



MIDDLE SCHOOL SUMMER READING

2026-2027

Dear Middle School students,

We are excited to have the opportunity to spend the year with you as your English teachers! We know that we will learn much from you, and hopefully you will learn from us, too!

Over the summer, please read **two books**. **Choose one book from the grade-specific list below**. Please be prepared to complete an **in-class assignment about this book within the first week when we return in August**.

Your in-class assignment will require you to write an essay about one of the grade-specific books. You will be required to support your ideas with textual evidence, so it would be beneficial to use sticky page markers/flags and annotate the book as you read, keeping in mind potential themes such as perseverance, love, justice, courage, faith, or personal growth/maturity. Please use the annotation symbols that are attached to help you engage with the text.

Your second book choice should be a book you have not previously read, have 200 or more pages and is at or above your reading level.

If at any time you happen to come upon something that is inappropriate, please stop reading the book and discuss it with a parent, before abandoning the book and choosing one that is more appropriate for you. Please use your common and moral sense to guide you.

We hope you have a refreshing summer with your family and friends and can't wait to hear all about your endeavors upon our return in the fall! We are going to have a fantastic year in English and look forward to this new adventure together!

Sincerely,
Ms. Krantz, Mrs. Brown, Mrs. Mackey



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GRADE 6

***Anne of Green Gables* by L.M. Montgomery:**

The beloved classic that resonates deeply with readers of all ages, offering timeless lessons of grace, forgiveness, and the beauty of second chances. Through the adventures of the spirited Anne Shirley, students learn the importance of kindness, imagination, and the transformative power of love. Its wholesome storytelling and emphasis on virtues align with Christian values, making it a delightful and enriching read for readers young and not so young alike.

***My Side of the Mountain* by Jean Craighead George:**

Every kid thinks about running away at one point or another; few get farther than the end of the block. Young Sam Gribbley gets to the end of the block and keeps going--all the way to the Catskill Mountains of upstate New York. There he sets up house in a huge hollowed-out tree, with a falcon and a weasel for companions and his wits as his tool for survival. In a spellbinding, touching, funny account, Sam learns to live off the land, and grows up a little in the process.

***Ana Marie Reyes Does NOT Live in a Castle* by Hilda Eunice Burgos:**

A touching and thought-provoking novel that resonates deeply with readers. Through Ana Maria's journey of self-discovery and resilience in the face of adversity, students learn valuable lessons about empathy, compassion, and the importance of finding strength in faith. Its themes of social justice and the inherent dignity of every individual reflect Christian teachings, making it a poignant and enriching read for middle schoolers.

***From the Mixed-Up Files of Mrs. Basil E. Frankweiler* by E.L. Konigsberg:**

A delightful adventure that celebrates curiosity, creativity, and the joy of discovery. Through the escapades of Claudia and Jamie as they run away to the Metropolitan Museum of Art, students embark on a journey of self-discovery and appreciation for the beauty of art and history. Its themes of family, friendship, and the pursuit of truth resonate with Christian values, making it a captivating and morally uplifting read for middle schoolers.

I verify that my child, _____, read the following two books:

1. _____
2. _____

She/He has not read either of these books before this summer, nor did she/he just sit and watch the movie. She/He read both books in their entirety.

Parent Signature

Annotating Reference Sheet

Annotation or Annotating text is when a reader takes short notes to record his/her thinking as they read through a text.

This Action Requires

a highlighter



pen/pencil



sticky notes



Good Readers:

- Identify important information
- Make connections to the text as they read from their own life
- Make predictions
- Question the text
- Ask questions
- Identify words that s/he does not know
- Make notes while they read

In The Margins:

- Write comments next to your symbols
- React and respond
- Make inferences
- Identify literary and figurative terms

This kind of practice will help you read more closely and with great thought and understanding. As you practice, you'll develop your own system!

Here are symbols you can use to annotate your reading:



Important thought or piece of information



Something that makes you sad or you disagree with in the text



Something surprising or something you did not know



Love it! Love an idea or piece of information



Something that you agree with in the text



Something you find confusing or puzzling



Ha! This makes you laugh or smile