

CMS ENGLISH DEPARTMENT

Sixth Grade Summer Reading 2017

Why do we have required summer reading?

We believe that all students need to be able to read and write effectively. We further believe that summer reading encourages students to maintain skills learned during the previous school year. Through their reading of the selected summer text, students will be exposed to some of the themes that are woven throughout our core literature. Having a common base from which they can derive ideas and make connections to texts studied in class enables students to discuss and interact with literature and helps them make thematic connections throughout the school year. Completing two-column notes that inspire higher order thinking will enable students to remember key points of their reading and will assist them in writing the in-class essay.

What are our goals and objectives for Summer Reading?

- To encourage students to read closely and provide relevant information from the text
- To help students form thematic connections between texts
- To gather samples of student writing to assess writing strengths and weaknesses
- To maintain skills learned prior to summer

What are the assignments?

When must they be completed?

A. TWO-COLUMN NOTES

HANDED IN THE FIRST CLASS

- One page of notes per character
- Three traits per character for two characters
- Four quotations per trait (one from each section of the novel)
- Include page number with each quotation

B. IN-CLASS OPEN RESPONSE

WRITTEN IN THE THIRD CLASS

- Open Response Paragraph
- Use two-column notes to support writing

A grade for each assignment will be incorporated into the first term average.

We encourage students to read more than just the selected work and to keep a log of their other reading experiences.



Incoming Sixth Grade Summer Reading Assignment

Schooled by Gordan Korman



Directions: You will be handing in the double-sided two-column notes for your assignment. Use the “Characterization Two-Column Notes” sheet to complete the following directions.

Choose **two** characters from the novel, Schooled. Then, for each character choose 3 character traits to describe him/her. (Remember that character traits are adjectives and describe a character’s personality not his/her physical appearance.) For each character trait, write down a sentence(s) from each section of the novel that shows evidence for that trait and be sure to include the page number. (See example below.)

Novel Sections

Section 1: Chapters 1-7

Section 2: Chapters 8-15

Section 3: Chapters 16-22

Section 4: Chapters 23-31

Example:

Character Name: *Mrs. Donnelly*

Trait	Evidence (Sentence/Quote from <u>Schooled</u> to Support Trait)
<u>Compassionate</u>	Section 1: <i>“I felt terrible for poor Cap. It was hard enough for him to come out of total isolation at Garland without having to be dropped into the snake pit that was middle school.” _____ Pg. # 46</i> Section 2: _____ _____ Pg. # ____ Section 3: _____ _____ Pg. # ____ Section 4: _____ _____ Pg. # ____



Characterization Two-Column Notes



Character Name: _____

Trait	Evidence (Sentence/Quote from <u>Schooled</u> to Support Trait)
_____	Section 1: _____ _____ Pg. # ____ Section 2: _____ _____ Pg. # ____ Section 3: _____ _____ Pg. # ____ Section 4: _____ _____ Pg. # ____
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