

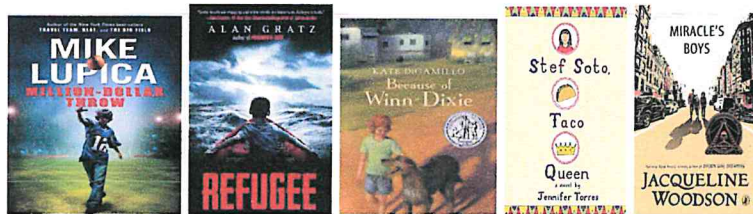
Dear Incoming 6th Grade Class,

Congratulations! You have successfully met the criteria to advance into your 6th Grade year! This year will be an exciting time as you continue to make memories, but will also be one in which you begin to reflect on your journey here at BelovED and your goals for High School and beyond.

One of our primary goals is to develop lifelong readers and learners. Summer reading is an opportunity for you to practice the comprehension, analytical, and note-taking skills learned throughout the year while reading a thought-provoking and enjoyable book. Your assignment consists of reading *one book*, choosing from a list of five options and choosing to write a thematic essay, choosing to write a **Theme Song**, create the **Theme in Pictures**, or create a **Theme Change-Up**. While reading and taking notes, keep the theme of *courage and wisdom through life's journey* in mind. These texts were selected to provide a common foundation and reference for your 7th grade year. Keep in mind that this assignment is a chance for you to put your best foot forward!

Please turn in your summer assignment on the first day of school. Your packet will be deducted 10 points for each day late.

Book Choice List



Million Dollar Throw By Mike Lupica - Thirteen year old Nate is already a star football player when he wins a chance to throw a football through a target and win a million dollars. His dad has lost his job and his family may lose their house. But even worse, his best friend Abby is losing her eyesight to a disease.

Refugee By Alan Gratz - Mahmoud is a Syrian boy in 2015. With his homeland torn apart by violence and destruction, he and his family begin a long trek toward Europe... All three young people will go on harrowing journeys in search of refuge. All will face unimaginable dangers—from drownings to bombings to betrayals.

Because of Winn-Dixie By Kate DiCamillo - A lonely 10-year-old girl adopts an orphaned dog, Winn-Dixie, named after the supermarket where she found him, who helps her make friends in a small Florida town. The inseparable bond between the girl and her beloved companion unites the townspeople and helps her own troubled relationship with her father.

Stef Soto, Taco Queen By Jennifer Torres - Estefania “Stef” Soto is a typical middle school girl who just wants to be like any other 7th grader, but her overprotective immigrant parents have old school ideas about her freedom. Stef loves them, and appreciates how hard they work trying to build a life and provide

for her, but they are a bit old fashioned and sometimes embarrassing. While she loves the respite of her father's taco truck affectionately called Tia Perla, she hates being told she smells like tacos, by her former best friend Julia. When her parent's business is threatened however, Stef's eye-rolls and impatience become a spirited championing of her family's business, values and heritage.

Miracle's Boys - By Jacqueline Woodson- For Lafayette and his brothers, the challenges of growing up in New York City are compounded by the facts that they've lost their parents and it's up to eldest brother Ty'ree to support the boys, and middle brother Charlie has just returned home from a correctional facility. Lafayette loves his brothers and would do anything if they could face the world as a team. However, even though Ty'ree cares, he is just so busy with work and responsibility. In addition, Charlie has changed so much that his former affection for his little brother has turned to open hostility. Now, as Lafayette approaches 13, he needs the guidance and answers only his brothers can give him. The events of one dramatic weekend force the boys to make the choice to be there for each other--to really see each other--or to give in to the pain and problems of every day.

