

****All students must read one book and complete the project brochure by August 16, 2019****

Sarasota School of Arts and Sciences
6th GRADE Summer Reading Assignment



Dear Students, Parents and Guardians,

Welcome to your new English Language Arts classroom! Attached is a list of novels from which you are to choose your summer reading books. **Every student must read one novel from the below list and complete the trifold project for the novel.** You may choose a book that appeals to you.

Our program is designed to promote the skills for effective reading and learning. A reading list and corresponding assignments can 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 some 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>.

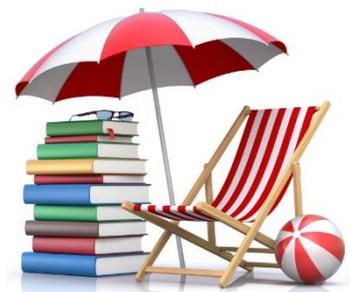
You can search books by title to determine if the content is appropriate for your child.

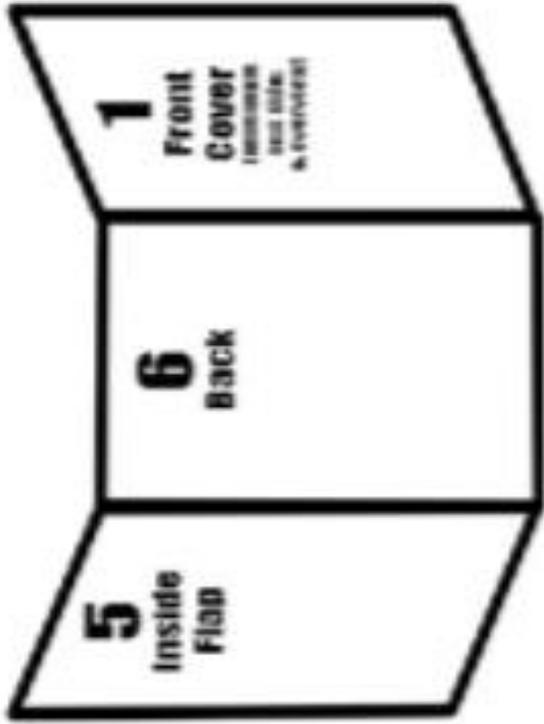
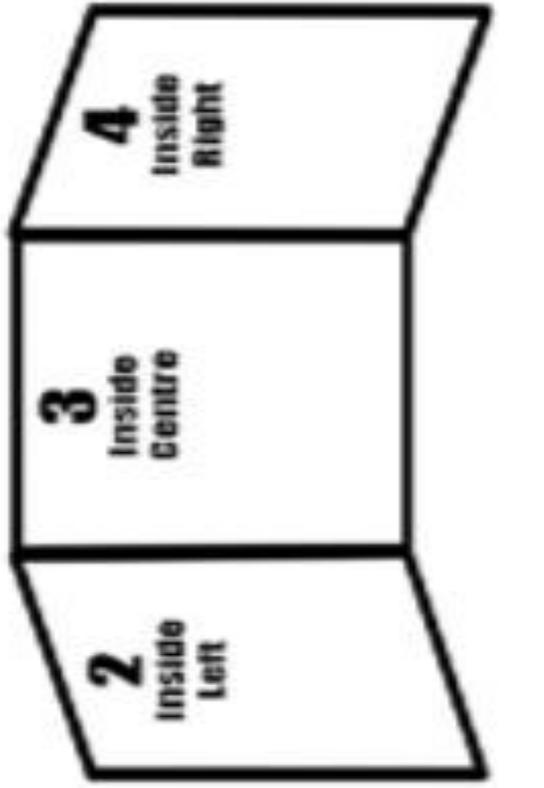
Books will be available at Barnes and Noble and Books-A-Million in Sarasota. ***In addition, there is an Amazon.com link on the school website that allows SSA+S to earn money back on all Amazon purchases!***

Upon returning from summer vacation, each child will be required to hand in a project on their free choice book. This project will be due the on the first Friday of the school year. Students will have a writing assessment on the chosen novel during the first week of school and will also be presenting the book to the class; therefore, it is suggested that students take notes on important literary elements.

Sincerely,

The Language Arts Department





SSAS Summer Reading Project

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

Trifold Brochure



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

1. Front Panel- Create a colorful and creative cover page for your brochure, including the following: book title, book author, genre and your name.

