Student's Name:</b>	<b>Summary or Reflection</b>
<b>Title of Book:</b>	
<b>Author:</b>	
<b>Illustrator:</b>	
<b>Date of Entry:</b>	
<b>Grade of Student:</b>	
<b>Parent's Signature:</b>	
<b>Guiding Questions</b>	

## Reader Response Log (Grades 2-12)

Use the *Questions for Readers* page to help guide your thoughts and reflections. You may use additional sheets of paper, if needed.

## CANTON PUBLIC SCHOOL DISTRICT

### *Appendix B*

### Glossary of Terms

1. **Afterword** - An afterword is an account of how the story came to be or how the ideas for the story were developed. It may also detail changes that have been made to a story.
2. **Antagonist** - An antagonist is any force that is in conflict with the protagonist; it may be a force of nature, a set of circumstances, an animal, or a person.
3. **Author** - The author of a story is the person who originates or gives existence to anything by writing.
4. **Author's purpose** - The author's purpose is the reason why the author writes the way he/she writes. Authors usually write to inform, to entertain, or to persuade.
5. **Climax** - The climax is the turning point of a story. It can be the highest point of action in a story (technical climax) or the highest point of emotion in a story (dramatic climax).
6. **Conflict** - The conflict is the problem(s) that arises in the story between the protagonist (main character) and the antagonist (the character who opposes the protagonist).
7. **Diary** - A diary is a record with discrete entries arranged in chronological order by dates to report or recount what has happened over the course of a day or another time period.
8. **Exposition** - The exposition is the first element of a plot. In the exposition, the author describes the setting, introduces the characters, and provides background information. Although the exposition is usually found at the beginning of most novels, it can also be found in other sections – particularly if the author uses flashbacks. Flashbacks are interjected scenes that take the story back in time from the current point of the story to give important information that may have happened before that particular point.
9. **Falling action** - The falling action is the part of the plot where the conflict between the protagonist and the antagonist unravels, with the protagonist winning or losing to the antagonist.
10. **Foreword** - A foreword is a short (or long) piece of writing that is often found at the beginning of a book or a literary piece. The foreword may or may not be written by the primary author of the work.

## CANTON PUBLIC SCHOOL DISTRICT Glossary of Terms (Continued)

11. **Main characters** - Main characters are the characters that appear frequently in a story, often have much to say throughout a story, or have an important role in the development of a story.
12. **Mood** - The mood of a story is the emotional attitude the author takes toward his topic.
13. **Plot summary** - Plot summary is a written brief overview of what occurred in a story.
14. **Protagonist** - The protagonist is the main character in a story.
15. **Reader Response Log** - The Reader Response Log is a means for analyzing an entire book via personal reflection. It can also serve as a resource for student use during class discussions or study sessions.
16. **Resolution** - The resolution is a satisfactory end to a story or a solution to the conflict of a story.
17. **Rising action** - The rising action is the series of events that occur before the climax of the story. Usually the rising action creates tension, excitement, or an intricate situation that directly involves the protagonist.
18. **Rubric** - A rubric is a prescribed guideline for evaluation or scoring.
19. **Setting** - The setting is the time, the location, and the circumstances in which a story occurs.
20. **Sidebars** - Sidebars are clarifying informative notes that are placed next to a written work, but separate with contextual connection.
21. **Synopsis** - A synopsis of a story is a written brief overview of a story, a written brief summary of a story, or a written brief abstract of a story.
22. **Theme** - The theme of a story is the lesson that is to be learned by reading a story; it is the underlying meaning of a story.
23. **Tone** - The tone of a story is the writer's attitude toward his readers and his subject or his mood or moral view. A writer's tone can be formal, informal, playful, ironic, and especially, optimistic or pessimistic.