

Grade 6 Summer ELA Assignment

Reading & Writing Project Summer Task

Hello Future 6th Graders!

Here are your summer ELA Fiction and Non-Fiction Reading and Writing assignments. Both are due when you get back to school!

TASK 1: Summer Reading Book Jacket

DIRECTIONS:

(1) Fold a piece of CONSTRUCTION PAPER in half.

(2) **On the FRONT COVER**, include:

- a picture of a scene from the book you read (your OWN sketch!)
- the TITLE of the book
- the AUTHOR'S name

(3) **On the INSIDE of the booklet:**

-**Paragraph 1:** plot summary and the setting of the novel (**please note – setting is WHERE and WHEN the book takes place*)

-**Paragraph 2:** describe and explain the conflict (*the “problem” that the main character is facing*)

-**Paragraph 3:** describe (in detail) the main character of the story. How would you describe this character's personality? Try to find at least ONE good character trait and evidence of that trait.

(4) **On the BACK COVER:** 1-Paragraph: Would you recommend this book? Why or why not?

(5) Be **CREATIVE**, **COLORFUL**, and **NEAT** in your assignments!

The following are a list of grade-level books that you might want to use for your book jacket:

1. “The Invention of Hugo Cabret” by Brian Selznick
2. “Freak the Mighty” by R. Philbrick

3. “Criss Cross” by Lynne Rae Perkins

4. "How to disappear Completely and Never Be Found" by Sara Nickerson
5. "Hoot" by Carl Hiassen
6. Lord of the Kill" by Theodore Taylor
7. "Lady Grace Mysteries" by Grace Cavendish

8. "Hatchet" by Gary Paulsen
9. "Ella Enchanted" by Gail Carson Levine

TASK 2: - Fiction/Non-Fiction Comparison Analysis

-DIRECTIONS:

(1) You will **read 3 TEXTS/ARTICLES** that are related by a common topic. Each article describes a point of view on the idea of whether or not animals can actually "think." (Each article is NUMBERED from 1 – 3 for your convenience ☺)

(2) Use the graphic organizers (charts, tables, etc) provided to **TAKE NOTES and RESPOND** to **EACH** of the articles.

(3) **ANSWER** the focus questions about the articles you have read. Be sure to CITE THE TEXT in order to support your claims and give a complete response.

(Some friendly advice: Do **NOT** try to do this assignment all in ONE DAY. This assignment should show your ability to READ and ANALYZE different types of texts. Plan your time so that you do not rush through these tasks. These will be a measure of your reading and writing ability in September when we meet you!)

Good luck!

See you in September!

Sincerely,
The 6th Grade Teachers

ELA TASK 2

TABLE 1: Notes and Summaries of Articles

STEP 1: READ the ARTICLES	STEP 2: Take NOTES on the important ideas (who, what, where, when, why, how)	STEP 3: Write a 1-2 sentence summary of the MAIN IDEA (CENTRAL IDEA) of the ARTICLE
(1) Can Animals Think? by Eugene Linden		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
(2) What Do Animals Think? by Temple Grandin		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

(3) Dogs Likely Born with 'Canine Telepathy' by Jennifer Viegas	

ELA TASK 2
TABLE 2: Author Opinions & Comparison

CAN ANIMALS THINK?	Article 1: <i>Eugene Linden</i> "Can Animals Think?"	Article 2: <i>Temple Grandin</i> "What Do Animals Think?"	Article 3: <i>Jennifer Viegas</i> "Dogs Likely Born With 'Canine Telepathy'"
What is the author's opinion?			
Cite textual evidence support your response.			

What would you ask this author, regarding the topic?			
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ELA TASK 2 FOCUS QUESTION – Writing Assignment

Write a REVIEW of one of the articles. Select 1 article you found MOST interesting or convincing, and explain why this was your preferred article. What was interesting about it? What was different about it that made it better than the other articles? What did you learn from it? Make sure your review is written in ESSAY FORM, including proper organization (paragraphs), spelling, and grammar. It should also be very persuasive!

Use the following RUBRIC to guide your writing:

PS 171 Grade 6 Writing Rubric					
CRITERIA		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:
CONTENT AND ANALYSIS: <i>The essay contains complex ideas and information clearly and accurately to support ideas</i>	W.2 R.1 –9	—clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose —demonstrate insightful analysis of the text(s)	— clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)
COMMAND OF EVIDENCE: <i>The essay presents evidence from the provided texts to support analysis and reflection</i>	W.9 R.1 –9	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence inconsistently	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant

<p>COHERENCE, ORGANIZATION, AND STYLE: <i>the essay logically organizes complex ideas, concepts, and information using formal style and precise language</i> (RAFT is used)</p>	<p>W.2 L.3 L.6</p>	<p>—exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning —establish and maintain a formal style, using grade-appropriate, language and domain-specific vocabulary with a notable sense of voice —provide a concluding statement or section that is compelling and follows clearly from the topic and information presented</p>	<p>—exhibit clear organization, with the use of appropriate transitions to create a unified whole —establish and maintain a formal style using precise language and domain-specific vocabulary —provide a concluding statement or section that follows from the topic and information presented</p>	<p>—exhibit some attempt at organization, with inconsistent use of transitions —establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary —provide a concluding statement or section that follows generally from the topic and information presented</p>	<p>—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —provide a concluding statement or section that is illogical or unrelated to the topic and information presented</p>
<p>CONTROL OF CONVENTIONS: <i>The essay demonstrates command of standard English grammar, usage, capitalization, punctuation, and spelling</i></p>	<p>W.2 L.1 L.2</p>	<p>—demonstrate grade-appropriate command of conventions, with few errors</p>	<p>—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</p>	<p>—demonstrate emerging command of conventions, with some errors that may hinder comprehension</p>	<p>—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension</p>