



THOMAS EDISON ENERGYSMART CHARTER SCHOOL  
6th Grade Language Arts  
Summer Reading List  
2017-2018

Summer Reading & Writing Packet for Students Entering 6th Grade

Student's Name \_\_\_\_\_

6th Grade LA Teacher \_\_\_\_\_

I have checked for the completion of the packet.

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Guardian's Signature

Dear 6th Grade Families,

The goal of Thomas Edison Energysmart Charter School is to assist your child in becoming a lifelong learner. The summer months provide the perfect opportunity to extend and enrich your child's learning experiences. Summer Reading/Writing and Math Packets will help prepare your child for the 2017-18 school year.

All students are expected to read through and follow directions for both Reading/Writing and Math Packets. Packets will be due by September 1, 2017 and will count as 1<sup>st</sup> marking period project grades in all subjects listed above. The project grade is 20% of the first marking period grade. These reading and writing project grades will be the only project grades for the first

marking period. Online submission will be available to students who will not be present in school on September 1<sup>st</sup>. The packet can be emailed to [info@energysmartschool.org](mailto:info@energysmartschool.org) and then forwarded to the teacher. Please consider that ten points will be taken off for each day late.

We thank all parents for their continued support with this and we wish all a happy and healthy summer!

## 6th Grade Language Arts Summer Reading List 2016-2017

There are two assignments that need to be completed throughout the summer. As mentioned in the letter accompanying this reading list, these two assignments, one with multiple parts, must be ready to be handed in on Sept. 1st. Please read the following directions very carefully and most importantly, have as much fun with the assignments as you do with the reading!

### Assignment #1

#### Required Reading

#### *Wonder* – R.J. Palacio

*Wonder* is written from a multitude of different perspectives. When reading the book, which character did you most relate to and why? Which character did you feel you had the least in common with and again, explain why? Be sure to analyze the character traits of the two people you choose by using direct evidence from the text. Deep character analysis should be on show in your writing.

#### *Reading Grade:*

*Using a visual for a presentation, (powerpoint, google slides, poster board) you will present the above information in front of your class. Presentation should be 3-5 minutes in length.*

#### *Writing Grade:*

*This part should be two paragraphs in length (a minimum of 10 sentences per paragraph) with one devoted to the character you relate to and the other paragraph devoted to the character you feel you had the least in common with (you are not required to write an opening or closing paragraph for this assignment). This assignment should be 500-words in length, at a minimum.*

**Assignment #2**

**Choose two books to read from the following list.**

Fiction	Non-Fiction	Historical Fiction	Biography

<p><i>The One and Only Ivan</i> by Katherine Applegate</p>	<p><i>The Adventures and Discoveries of Marco Polo</i> by Richard John Walsh</p>	<p><i>King Arthur and His Knights</i> by Mabel Louise Robinson</p>	<p><i>Escape! The Story of The Great Houdini</i> by Sid Fleischman</p>
<p><i>The Memoirs of Sherlock Holmes</i> by Sir Arthur Conan Doyle</p>	<p><i>Shipwreck at the Bottom of the World</i> by Jennifer Armstrong</p>	<p><i>Dawn of Fear</i> by Susan Cooper</p>	<p><i>Amelia Earhart: First Lady of Flight</i> by Jan Parr</p>
<p><i>The Westing Game</i> by Ellen Raskin</p>	<p><i>Jazz: An Introduction to the History and Legends Behind America's Music</i></p>	<p><i>Ajeemah and His Son</i> by James Berry</p>	<p><i>Andrew Carnegie: Captain of Industry</i> by Dana Meachen Rau</p>
<p><i>The Hitchhikers Guide to the Galaxy</i> By Douglas Adams</p>	<p>by Bob Blumenthal</p>	<p><i>Night Journeys</i> by Avi</p>	
	<p><i>Lost Worlds</i> by John Howe</p>		

<p><i>Harry Potter and The Sorcerer's Stone By J.K. Rowling</i></p>			
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**Based on the genre of the books you have chosen complete two assignments from this list.**

Biography: Write an obituary for the person you read about to be published in The Guardian newspaper. Explain why some loved or did not love them and make reference to important events in their lives that helped shape their legacies. *Write 500 words.*

Non-fiction: Write a thorough book review. This review should include at the end of it your opinion on the book and also a grade out of 10 (ie 9/10). Remember not to merely summarize what happened in the book. *Write 500 words.*

Historical Fiction: You have found a missing chapter from the book. Create a whole new scenario for one or two characters to be in and explain how they would respond to the scenario based on evidence from the book. You are not writing the chapter but instead summarizing what will happen in this scenario and explain why you chose for the characters to react in the way they do, based on their personalities and events that occurred in the book. *Write 300-400 words.*

Fiction: If you chose one of the books in this genre, complete the corresponding assignment.

