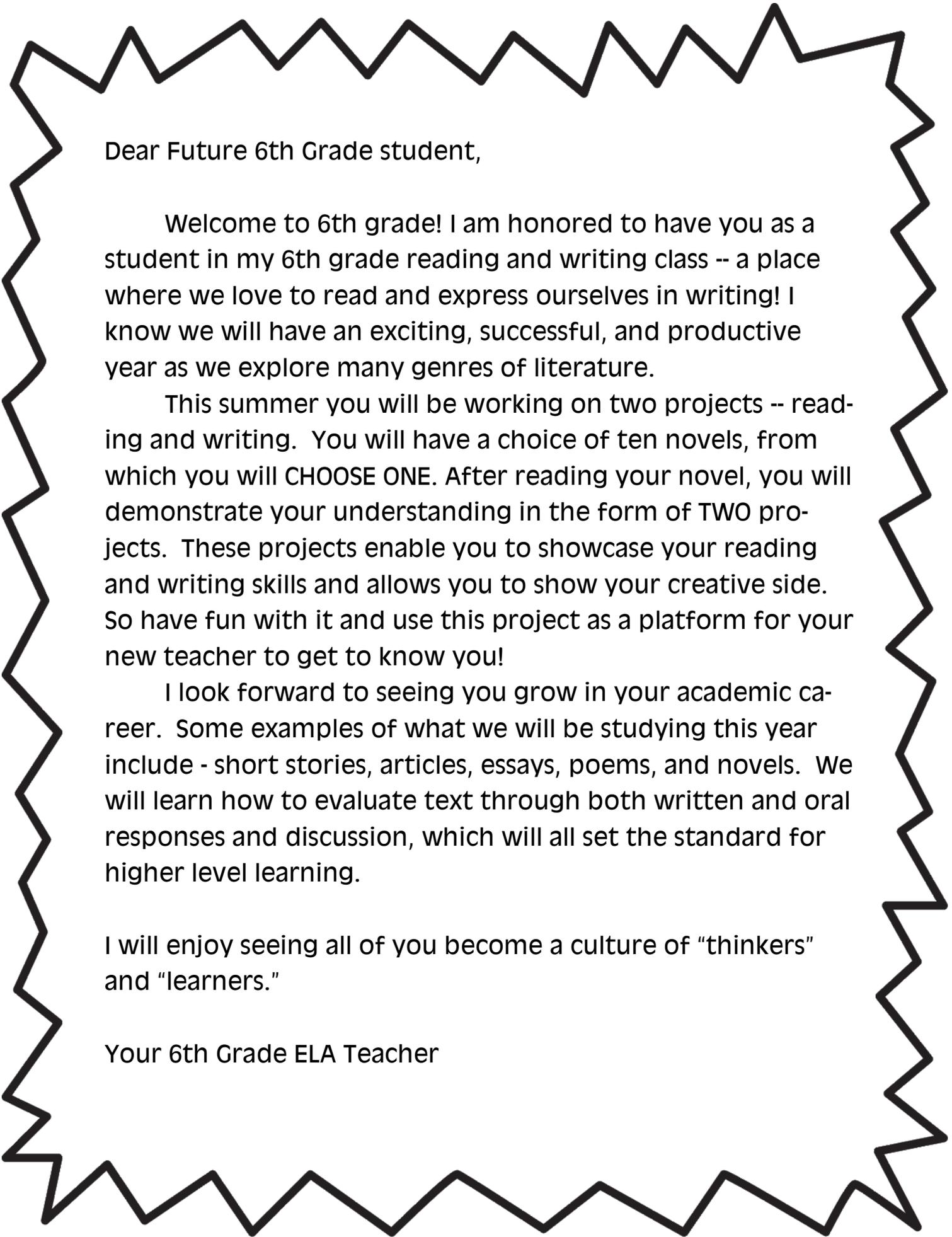# Summer
Reading & Writing Project
2018-2019
Grade 6

DUE DATE for BOTH projects:

Friday, August 31st, 2018

(Late assignments will be penalized 10 points every day it is late.)

Dear Future 6th Grade student,

Welcome to 6th grade! I am honored to have you as a student in my 6th grade reading and writing class -- a place where we love to read and express ourselves in writing! I know we will have an exciting, successful, and productive year as we explore many genres of literature.

This summer you will be working on two projects -- reading and writing. You will have a choice of ten novels, from which you will CHOOSE ONE. After reading your novel, you will demonstrate your understanding in the form of TWO projects. These projects enable you to showcase your reading and writing skills and allows you to show your creative side. So have fun with it and use this project as a platform for your new teacher to get to know you!

I look forward to seeing you grow in your academic career. Some examples of what we will be studying this year include - short stories, articles, essays, poems, and novels. We will learn how to evaluate text through both written and oral responses and discussion, which will all set the standard for higher level learning.

