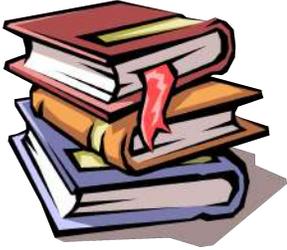


# SUMMER READING ASSIGNMENTS

**\*\*for incoming grade 6 students\*\***



Welcome to sixth grade! To be prepared for this school year, it is mandatory that every sixth grader read the summer reading book they selected and complete the attached assignment. You were given the opportunity to select one of the following books: Crash by Jerry Spinelli, Freak the Mighty by Rodman Philbrick, The Lightning Thief by Rick Riordan or The Girl Who Owned a City by O. T. Nelson. If you would like to select a novel other than the three above, it must be in school and approved by your teacher by June 14<sup>th</sup>, 2019.

Read one of the books above and complete the written assignment. You may choose to read additional titles as well from the suggested list below.

- Complete the writing assignment. The topic of your writing piece is **character**. You will write an analysis of a main character from your book. As you practiced in school, you should use examples from the text that provide examples to prove the traits you select. Remember to use your writing stems (As proof, In the text it states, In the story, etc.)
- Your responses can be handwritten or typed.
- Your response will be collected during the first week of school and graded using the rubric attached.
- Use the attached checklist to help you complete this assignment.

**\*\*Please note that any books borrowed from the school must be returned to next year's teacher at the beginning of the year. Failure to return the novel will result in a \$5 fine in order to reimburse the school so another novel can be purchased. \*\***

***Students who read additional books at each grade level will be entered in a drawing for a gift card!***

### Grade 6 – Additional Teacher Suggestions

Author	Title	Guided Reading Level	DRA Level
Edward Bloor	<u>Tangerine</u>	U	50
Rick Riordon	<u>Sea of Monsters</u>	S	40
Gordon Korman	<u>Swindle</u>	T	50
Christopher Paul Curtis	<u>Bud, Not Buddy</u>	U	50
Kevin Henkes	<u>Olive's Ocean</u>	V	44
Jerry Spinelli	<u>Stargirl</u>	V	50
Phyllis Reynolds Naylor	<u>Shiloh</u>	R	40
Tracy Barrett	<u>The 100-Year-Old Secret</u>	P	36

# Rubric for Summer Reading Assignment (Students Entering Grade 6)

New Jersey Student Learning Standards for English Language Arts:

RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

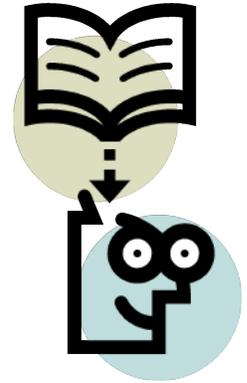
	<b>Outstanding Exceeding</b>	<b>Good Response Meeting</b>	<b>Fair Response Approaching</b>	<b>Weak Response Not Meeting</b>
<b>Topic / Idea Development</b>	Character is well-defined and focus is clear from the introduction paragraph; thesis statement is very clear and well-developed; details are tightly connected to topic sentences and topic sentences are tightly connected to the thesis  <b>Score: 30-27</b>	Character presentation is adequately defined; using appropriate supporting details; thesis statement is clear; details are connected to thesis; topic sentences are connected to thesis  <b>Score: 26-23</b>	Character presented is defined although is missing a few obvious details; few supporting details; topic sentences are loosely connected to thesis  <b>Score: 22-19</b>	Character presentation is not clear; limited supporting details; some supporting details; topic sentences are not connected to thesis statement  <b>Score: 18 and below _____</b>
<b>Organization / Structure</b>	Strong Organization; well-developed sentences and paragraphs including transitions; excellent introduction and conclusion; each body paragraph was well-developed  <b>Score: 30-27</b>	Has generally well formed sentences and paragraphs; introduction and conclusion are clear and supported; each body paragraph is well-developed  <b>Score: 26-23</b>	Weak paragraph structure and organization; introduction and conclusion are present but not fully developed; body paragraphs are not fully developed.  <b>Score: 22-19</b>	Little sense of organization; lacks sentence structure and paragraph development; introduction and conclusion are not evident  <b>Score: 18 and below _____</b>
<b>Mechanics and Language Usage</b>	No errors present in paper; accurate spelling, capitalization, punctuation, and usage; transitions present; sentence variety implemented with rich vocabulary; effective use of quotes  <b>Score: 30-27</b>	Three or less errors in spelling, capitalization, punctuation and usage; some transitions and sentence variety; appropriate use of quotes  <b>Score: 26-23</b>	More than three errors in spelling, capitalization, punctuation and usage; some transitions are disproportionate to length and complexity; simplistic vocabulary; weak use of quotes.  <b>Score: 22-19</b>	Many errors in spelling, capitalization, punctuation, and usage; weak/inappropriate vocabulary; does not use quotes  <b>Score: 18 and below _____</b>
<b>Presentation</b>	Neatly typed or hand-written; carefully assembled; creative ideas are present; followed format accurately  <b>Score: 10</b>	Neatly presented; followed proper format  <b>Score: 7</b>	Presentation is legible; format and headings are somewhat evident  <b>Score : 5</b>	Difficult to read; lacks proper headings and format  <b>Score: 0</b>

\*\* Assignment will count as 2 minor grades. Due 9/09/19. \*\*

# Structure for Completing the Summer Reading Assignment

## Introductory Paragraph:

- Lead Statement (quote, rhetorical question, meaningful related statement)
- Title (underlined or *italicized*)
- Author
- Brief Summary of book (should be 1-2 sentences)
- Thesis Statement



## Body Paragraph #1:

- Claim (main idea of paragraph)
- Transition
- Background (explain what is happening in the book right at the point where your textual evidence will be inserted)
- Text Support (Use textual evidence stems to introduce)
- Analysis (explain how your text support proves what you are trying to say)
- Closing Statement

## Body Paragraph #2:

- Claim (main idea of paragraph)
- Transition
- Background (explain what is happening in the book right at the point where your textual evidence will be inserted)
- Text Support (Use textual evidence stems to introduce)
- Analysis (explain how your text support proves what you are trying to say)
- Closing Statement

## Body Paragraph #3:

- Claim (main idea of paragraph)
- Transition
- Background (explain what is happening in the book right at the point where your textual evidence will be inserted)
- Text Support (Use textual evidence stems to introduce)
- Analysis (explain how your text support proves what you are trying to say)
- Closing Statement

## Closing Paragraph

- Closing Transition
- Restate thesis statement and summarize strong evidence
- Closing statement or idea