Setting

2. Content Panel- Illustrate the setting or different settings in the novel. Below the illustration, include four direct quotes from the novel that describe the setting. Please include page citations for each quote. EX: "It was a beautiful summer day in Sarasota in 1945," (Author, pg. #).

Conflict

3. Content Panel- Pick five conflicts that occur in the story. Describe each conflict in detail and how it affects the main character or plot within the story.

Characterization

4. Content Panel- Create a Question and Answer interview with the main character 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.

Written Responses- Use complete sentences and be specific in your examples.

5. a) What do you think the author's purpose was in writing this book?
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.

Creative Writing

6. Back Panel- 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. **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

6th Grade Reading List

<p><i>Fever 1793</i> Anderson, Laurie Halse (Historical Fiction)</p>	<p>In 1793 Philadelphia, 16-year-old Matilda Cook, separated from her sick mother, learns about perseverance and self-reliance when she is forced to cope with the horrors of a yellow fever epidemic</p>
<p><i>The Trail</i> Hasimoto, Meika (realistic fiction)</p>	<p>Toby and Lucas had a list of ten things they were going to do before graduating middle school. They did them all, until the last: Hike the Appalachian Trail from Velvet to Maine. When Toby gets around to that one, he's alone all of the sudden. His grandmother and guardian would never have allowed it, so he doesn't tell her. She wouldn't understand why he has to do this.</p>
<p><i>Adrift: 76 Days Lost at Sea</i> Callahan, Steven (Non-Fiction)</p>	<p>When Callahan's small boat sank west of the Canary Islands, he found himself adrift. For seventy-six days he drifted 1800 miles, the only man in history to survive more than a month alone at sea in an inflatable raft. He relives surviving the weather, shark attacks, raft leaks, and food and water shortages.</p>
<p><i>Al Capone Does My Shirts</i> Choldenko, Gennifer - (Historical Fiction)</p>	<p>Moose Flannagan moves with his family to Alcatraz so his dad can work as a prison guard and his sister, Natalie, can attend a special school. All Moose wants to do is protect Natalie, live up to his parents' expectations, and stay out of trouble. But on Alcatraz, trouble is never very far away.</p>
<p><i>I am Malala – Young Reader Edition</i> Yousafzai, Malala (Biography)</p>	<p>This is the remarkable tale of a family uprooted by global terrorism, of the fight for girls' education, of a father who, himself a school owner, championed and encouraged his daughter to write and attend school, and of brave parents who have a fierce love for their daughter in a society that prizes sons.</p>
<p><i>The Skin I'm In</i> Flake, Sharon G. (Fiction)</p>	<p>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 Charleese. This novel contains some mature content.</p>
<p><i>Among the Hidden</i> Haddix, Margaret Peters (Science Fiction)</p>	<p>Luke is one of the shadow children, a third child forbidden by the Population Police. He's lived his entire life in hiding. Jen is willing to risk everything to come out of the shadows. Does Luke dare to become involved in her dangerous plan? Can he afford <i>not</i> to?</p>
<p><i>The Girl Who Threw Butterflies</i> Cochrane, Mick (Fiction)</p>	<p>Molly Williams has problems. Her father has just died in a car accident, and her mother has become a withdrawn, quiet version of herself. So she decides to join the baseball team. The <i>boys'</i> baseball team. Her father taught her how to throw a knuckleball, and Molly hopes it's enough to impress her coaches as well as her new teammates.</p>
<p><i>The Line</i> Hall, Teri (Science Fiction)</p>	<p>There are rumors of horrible things that lie beyond the Line-in a place called Away. Rachel comes across a recorded message-one that could only have come from Away. The voice on the recorder is asking for help, and the question becomes, how far is Rachel willing to go to cross the Line and do the right thing?</p>
<p><i>The Misfits</i> Howe, James (Fiction)</p>	<p>Two seventh graders who have always been misfits decide to do something about it with the approach of the student council elections. When they team up to form a new political party, their platform bans name-calling and the impact on the school and their own lives is a surprise to all.</p>
<p><i>The Gathering (Shadow House Book #1)</i> Poblocki, Dan (Fantasy)</p>	<p>Some houses are more than just haunted... they're hungry. Four kids don't know this at first. Something within its walls is wickedly wrong. Nothing -- and nobody -- can be trusted. Hallways move. Doors vanish. Ghosts appear. Children disappear. And the way out? That's disappeared, too... Enter Shadow House... if you dare.</p>