I will enjoy seeing all of you become a culture of "thinkers" and "learners."

Your 6th Grade ELA Teacher

Grade 6 Summer Reading Choice Novels
CHOOSE ONE of the following:

Title of Book	Author
Holes	Louis Sachar
Island of the Blue Dolphin	Scott O'Dell
The Chronicles of Naria: The Lion, the Witch, and the Wardrobe	C.S. Lewis
Knots in My Yo-Yo String	Jerry Spinelli
The Elsewhere Chronicles: The Shadow Door	Nykko
Crossover	Kwame Alexander
Refugee	Allen Gratz
The Last Fifth Grade of Emerson Elementary	Laura Shovan
Where the Red Fern Grows	Wilson Rawls
Smile	Rina Telgemeier

READING PROJECT Requirements:

1. You may choose any book from the summer reading list. It may NOT be a book you have already read.

2. Follow the directions for project completion according to project list.

3. **Include the following information on your project:**

    - Your name, date, and section

    - Title of the novel and the name of the author

    - Title of assignment

4. **Project grades will be based on the following criteria.**

    - Physical appearance (neatness, organization, color, etc.) PROJECTS MUST BE TYPED OR HANDWRITTEN NEATLY.

    - Grammar/Mechanics/Spelling

    - Content and Detail (To what extent does the project prove to me that you read this book? Does the final product reflect well thought -out ideas and demonstrate your understanding of the novel?)

5. When choosing projects which involve drawing, you absolutely may NOT copy from the internet, Xerox, or trace the book cover or any pictures found in the book. This involves no creative thinking on your part whatsoever and **will not be given credit**.

6. Even though certain projects may really appeal to you, remember to make sure the project you choose will work well with the novel you read.

You must choose one of the following <u>READING</u> assignments to complete using your summer reading novel:

OPTION ONE: *Toon-In*
- After reading your novel of choice, you will complete a comic on the following website www.toondoo.com. You must include the following elements:
  - 10—15 panels for the entire comic. Your cartoon must show the plot development of your novel, from beginning to end.
  - Include 3 notable quotes from the text in your comic strip.
  - Create a list of the story elements **OR** plot mountain of the story elements, including characters, setting, rising action, climax, falling action, and conclusion. This can be done digitally, or on paper.

OPTION TWO: *Attention, Attention, Book Lovers!*

- After reading your novel of choice, you will complete a 30 second PSA (Public Service Announcement). You will be using your skills of persuasion to convince the audience to read your novel. It should include:
  - A script of your PSA to turn in to the teacher.
  - A summary of the novel
  - Why someone would really enjoy this novel
  - An important quote from the text, and your reasoning as to why it is meaningful.
  - Your actual video, posted on YouTube or video file submitted to the teacher. If posted on YouTube, please send a link to your teacher.

OPTION THREE: *One-pager*
- After reading your novel of choice, you will create a one-page response to the novel you have read by covering the entire poster with your responses. It should be completed on a poster at least 11x17 and include the following:
  - Title and Author
  - Three notable quotes or phrases that jump out at you, including your reasoning. Write them anywhere on the poster.
  - Three visual images that create a "visual focus" on your poster. These images could represent the theme or main idea of what you read.
  - A personal statement about what you have read. What did the reading mean to you? What is your opinion, final thought, big question, or personal connection?
  - A theme statement: what is the theme of the reading?   (If nonfiction, then write the author's main purpose or idea.)
  - NO WHITE SPACE can be left on your poster. Fill the entire page.

ALL OPTIONS MUST INCLUDE PICTURES/GRAPHICS AND COLOR TO ENHANCE UNDERSTANDING.

WRITING PROJECT Requirements:

Using the SAME novel you have read for your reading project you will complete one of the following writing assignments.

1. Follow the directions for project completion according to project list.

2. **Include the following information on your project:**

- Your name, date, and section
- Title of the novel and the name of the author
- Title of assignment

3. **Project grades will be based on the following criteria.**

- Physical appearance (neatness, organization, color, etc.) PROJECTS MUST BE TYPED OR HANDWRITTEN NEATLY.
- Grammar/Mechanics/Spelling
- Content and Detail (To what extent does the project prove to me that you read this book? Does the final product reflect well thought-out ideas and demonstrate your understanding of the novel?)

4. When choosing projects which involve drawing, you absolutely may NOT copy from the internet, Xerox, or trace the book cover or any pictures found in the book. This involves no creative thinking on your part whatsoever and **will not be given credit**.

5. Even though certain projects may really appeal to you, remember to make sure the project you choose will work well with the novel you read.