*The One and Only Ivan* by Katherine Applegate

Keep a personal journal while reading the book and write whenever something particularly moves you explaining why it does. Also take note of the moments where you relate to Ivan in how he is feeling. *You should have at least 10 entries. Each entry should be at least five sentences long.*

*The Memoirs of Sherlock Holmes* by Sir Arthur Conan Doyle

Construct your own Sherlock Holmes mystery from the perspective of Dr. Holmes. You are not writing the entire story but instead, summarizing what will happen in it. You are to make reference to at least four of the other stories from the book in your work so be sure to include similar events in your story so you can do so. *Write at least 500 words*

*The Westing Game* by Ellen Raskin

You're a detective assigned to figure out who killed Sam Westing. Keep a journal as you read the book, writing in the voice of a detective and make assumptions about who's done what throughout. Your mind might change when reading the book, so make sure to acknowledge these changes of heart. When all is revealed, explain if you were right or not. *You should have at least 10 entries. Each entry should be at least five sentences in length.*

*Hitchhikers Guide to the Galaxy* by Douglas Adams

Take one of the lead characters from the book and place them in a new situation and explain how they would act based on what you learned about them in the story. Reference events from the book and how they responded to them to justify how they act in your new scenario. *You are not writing a new chapter but instead, over two paragraphs, summarizing what happens and why your character reacts in the way he does based on evidence from your reading.*

*Harry Potter and the Sorcerer's Stone* by J.K. Rowling

Construct your own ending using the skills of narrative writing you honed during the past school year. Make sure to follow the storyline and create believable plot lines and character developments. Use your own imagination. *Write 5 paragraphs.*

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## **Grading**

**Reading Grade (20%):**

**Assignment #1**

**Writing Grade (20%):**

**Assignment #1 and #2- 10% each**



Below is the writing and reading rubric that will be used to grade your work.

### Summer Reading Rubric

	4	3	2	1
Reading Comprehension	The assignment demonstrates thorough reading of the book and specific references the text to support the assignment.	The assignment demonstrates reading of the book and makes references to the text.	The assignment demonstrates skimming or partial reading and made vague references to the text.	The assignment demonstrates little or no reading and made no references to the text.
Organization	Reader can easily follow the progression of ideas and reasoning in the assignment. Structure is appropriate to the assignment.	Reader can follow the progression of ideas and reasoning in the assignment. There is some logic in organization of ideas.	Reader struggles to follow the progression of ideas and reasoning in the assignment. There is a lack of logic in the organization of ideas.	Organization is unacceptable and lacks coherence.
Mechanics	No spelling or grammatical errors.	Very few spelling or grammatical errors.	Several spelling or grammatical errors.	Many spelling or grammatical errors.
Project Components	All key components are evident in the assignment.	Almost all key components are evident in the assignment.	Several key components are not evident in the assignment.	Most of the key components are not evident in the assignment.

Name: \_\_\_\_\_ Score: \_\_\_\_\_

## Oral Presentation Rubric

	4—Excellent	3—Good	2—Fair	1—Needs Improvement
<b>Delivery</b>	<ul style="list-style-type: none"> <li>• Holds attention of entire audience with the use of direct eye contact, seldom looking at notes</li> <li>• Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent use of direct eye contact with audience, but still returns to notes</li> <li>• Speaks with satisfactory variation of volume and inflection</li> </ul>	<ul style="list-style-type: none"> <li>• Displays minimal eye contact with audience, while reading mostly from the notes</li> <li>• Speaks in uneven volume with little or no inflection</li> </ul>	<ul style="list-style-type: none"> <li>• Holds no eye contact with audience, as entire report is read from notes</li> <li>• Speaks in low volume and/or monotonous tone, which causes audience to disengage</li> </ul>
<b>Content/ Organization</b>	<ul style="list-style-type: none"> <li>• Demonstrates full knowledge by answering all class questions with explanations and elaboration</li> <li>• Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Is at ease with expected answers to all questions, without elaboration</li> <li>• Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Is uncomfortable with information and is able to answer only rudimentary questions</li> <li>• Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Does not have grasp of information and cannot answer questions about subject</li> <li>• Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions</li> </ul>
<b>Enthusiasm/ Audience Awareness</b>	<ul style="list-style-type: none"> <li>• Demonstrates strong enthusiasm about topic during entire presentation</li> <li>• Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject</li> </ul>	<ul style="list-style-type: none"> <li>• Shows some enthusiastic feelings about topic</li> <li>• Raises audience understanding and awareness of most points</li> </ul>	<ul style="list-style-type: none"> <li>• Shows little or mixed feelings about the topic being presented</li> <li>• Raises audience understanding and knowledge of some points</li> </ul>	<ul style="list-style-type: none"> <li>• Shows no interest in topic presented</li> <li>• Fails to increase audience understanding of knowledge of topic</li> </ul>
<b>Comments</b>				