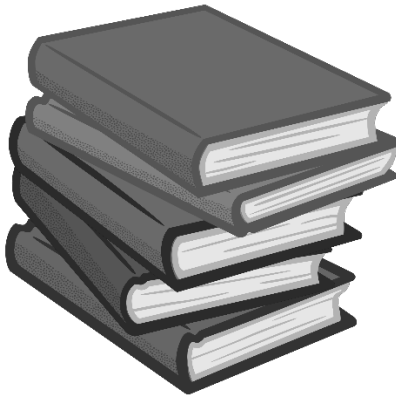


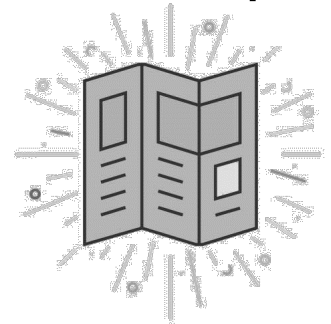
Incoming

6th Grade

Summer Reading Project



- 1) Read a book from the enclosed list.
- 2) Create a brochure using the guidelines to help.



Student Name: _____

Book Choice: _____

**** All students must read ONE book, complete the brochure project by the first Friday when we come back.**

Sarasota School of Arts and Sciences
Summer Reading Assignment Grade 6



Dear Students, Parents and Guardians,

Welcome to your new 6th grade Language Arts classroom! Attached is a list of novels from which you are to choose your summer reading books. **Every future 6th grader must read one novel from the below list.** You may choose a book from the list that appeals to your interest!

Our program is designed to promote the skills for effective reading and learning. The reading list and corresponding assignments can also be found on the school's website, www.ssas.org. The intent of this list is to give you assistance in directing your child to quality literature. Some novels listed contain mature themes, situations, and language. We included these novels because we believe that they make a valuable contribution to literature and should be available to young adult readers. If you have any questions about the appropriateness of a novel for your student, you are encouraged to visit <http://www.common sense media.org/book-reviews>. You can search books by title to determine if the content is appropriate for your child.

****SUMMER READING CAMP:** We will be offering an AM and a PM summer reading camp at SSA+S. Students who sign up will be able to complete their project with a teacher and have the rest of the summer to relax! Please see the school website to sign up.

Upon returning from summer vacation, each child is required to hand in a project on his/her free choice book. **This project is due the first Friday of the school year.** We may have a writing assessment/book exam /or presentation on the novel during the first week of school, so it is suggested that students take notes on the important elements of the novel they have chosen to read.