Five Areas of Analysis Note- Taking Resource

Area of Analysis	Questions to Consider:
<p>Literary Elements</p> <ul style="list-style-type: none"> • Setting • Characterization • Plot • Theme • Point of View 	<p>How does the author's use of each of these elements contribute to the text's meaning?</p> <p>How do the different elements interact with or affect the meaning of the others?</p>
<p>Imagery</p> <ul style="list-style-type: none"> • Sensory Details • Symbols • Allusions • Figurative Language (similes, metaphors, analogies, personification, paradoxes, etc.) 	<p>What sensory information do I find in the language: visual images, scents, sounds, tastes, or textures? What is the author trying to convey by using this imagery? What figurative language does the writer use? How does it affect the meaning of the text? What is the author trying to accomplish by using these techniques?</p>
<p>Attitude</p> <ul style="list-style-type: none"> • Word Choice • Details • Tone 	<p>How does the author's choice of words, imagery, or details reveal the author's attitude toward a character or event in the story? What words best describe the author's attitude toward this subject, character, or event?</p>
<p>Diction</p> <ul style="list-style-type: none"> • Slang • Colloquialisms • Jargon • Dialect • Concrete v. Abstract • Connotations 	<p>Which of the following best describes the diction in the passage?</p> <ul style="list-style-type: none"> ◦ Informal ◦ Formal ◦ Abstract ◦ Concrete <p>What effect is the author trying to achieve through the specific type of diction?</p> <p>What are the connotations of certain words used in a particular context?</p>
<p>Syntax</p> <ul style="list-style-type: none"> • Sentence Structure • Sentence Patterns 	<p>How does the author punctuate the sentence and how does this punctuation affect the meaning of the piece?</p> <p>How are words or phrases arranged within the sentence? What is the author trying to accomplish through this arrangement?</p> <p>Are there places where the syntax clearly changes? If so, how and why?</p> <p>How does the author use the following:</p> <ul style="list-style-type: none"> ◦ Repetition ◦ Parallelism ◦ Sentence Fragments ◦ Run-On Sentences

