



## Summer Reading and Writing Opportunity

Dear Viper Families,

This summer our upcoming 6<sup>th</sup> grade students have a wonderful opportunity to expand their reading and writing skills. During our school year, students participated in the selection of summer reading novels. Students will get to chose one book from this list for summer reading. Students are to read the book entirely and be prepared to discuss it on the first day of school August 23, 2010. In addition, students get to WOW their new 6<sup>th</sup> grade teachers with their writing as they create a book report in keeping with their novel selection that is also due on the first day of school. The summer reading and writing are great ways to prepare students for success in the rigorous high school honors, AP and IB programs.

Please review and discuss the summer reading and writing description and book lists with your students. We look forward to the exciting discussions these books will inspire and the amazing essays the 6<sup>th</sup> grade team will get to read. We thank you for your continued support in your child's academic success.

Sincerely,

Vista Magnet Middle School Teachers and Staff

## 6<sup>th</sup> Grade Summer Reading Project Book Choices

Title	Author	Synopsis
<p style="text-align: center;"><u>The Tale of Despereaux</u> <u>Being the Story of a Mouse, a Princess</u></p>	<p>Kate DiCamillo</p>	<p>The tale of three unlikely heroes - a misfit mouse who prefers reading books to eating them, an unhappy rat who schemes to leave the darkness of the dungeon, and a bumbling servant girl with cauliflower ears - whose fates are intertwined with that of the castle's princess.</p>
<p style="text-align: center;"><u>The Cay</u></p>	<p>Theodore Taylor</p>	<p><i>The Cay</i> is a suspenseful story of a young boy, handicapped by blindness and thrust into an unfamiliar environment, who is forced to grow up quickly. Young readers can identify with Phillip's struggle for independence and his frustration in coping with situations over which he has virtually no control. Phillip's survival depends upon his learning to follow Timothy's instructions and to respect the power of nature. He jeopardizes his life each time he forgets past lessons, but those lapses—whether from carelessness, fear, or despair— make Phillip a very believable character.</p>
<p style="text-align: center;"><u>Hatchet</u></p>	<p>Gary Paulsen</p>	<p><i>Hatchet</i> is a story of individual survival against great odds. It tells how a routine journey turned into a life-threatening and life-changing experience. The central character, thirteen-year-old Brian Robeson is stranded alone at a lake deep in the Canadian wilderness for fifty-four days. The pilot dies in flight from a heart attack. Before he died the pilot fortuitously let Brian experience the controls and taught him enough to.....</p>
<p style="text-align: center;"><u>The Wright Brothers: How They Invented the Airplane</u></p>	<p>Russell Freedman</p>	<p>Beginning with the toy helicopter that their father gave them, Wilbur and Orville Wright were absorbed with the idea of flight. In these endeavors, as well as their other interests (photography, bicycles, and printing), Freedman conveys an appreciation for the scientific process.</p>



## 6<sup>h</sup> Grade Summer Reading Project

**Assignment:** Book Report

**Subject:** Language Arts

### **Essential Question(s):**

1. How do we successfully interact with text?
2. How can we critically determine an author's point of view?
3. How do we interpret main ideas?

### **Standard(s):**

Reading Comprehension 2.4 I can draw inferences, conclusions, or generalizations about what I read and support them with evidence from the reading and prior knowledge.

**Deadline:** August 23, 2010 (first day of the new school year)

### **Description:**

This summer, you will get to be a literary critic when you select a novel of your choice to read and analyze. These books were suggested by students. Your job will be to **read the novel** and **write a book report** to analyze what you've read independently. This is an excellent opportunity to show your new Language Arts teacher what a fantastic writer you are.

You will need to follow the steps below:

1. Chose and read a story.
2. Identify the characters, setting, and conflict of the novel.
3. Brainstorm the beginning, middle and ending events of the story.
4. Follow the outline to complete the five paragraph book report:

### **Outline**

I. Introduction paragraph

A. Introduce the character, setting and conflict of the story.

II. Body paragraph one

A. Describe in detail the beginning events of the story.

III. Body paragraph two

A. Describe in detail the middle of the story.

IV. Body paragraph three

A. Describe in detail the end of the story.

V. Conclusion paragraph

A. Be a critic of the book.

1. Describe why you would or would not recommend the book to a friend.

## Grading Rubric:

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Understanding of the literary text as a whole</b>	The writer is lacking a specific understanding of the story with relation to the beginning, middle, and ending events. The characters, setting and conflict are vaguely described.	The writer has some understanding of the story with relation to the beginning, middle, and ending events. The characters, setting and conflict are somewhat described.	The writer has a clear understanding of the story with relation to the beginning, middle, and ending events. The characters, setting and conflict are clearly described.	The writer has a clear and concise understanding of the story with relation to the beginning, middle, and ending events. The characters, setting and conflict are clearly described in great detail.
<b>Conventions</b>	The writer does not use an appropriate level of conventions such as sentence structure.	The writer uses an a minimal level of conventions such as sentence structure.	The writer uses an appropriate level of conventions such as sentence structure.	The writer uses a complex level of conventions such as sentence structure.
<b>Grammar</b>	The writer does not use an appropriate level of grammar for the 6 <sup>th</sup> grade level.	The writer uses an appropriate level of grammar for the 6 <sup>th</sup> grade level with many errors.	The writer uses an appropriate level of grammar for the 6 <sup>th</sup> grade level with several errors.	The writer uses a masterful level of grammar with very few grammatical errors.