Sincerely,

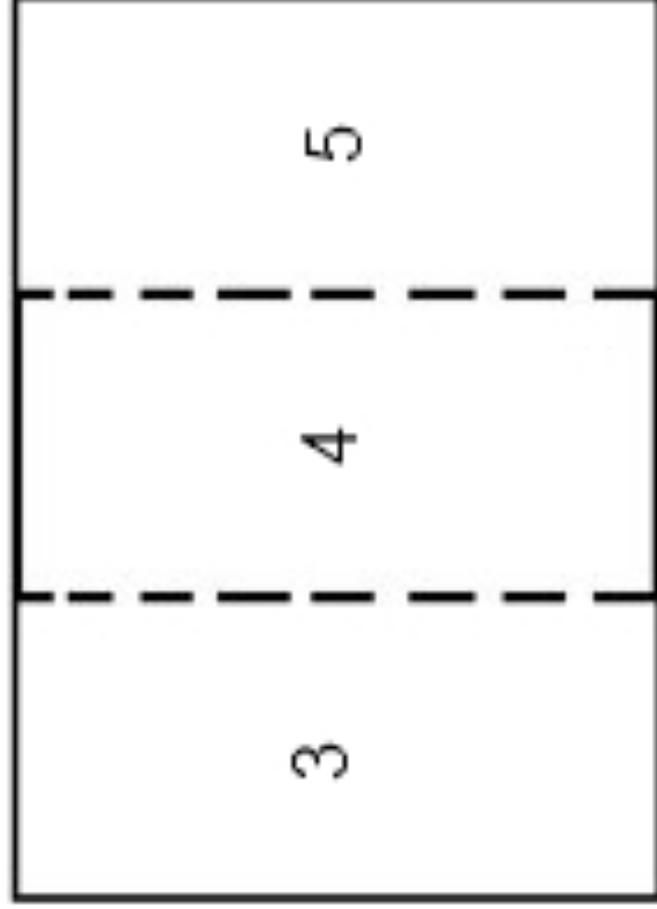
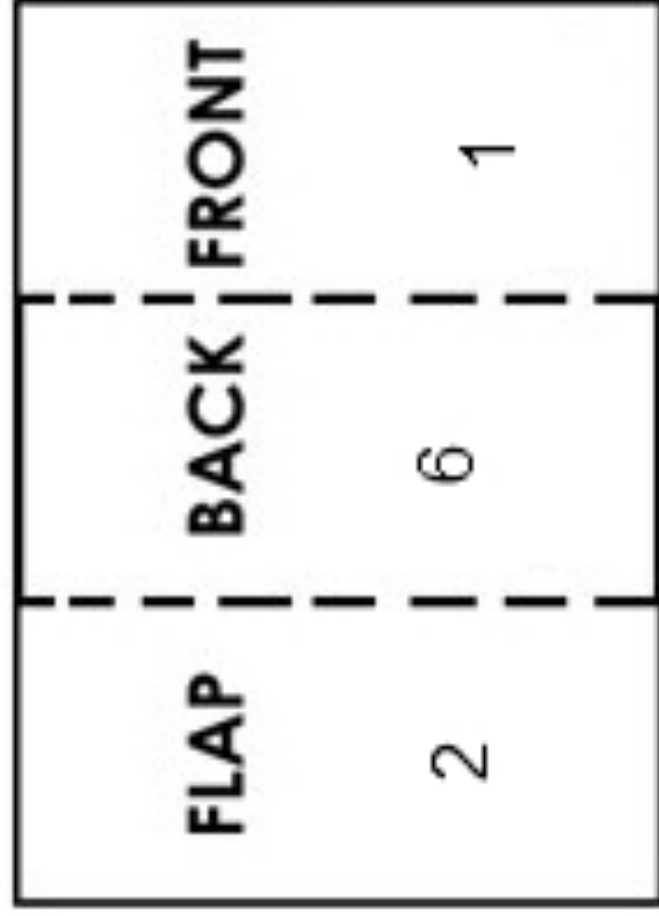
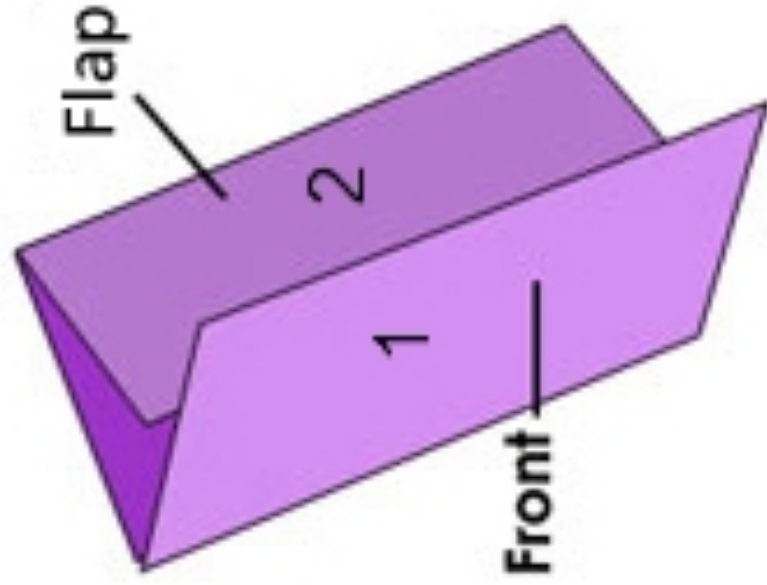
The Language Arts Department