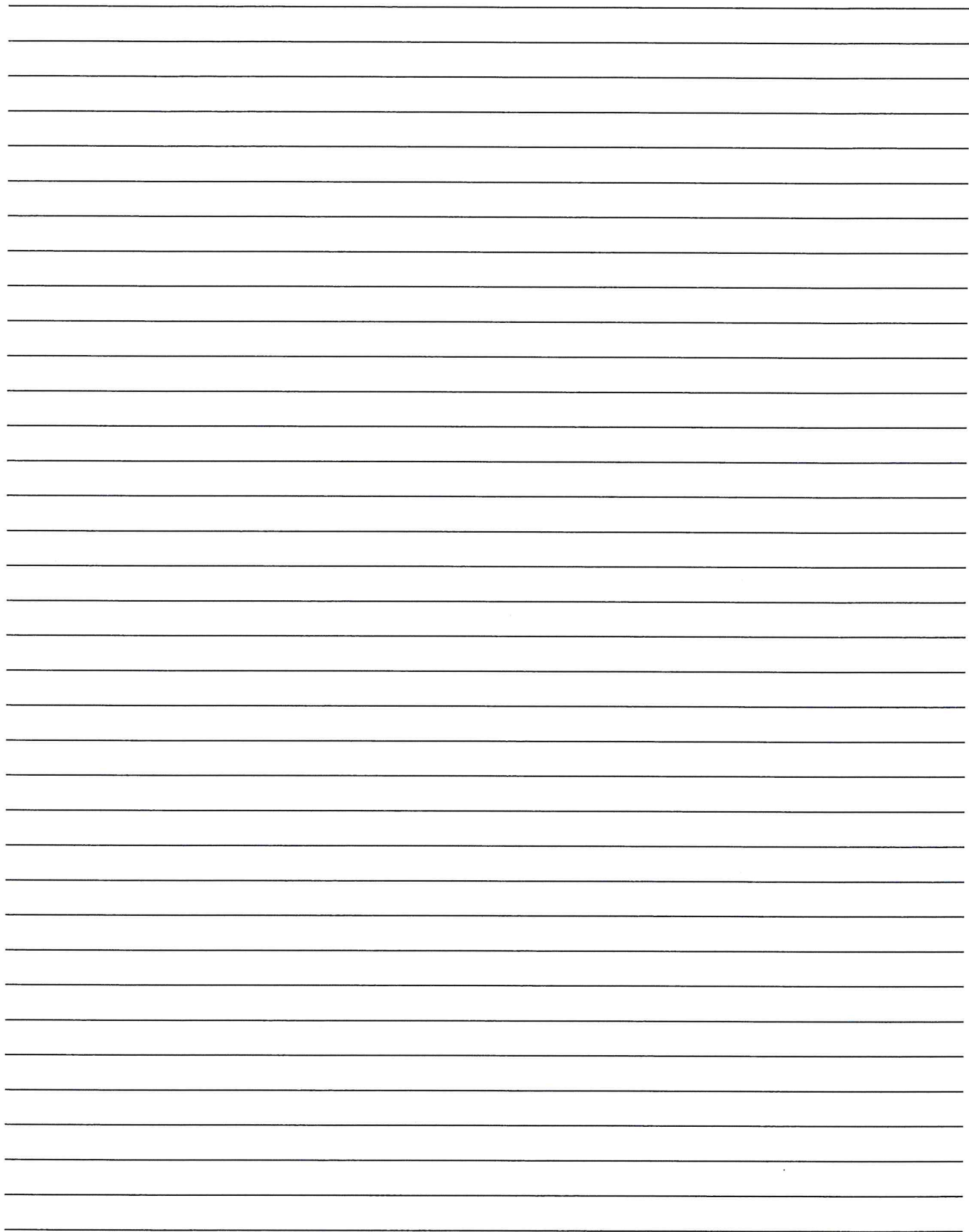
Thematic Essay Final Draft

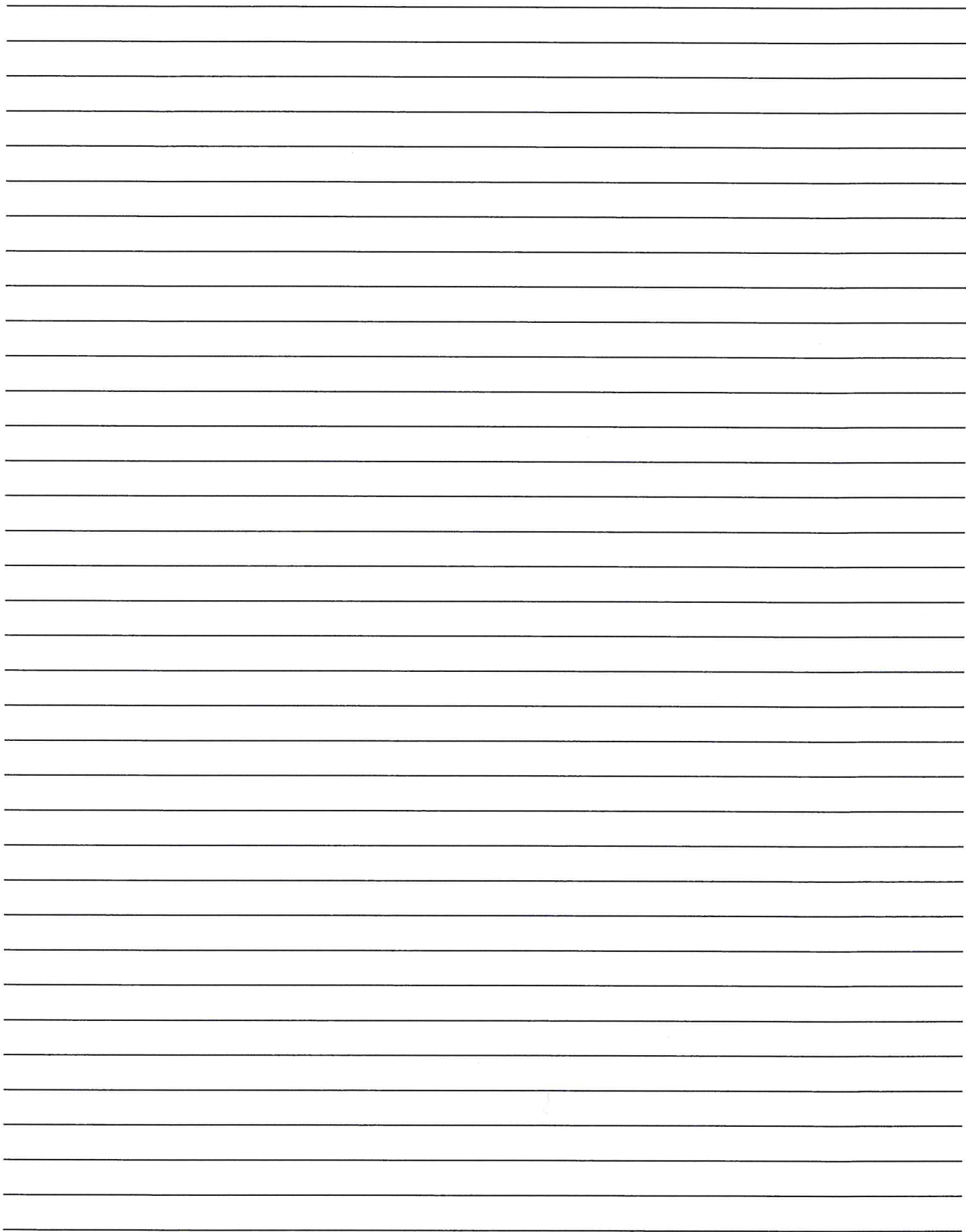
(use the following pages if you will write out your essay. Be sure your handwriting is pristine.)

