

6th Grade Summer Reading

DUE: August 6 (A-Day) / August 7 (B-Day)

English Language Arts will include two required summer readings. One reading will be a novel and the other will be a non-fiction article of your choosing.

STEP ONE:

Novel

Read "The Lions of Little Rock" by Kristin Levine (ISBN-13: 978-0399256448)

Non-Fiction Articles

There are eight non-fiction articles related to the various themes and ideas riddled throughout the novel *The Lions of Little Rock*. To find the articles, go to the North Hills website > Faculty > Dixon > Summer Reading Assignment 2018. Read only **one** of the eight articles.

STEP TWO:

GOAL: You are to create a visual product that represents both the novel and the article as well as compose an abstract that discusses how the visual communicates the themes shared by both texts.

PRODUCT A: You are to create a visual product that depicts, or shows, the common theme(s) between both texts.

- Examples include but are not limited to: a collage, drawing, painting, cartoon, etc.
- Graphic organizers, such as Venn diagrams and bubble maps, are not a grade-level appropriate final product.
- Your final product should be no larger than a 12-inch by 12-inch piece of paper.
 - Large posters should not be used for the visual component.

PRODUCT B: Your visual should be accompanied, or supported, by an abstract. Your abstract should explain the significance of your final product using no more than two paragraphs.

- An abstract is a short, powerful statement that describes the visual.
- Your abstract should include the following:
 - What similar themes were found?
 - How are these themes communicated, or shown, through the visual?
 - Written from third-person point of view

STANDARDS: Your final product will be assessed by how well you analyze both texts (Criterion A), organize information (Criterion B), select relevant examples and details (Criterion C), and use language (Criterion D).

Remember, this will be the first grade of the semester. Ensure your name is on your final product, abstract, and rubric. Have fun, and if you have any questions, please feel free to email me at adixon@uplifteducation.org. I am looking forward to a great 2019-2020 school year!

Name: _____

Date: _____

Period: _____

This is the rubric I will be using to assess your work. Use it as a guide as you work on your final product and abstract.

** You must bring this rubric with your final product to your first ELA class. Remember your first ELA class may not necessarily be on the first day of school. I will not know your schedule, so you will have to wait until you receive it to know when you have my class.*

Summer Reading, Year 1 Rubric

	Criterion A: Analyzing <i>iv. The scholar identifies similarities and differences in features within and between texts.</i>	Criterion B: Language Usage <i>(ii) The scholar organizes opinions and ideas in a logical manner.</i>	Criterion C: Producing Text <i>(iii) The scholar selects relevant details and examples to support ideas.</i>	Criterion D: Language Usage <i>(iii) The scholar uses correct grammar, syntax, and punctuation.</i>	Criteria Specific Feedback <i>The teacher will include glows, things the scholar did well, and grows, things scholar should pay attention to next time, in the space below.</i>
The scholar...					
0	does not reach a standard described by any of the descriptors below. <i>Scholar does not write an abstract.</i>	does not reach a standard described by any of the descriptors below. <i>Scholar does not write an abstract.</i>	does not reach a standard described by any of the descriptors below. <i>Scholar does not write an abstract.</i>	does not reach a standard described by any of the descriptors below. <i>Scholar does not write an abstract.</i>	
1-2	identifies minimal similarities and differences in features within and between texts. <i>Scholar does not grasp the theme of each text nor make a connection between the two.</i>	minimal organization of opinions and ideas in a logical manner. <i>Scholar's thoughts are not organized in a sequential manner, which confuses the reader.</i>	rarely selects relevant details and examples to support ideas. <i>Scholar has examples from at least one text, but it does not fully support the theme being depicted in the visual.</i>	rarely uses correct grammar, syntax, and punctuation. <i>Scholar has multiple grammatical, syntax, and punctuation errors that hinder readability.</i>	
3-4	identifies adequate similarities and differences in features within and between texts. <i>Scholar is able to explain the theme of at least one text but is unable to make a connection between the two.</i>	adequate organization of opinions and ideas in a logical manner. <i>Scholar's thoughts are sometimes organized in a sequential manner, which helps the reader follow train of thought.</i>	sometimes selects relevant details and examples to support ideas. <i>Scholar has examples from at least one text that fully supports the theme being depicted in the visual.</i>	sometimes uses correct grammar, syntax, and punctuation. <i>Scholar has noticeable grammatical, syntax, and punctuation errors that sometimes hinder readability.</i>	
5-6	identifies competent similarities and differences in features within and between texts. <i>Scholar is able to explain the theme of each text but is unable to make a connection between the two.</i>	competent organization of opinions and ideas in a logical manner. <i>Scholar's thoughts build upon each other in a sequential manner, and the writing makes sense to the reader.</i>	competently selects relevant details and examples to support ideas. <i>Scholar has examples from both texts but examples used may not fully support the theme being depicted in the visual.</i>	competently uses correct grammar, syntax, and punctuation. <i>Scholar has infrequent grammatical, syntax, and punctuation errors that do not hinder readability.</i>	
7-8	identifies sophisticated similarities and differences in features within and between texts. <i>Scholar is able to explain the thematic connection shared by both texts.</i>	sophisticated organization of opinions and ideas in a logical manner. <i>Scholar's thoughts build upon each other in a sequential manner which makes it easy for the reader to follow their train of thought.</i>	consistently selects relevant details and examples to support ideas. <i>Scholar has examples from both texts that fully support the theme being depicted in the visual.</i>	consistently uses correct grammar, syntax, and punctuation. <i>Scholar has minimal grammatical, syntax, and punctuation errors that are hardly noticed by the reader.</i>	