6th Grade List

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|---|--|
| <i>Fever 1793</i> Anderson, Laurie Halse. (Historical Fiction) | During the summer of 1793, Mattie Cook lives above the family coffee shop with her widowed mother and grandfather. But then the fever breaks out. Disease sweeps the streets, destroying everything in its path. Mattie discovers that the sickness is everywhere, and she must learn quickly how to survive in a city turned frantic with disease |
| <i>The Trail</i> Hasimoto, Meika (Realistic Fiction) | Toby has to finish the final thing on The List. It's a list of brave, daring, totally awesome things that he and his best friend, Lucas, planned to do together, and the only item left is to hike the Appalachian Trail. But now Lucas isn't there to do it with him. Toby's determined to hike the trail alone and fulfill their pact, while putting himself in danger from the wild. |
| <i>Al Capone Does My Shirts</i> Choldenko, Jennifer (Historical Fiction) | Today I moved to Alcatraz, a twelve-acre rock covered with cement, topped with bird turd and surrounded by water. There are twenty-three other kids who live on the island because their dads work as guards or cooks or doctors or electricians for the prison, like my dad does. And then there are a ton of prisoners and maybe even an innocent man or two. You get to Alcatraz by being the worst of the worst. Unless you're me. I came here because my mother said I had to. |
| <i>I am Malala-Young Reader Edition</i> Yousafzai, Malala (Biography) | Malala Yousafzai was only ten years old when the Taliban took control of her region. Raised in a once-peaceful area of Pakistan transformed by terrorism, Malala was taught to stand up for what she believes. So she fought for her right to be educated. And on October 9, 2012, she nearly lost her life for the cause: She was shot point-blank while riding the bus on her way home from school. No one expected her to survive. |
| <i>The Skin I'm In</i> Flake, Sharon (Fiction) | Miss Saunders, whose skin is blotched with a rare skin condition, serves as a mirror to Maleeka Madison's struggle against the burden of low self-esteem that many black girls face when they're darker skinned. Miss Saunders is tough and through this, Maleeka learns to stand up to tough-talking Charlese. |
| <i>Among the Hidden</i> Haddix, Margaret (Science Fiction) | In a future where the Population Police enforce the law limiting a family to only two children, Luke, an illegal third child, has lived all his twelve years in isolation and fear on his family's farm. Luke has never been to school. In fact, Luke has never had a friend. Luke is one of the forbidden shadow children. He's lived his entire life in hiding, and now, with a new housing development replacing the woods next to his family's farm, he is no longer even allowed to go outside. |
| <i>The Line</i> Hall, Teri (Science Fiction) | When Rachel and her mother move to Mrs. Moore's house-the one with the greenhouse, right next to the Line-Rachel starts questioning things. There are so many rumors of horrible things that lie beyond the Line-in a place called Away-but no one dares to talk about it. And it's no use asking questions- especially of Mrs. Moore, who has always lived by the Line, or of her mother, who is just happy to have a place to stay, especially since Rachel's father died in the war. But then Rachel comes across a recorded message-one that could only have come from Away. And the voice on the recorder is asking for help. As things start to unravel, the question becomes, how far is Rachel willing to go to cross the Line and do the right thing? |
| <i>The Gathering (Shadow House Book #1)</i> Poblocki, Dan (Fantasy/Horror) | Some houses are more than just haunted... they're hungry. Dash, Dylan, Poppy, Marcus, and Azumi don't know this at first. They each think they've been summoned to Shadow House for innocent reasons. But there's nothing innocent about Shadow House. Something within its walls is wickedly wrong. Nothing -- and nobody -- can be trusted. Hallways move. Doors vanish. Ghosts appear. Children disappear. Enter Shadow House... if you dare. |
| <i>Esperanza Rising</i> Munoz Ryan, Pam (Historical fiction) | The novel focuses on Esperanza, the only daughter of wealthy Mexican parents, and follows the events that occur after her father's murder. Esperanza, her mother, and their former household servants flee to California with no money during the Great Depression, |