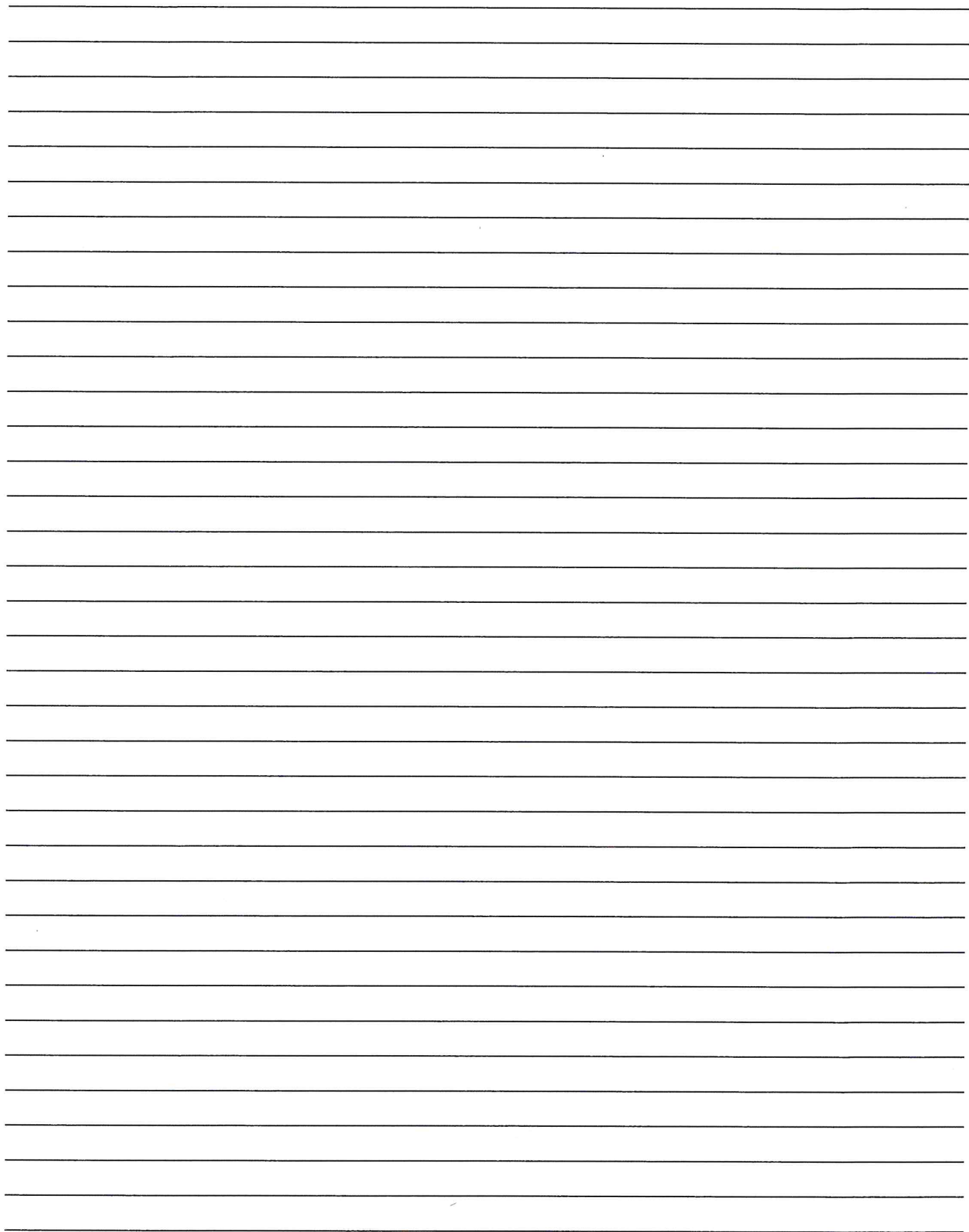
Name : _____

HR: _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.







Thematic Essay Reflective Checklist

Name : _____

HR: _____

Teacher	Student	
		Grading Criteria
		Essay thoroughly develops all parts of the task evenly and in depth
		Demonstrates a logical and clear plan of organization
		Includes an introduction and a conclusion that are beyond a restatement of the theme
		Includes numerous facts, examples and details to support the claim
		Is more analytical than descriptive (analyzes & evaluates information)
		A “how-to” guide
		Introduction (minimum 3-5 sentences not including the book summary)
		Introduce/Restate the theme
		Provide basic background information (book summary)
		End with your <u>CLAIM</u> (what your essay is going to prove based off the <i>Task</i>)
		Body Paragraphs (approximately 10 sentences)
		Point: Make your point (this should be based on the claim)
		Evidence: Backup your point with supporting facts, examples and details
		Explanation: Explain how the evidence supports your claim; analyze why/how it's important
		Link: Form a connection to the claim; form a connection between each point in the paper
		Style: Establish and maintain a formal style; Use proper spelling and grammar
		Conclusion (approximately 3-5 sentences)
		Reword the <i>Theme/claim</i>
		Summarize what each body paragraph proved

Thematic Essay Rubric

Name : _____

HR: _____

	5	4	3	2	1	0
Theme	Shows a thorough understanding of the theme	Shows a good understanding of the theme or problem	Shows a satisfactory understanding of the theme	Shows limited understanding of the theme	Shows very limited understanding of the theme	Shows no understanding of the theme
Completion of task	Addresses all aspects of the task	Addresses most aspects of the task	Addresses many aspects of the task	Addresses some aspects of the task	Minimally addresses some aspects of the task	Does not address any aspect of the task
Analysis	Shows an excellent ability to analyze, evaluate, compare and/or contrast issues and events	Shows an ability to analyze, evaluate, compare and/or contrast issues and events	Shows an ability to analyze or evaluate issues and events, but not in any depth	Develops a faulty analysis or evaluation of issues and events	Minimally develops a faulty analysis or evaluation of issues and events	Lacks an analysis or evaluation of the issues and events
Detail	Richly supports the theme or problem with relevant facts, examples, and details	Includes relevant facts, examples, and details, but may not support all aspects of the theme or problem evenly	Includes some facts, examples, and details	Includes few accurate or relevant facts, examples, or details	Includes little accurate or relevant facts, examples, or details	Includes no accurate or relevant facts, examples, or details
Organization	Is a well-developed essay, consistently demonstrating a logical and clear plan of organization	Is a well-developed essay, demonstrating a logical and clear plan of organization	Is a satisfactorily developed essay, demonstrating a general plan of organization	Is a poorly organized essay, lacking focus	Demonstrates a major weakness in organization	Lacks focus; no organization

