



6th Grade Language Arts 2017-18 Summer Homework

Students work hard to improve their reading skills during the school year, and we hate to see “summer slide” diminish those gains. In order to keep students’ minds sharp over the summer, **students are required to read a novel of their choice**. Students must complete the following written assignment to demonstrate their comprehension and analysis of the text:

Double-entry Journal

Keep a double-entry journal in which you record quotes from your book and your own analysis of the quotes. (See attached example and rubric.) Your comments may include: questions (and speculation about the answers), inferences about character traits, predictions, connections to the text, analysis of author’s style, etc.

**Assignments may be typed and submitted electronically or hand-written and submitted on the first day of school.*

Important notes regarding selection of books:

Students are free to choose any novel to read for the assignment; an extensive list of recommended titles is available on Skinner’s website. It is important that students choose a book at an appropriate level. The assignment is less meaningful if a student uses a book below his or her level. Generally, students should encounter 3-5 “clunks” (unknown words) per page in order to be sufficiently challenged in thinking through the text.

Summer homework is due on the first day of school. We look forward to a productive year and expect that completion of summer homework will prepare students for a strong start!

Sincerely,

Jamie Stransky
6th Grade Language Arts
jamie_stransky@dpsk12.org

Aimee McAdams
6th Grade Language Arts
aimee_mcadams@dpsk12.org

Double Entry Journal Rubric

	100% Exceeds Expectations	85% Meets Expectations	75% Partially Meets Expectations	60% Does Not Meet Expectations
Quality of Responses	All entries demonstrate deep insight into the novel and do an exceptional job of explaining the student's thoughts through the skillful selection of textual evidence and thoughtful analysis.	All entries demonstrate sufficient insight into the novel and adequately explain the student's thoughts through the selection of textual evidence and analysis.	Some entries demonstrate a lack of insight into the novel, but analysis may be superficial and/or student's thoughts are not sufficiently explained.	No evidence of analysis beyond simply identifying or restating the speaker and/or circumstances of the passages or quotes.
Quantity of Responses	Includes 20 or more relevant quotations or passages (on the left side of the double-entry journal) accompanied by student responses to the recorded passages (on the right side of the double-entry journal).	Includes 15-19 relevant quotations or passages (on the left side of the double-entry journal) accompanied by student responses to the recorded passages (on the right side of the double-entry journal).	Includes 10-14 relevant quotations or passages (on the left side of the double-entry journal) accompanied by student responses to the recorded passages (on the right side of the double-entry journal).	Includes 9 or fewer quotations or passages (on the left side of the double-entry journal) accompanied by student responses to the recorded passages (on the right side of the double-entry journal).
Conventions	Evident control of grammar, spelling, and sentence formation. All entries are grammatically correct.	Sufficient control of grammar, spelling, and sentence formation. Few grammatical errors are present in entries and do not interfere with reading.	Limited control of grammar, spelling, and sentence formation. Confused and inconsistent arrangement of sentences and fragments interferes with reading.	Minimal control of grammar, spelling, and sentence formation. Entries are difficult to read.
Format	All passages/quotes are copied carefully, are placed in quotation marks, and are followed by the page numbers in parentheses.	Most passages/quotes are copied carefully (some may contain minor errors), are placed in quotation marks, and are followed by the page numbers in parentheses.	Many passages/quotes are copied sloppily (several may contain errors), are missing quotation marks, and/or may be missing page numbers in parentheses.	All passages/quotes are copied sloppily (most contain obvious errors), and are missing quotation marks and page numbers in parentheses.

Double Entry Journal Example

Name: Skinner Scholar

Book Title: The Hunger Games

Author: Suzanne Collins

1. "Concealed by a clump of bushes, I flatten out my belly and slide under a two-foot stretch that's been loose for years" (5).

It seems like Katniss is a bit of a rebel because she is not afraid to sneak past the fence to hunt even though it's against the District's rules.

2. "Leave? How could I leave Prim, who is the only person in the world I'm certain I love?" (10)

Does Katniss not love her mom? Or Gale? I wonder if her relationship with her mom is strained because of something that happened in the past.

3. "I notice her blouse has pulled out of her skirt in the back again and force myself to stay calm. 'Tuck your tail in, little duck,' I say, smoothing the blouse back in place" (15).

When Katniss tucks in Prim's blouse, it reminds me of how I always fix my little sister's braids when they fall out. I think these little actions show that we look out for our siblings and want to help them develop self-confidence. Katniss and Prim must be very close.

4. "He tells of the history of Panem, the country that rose up out of the ashes of a place that was once called North America" (18).

Does that mean that this story is set in the future? How far in the future? I think it might take place about 100 years in the future because it would take time for those natural disasters and wars to settle down before Panem was created.

5. "At first one, then another, then almost every member of the crowd touches the three middle fingers of their left hand to their lips and holds it out to me" (24).

I predict that Katniss will become a hero to the people of her district because the crowd at the Reaping showed her a special gesture that means thanks and admiration after she volunteered to take her sister's place in the Hunger Games. Also, they remained silent rather than applauding to show respect for her brave decision.

6. "I feel like I owe him something, and I hate owing people. Maybe if I had thanked him at some point, I'd be feeling less conflicted now" (32).

Katniss seems like a very proud and independent person. It makes her uncomfortable that Peeta helped her in a time of need because she doesn't like to feel weak or helpless.

7. "I've had a lot of practice at wiping my face clean of emotions, and I do this now" (48).

This reminds me of myself because I don't like to show people when I'm upset. This further proves that Katniss likes to put on a brave face. That may help her in the Games.

[Actual assignment to be continued for a total of 15-20 entries!]