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| | where they find agricultural work that pays very little. The book received multiple positive reviews from critics, who praised Muñoz Ryan's writing and excitedly concluded that it was welcome for classroom discussion. |
| <i>A Wrinkle in Time</i> L'Engle, Madeleine (Science Fantasy) | A tesseract (in case the reader doesn't know) is a wrinkle in time. To tell more would rob the reader of the enjoyment of Miss L'Engle's unusual book. <i>A Wrinkle in Time</i> , winner of the Newbery Medal in 1963, is the story of the adventures in space and time of Meg, Charles Wallace, and Calvin O'Keefe (athlete, student, and one of the most popular boys in high school). They are in search of Meg's father, a scientist who disappeared while engaged in secret work for the government on the tesseract problem. |
| <i>Hatchet</i> Paulsen, Gary (Realistic Fiction) | <i>Hatchet</i> is a survival novel about a thirteen-year-old boy named Brian Robeson who finds himself completely alone in the Canadian wilderness with only a hatchet as his tool. Gary Paulsen was inspired to write <i>Hatchet</i> by his own survival experiments and tendencies. |
| <i>Tangerine</i> Bloor, Edward (Realistic Fiction/Sports) | Paul Fisher and his family move from Houston, Texas to Lake Windsor Downs in Tangerine, Florida. Erik, the older son, looks forward to a football scholarship at the university of his choice. Paul, the younger son, is visually impaired and legally blind but plays soccer. |
| <i>A Long Walk to Water</i> Park, Linda Sue (True Story) | <i>A Long Walk to Water</i> (2010) by Linda Sue Park is a novel based on the true story of Salva Dut, a Sudanese "Lost Boy" who fled his war-torn country as a child. The book intertwines Salva's journey in 1985 with the story of Nya, a young girl in 2008, both struggling to survive and find clean water. |
| <i>Eleven</i> Rogers, Tom (Realistic Fiction) | Alex Douglas always wanted to be a hero. But nothing heroic ever happened to Alex. Nothing, that is, until his eleventh birthday. When Alex rescues a stray dog as a birthday gift to himself, he doesn't think his life can get much better. Radar, his new dog, pretty much feels the same way. But this day has bigger things in store for both of them. This is a story about bullies and heroes. About tragedy and hope. About enemies with two legs and friends with four, and pesky little sisters and cranky old men, and an unexpected lesson in kindness delivered with a slice of pizza. This is "Eleven": the journey of a boy turning eleven on 9/11. |
| <i>Bridge to Terabithia</i> Paterson, Katherine (Fantasy) | <i>Bridge to Terabithia</i> is a heartwarming children's book that explores the powerful bond of friendship between Jess and Leslie. Together, they create an imaginary world called Terabithia, where they find solace and strength to overcome the challenges of the real world. |

ROLL FOLD



SSAS Summer Reading Project

You must read one book from the Summer Reading list and create one trifold project.

Trifold Brochure Instructions:

Create a tri-fold brochure including 6 panels as demonstrated in the sample image. Your brochure can be digital, using a program such as Microsoft Word or Publisher OR handwritten. IF you choose to create a digital brochure, you MUST PRINT a copy to turn in! The brochure must be typed or neatly handwritten in ink and should include color, images or graphics, creativity and neatness!

*** Tip: You could also use a large piece of construction paper to complete this project, but we are trying to avoid poster board sized projects.*

Use the illustration on the previous page to set up your brochure panels. Cover Page and Illustration

Panel #1- Front Page and Illustration

Create a colorful and creative cover page that shows your understanding of the main theme(s) of the novel for your brochure, including the following: **book title, book author, genre and your name.** The cover should be an original piece of work.

Panel #2-Setting

Illustrate the setting(s) in the novel. Below the illustration, include **four** direct quotes/text evidence from the novel that describe the setting(s). Please include page citations for each quote. EX: "It was a beautiful summer day in Sarasota in 1945," (Author, pg. #).

Panel #3-Conflict

Pick **four** conflicts (problems) that occur in the story.

- 1) **Identify + Describe** each conflict/problem in detail and
- 2) **how it affects the main character or plot within the story.**

Panel #4- Characterization

Create a Question and Answer interview with the main character(s) of the novel. This interview should include at least 3 questions and 3 answers. The character answers should be full and reflective of the main character's personality.

Hint: You can **infer (guess)** how the character may have felt. EX: (Q1: How did you feel when...)
(A1: I felt so terrified because...)

Panel #5- Written Responses

Use complete sentences and be specific in your examples.

- a) What do you think the author's purpose was in writing this book? (To inform, entertain, persuade express) Why?
- b) What did you like/dislike about the story? Explain WHY. Give examples with page #'s.
- c) What is the theme of this story? Why would you pick this as the theme? (Give examples from the book). Theme is defined as a main idea or an underlying meaning of a literary work, which may be stated directly or indirectly.

Panel #6- Creative Writing

Write an alternate ending for the novel. Make sure to resolve the novel's main conflict through the new ending and consider the character's personality and previous actions. The ending should **make sense** based on the overall storyline. This should be multiple paragraphs. BE CREATIVE, USE DESCRIPTIVE LANGUAGE AND GO FOR IT!

RUBRIC: BROCHURE FOLDABLE

| Category | Below Average | Average | Above Average | Excellent | Total |
|--|---|---|---|---|----------|
| Neatness and Organization, Cover Page and Binding | The brochure is haphazardly done and appears to have minimal or no effort placed in it. 5 points | The brochure is not neatly done and appears to be either partially done well or looks like it received minimum effort. 6 points | The brochure is neatly done and it appears that the student has put good effort to make the project look presentable. 8 points | The brochure is neatly done. It appears that the student has put maximum effort to make the project look presentable. 10 points | _____/10 |
| Characterization | The character questions and answers do not demonstrate any comprehension of the way the author is portraying the character's personality. 0 points | The character questions and answers demonstrate slight comprehension of the way the author is portraying the character's personality. 15 points | The character questions and answers demonstrate partial comprehension of the way the author is portraying the character's personality. 20 points | The character questions and answers demonstrate full comprehension of the way the author is portraying the character's personality. 25 points | _____/25 |
| Setting and Conflict | The student's responses barely convey the setting or conflicts within the story. 0 points | The student's responses minimally convey the setting and conflicts within the story. 15 points | The student's responses convey, for the most part, the novel's settings and conflicts within the story. 20 points | The student's responses thoroughly convey the novel's settings and conflicts within the story. 25 points | _____/25 |
| Comprehension and Creativity | Student does not demonstrate much knowledge of main conflict and storyline by creating an ending that does not tie into novel. Student put no creative effort into ending. 10 points | Student demonstrates slight knowledge of main conflict and storyline by creating an ending that loosely ties into novel. Student put little creative effort into ending. 20 points | Student demonstrates adequate knowledge of main conflict and storyline by creating an ending that somewhat relates to the novel. Student put some creative effort into ending. 25 points | Student demonstrates good knowledge of the main conflicts and storyline by creating an ending that closely relates to the novel. Student put excellent effort into ending. 30 points | _____/30 |
| Punctuation, Spelling, Grammar | The student has more than 12 errors. 2 points | The student has 9-12 errors. 5 points | The project has some errors. (5-8) 7 points | The project has minimal errors. (0-4) 10 points | _____/10 |