Introduction	Introduces the theme by establishing a framework that is beyond a simple restatement of the task; includes thesis	Introduces the theme by establishing a framework that is beyond a simple restatement of the task	Introduces the theme by repeating the task; includes explanation of theme	Introduces the theme by repeating the task	Introduction is minimal	Fails to introduce the theme
Transitional Sentences	A variety of thoughtful transitions are used. They clearly show how ideas are connected	A variety of transitions are used. They clearly show how ideas are connected.	Transitions clearly show how ideas are connected, but there is little variety.	Some transitions work well; but connections between other ideas are unclear.	The transitions between ideas are unclear.	The transitions between ideas are nonexistent.
Conclusion	Concludes with a summation of the theme that includes vivid illustration of theme through examples	Concludes with a summation of the theme that includes illustration of theme through examples	Concludes with a summation of the theme that refers to examples with some connection	Concludes with a summation of the theme that refers to examples with minimal connection	Conclusion is a basic restatement of theme	Conclusion is nonexistent
Grammar and Punctuation	No errors in grammar or punctuation	1-2 errors in grammar or punctuation	3-4 errors in grammar or punctuation	5-6 errors in grammar or punctuation	Many errors in grammar or punctuation	Very poor grammar and/or punctuation
Spelling	No spelling errors	1-2 spelling errors	3-4 spelling errors	5-6 spelling errors	Many spelling errors	Very poor spelling

Teacher Score: _____ / 50

Student Score: _____ / 50

Choice 2: Theme Song -

- Think of a song that represents the theme of the novel you read.
- State the theme.
- State the name of the song/artist.
- Write the lyrics that apply to the theme of the novel.
- Why did you choose this song? Explain how it relates to the theme of the novel.

Choice 3: Theme in Pictures -

- For this activity, you will find at least four images that represent the themes of
- the novel you read.
- State the theme.
- Explain why you chose these images to represent the theme.

Choice 4: Theme Change-Up

- Think about the theme of the story you read. Now, think of an event in the story that could have played out in a different way and would have changed the theme completely.
- What event could have gone differently?
- How would this have changed the story? How could this have changed the theme? What would the new theme be?

Summer 2021 Reading Assignment Rubric

CRITERIA	3	3	1
Content Knowledge of Theme	Presentation covers the content of Theme completely and in depth. Information is clear, appropriate, and accurate.	Presentation includes some essential information according to Theme. Some information is confusing, incorrect, or flawed.	Presentation includes little essential information in regards to Theme. Information is confusing, incorrect, or flawed.
Mechanics	Spelling, grammar, capitalization, punctuation usage are accurate.	There are minor problems in spelling, grammar, capitalization, punctuation usage.	There are persistent errors in spelling, grammar, capitalization, punctuation usage.
Organization	There is a logical sequence of information.	There is some logical sequence of information.	There is no logical sequence of information.
Media Design (text & graphics)	Presentation is attractive to the viewer. The design is colorful, organized, and text supports the graphic.	Presentation is somewhat appealing to viewers. Presentation is somewhat colorful and organized and text somewhat supports the graphic.	Little to no attempt has been made to make the presentation appealing to viewers. Presentation is not colorful or organized. Text does not support the graphic.

Grade: ____/12

Comments:

First Name Last Name

Date Due

Creative Title That Hints at Your Claim

Intro: Include TAG, Hook (way to catch reader’s attention), Background of novel (2-3 sentences; include title, author, genre), Claim (what you are going to PROVE in your essay).

Body Paragraph I: Include Topic Sentence, (REASON 1) (introduce the reason, the quote you are going to analyze, insert the quote and cite it, then include 2-3 sentences of analysis; do this twice within each body paragraph), Concluding Sentence (wrap up your main idea and/or transition to the next topic)

Body Paragraph II: Include Topic Sentence, REASON 2, with quote and explanation of quote

Body Paragraph III: Include Topic Sentence, REASON 3, with quote and explanation of quote

Conclusion: All commentary summarizing your main points and giving the essay a finished feeling (Mic Drop sentence).

Works Cited

Lastname, Firstname. *Title of Book*. Place of Publication: Publisher, Year of Publication. Medium of Publication.