You must choose one of the following <u>WRITING</u> assignments to complete using your summer reading novel:

OPTION ONE: *To be Continued…*

- Jump into the mind of the author, and write the next chapter of your novel. You must include:
    - A minimum of 2-3 typed pages in narrative style writing. This includes characters, dialogue, and other narrative techniques that you have learned.
    - A cover page (title page) which includes the title of the chapter, your name and class
    - 2-3 paragraphs about the author (the writer of the original novel)
    - A summary of the novel (2-3 paragraphs)

OPTION TWO: *Time Travel*

- Take your characters to another place and time, and rewrite a chapter of your novel in a different setting. This includes a different time and place as well a the environment. You must include:
    - A minimum of 2-3 typed pages in narrative style writing. This includes characters, dialogue, and other narrative techniques that you have learned.
    - A cover page (title page) which includes the title of the chapter, your name and class
    - 2-3 paragraphs about the author (the writer of the original novel)
    - A summary of the novel (2-3 paragraphs)

OPTION THREE: *How I See It*

- Take a walk in someone else's shoes and rewrite a specific chapter from the **antagonist's** point of view. You must include:
    - A minimum of 2-3 typed pages in narrative style writing. This includes characters, dialogue, and other narrative techniques that you have learned.
    - A cover page (title page) which includes the title of the chapter, your name and class
    - 2-3 paragraphs about the author (the writer of the original novel)
    - A summary of the novel (2-3 paragraphs)

OPTION FOUR: *Letter to Producer*

- You are an aspiring film director and want to turn a wonderful book you just read into a movie. Write a persuasive letter to your producer convincing them that your novel should be made into a movie. You must include:
    - At least five persuasive techniques (EX: bandwagon, power of three, and humor) to add interest in your writing.
    - The correct letter format (including date, greeting, body, salutation, signature)
    - Must be at least five paragraphs in length

Reading Project Rubric

	4 (100)	3 (85)	2 (70)	1 (55)
Subject Knowledge	Student is confident in the subject matter. All material is on topic.	Student is somewhat confident in subject matter. Most of the material is on topic.	Student is not confident in subject matter. Material is frequently off-topic	Little or no effort is shown to understand the subject. Material provided is unrelated to topic given.
Written Work	Written piece is clear and contains no more than 5 spelling and grammar errors.	Written piece is mostly clear. It contains 6-10 spelling and grammar errors.	Written piece is not very clear and contains 11-15 spelling or grammar errors.	Written piece is not clear. Contains 16 or more spelling and grammar errors.
Creativity of Topic Chosen	Student showed a lot of creativity and struck to the guidelines given.	Student followed the guidelines and showed some creativity.	Student followed the guidelines, but was not very creative.	Student did not follow the guidelines and project lacked creativity.
Illustration or Sound Effects	Student work showed creativity and effort. Colored and detailed. Video: Clear visuals, voice can be clearly heard and understood in the video.	Student work was creative and showed effort, with some detail. Video: Mostly clear visuals; voice can be heart and understood in the video.	Student work showed little creativity and effort. Vague detail. Video: Somewhat clear visuals; voice is difficult to hear and understand in the video.	Student work was rushed and lacked creativity. Video: Unclear visuals; voice cannot be understood in the video.
Presentation	Student was confident and clear. Made adequate eye contact. Uses appropriate voice level so all students can hear presentation.	Student did a good job. Made some eye contact. Uses appropriate voice level so most students can hear presentation.	Student did an oK job. Made little eye contact, Uses voice level that only a few students can hear.	Student was unfocused. Made no eye contact with audience. Uses voice level that was difficult for anyone to hear.

Writing Project Rubric

GRADES 6-11 (July 2015)
PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

Narratives

Narrative Task (NT)

Construct Measured	Score Point 4 — 100	Score Point 3 — 88	Score Point 2 — 75	Score Point 1 — 63	Score Point 0 — 50
	The student response	The student response	The student response	The student response	The student response
	• is effectively developed with narrative elements and is consistently appropriate to the task;	• is mostly effectively developed with narrative elements and is mostly appropriate to the task;	• is developed with some narrative elements and is generally appropriate to the task;	• is minimally developed with few narrative elements and is limited in its appropriateness to the task;	• is undeveloped and/or inappropriate to the task;
Written Expression	• is effectively organized with clear and coherent writing;	• is organized with mostly clear and coherent writing;	• demonstrates some organization with somewhat coherent writing;	• demonstrates limited organization and coherence;	• lacks organization and coherence;
	• establishes and maintains an effective style.	• establishes and maintains a mostly effective style.	• has a style that is somewhat effective.	• has a style that has limited effectiveness.	• has an inappropriate style.
Knowledge of Language and Conventions		The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear. 100	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear. 85	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding. 70	The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding. 55

NOTE:
- The reading dimension is not scored for elicited narrative stories.
- The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1-4 for writing.
- Tone is not assessed in grade 6.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters' personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters' motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing.