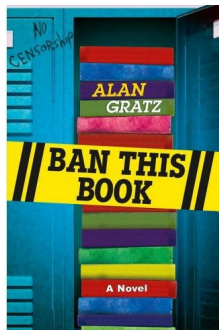


6th Grade Summer Reading and Writing

Summer is the perfect time to relax with a book. I like to put aside twenty to thirty minutes in the evening as a healthy life habit. I would prefer that you ‘sip’ your way through these books rather than ‘gulping’. You will find your comprehension as well as your pleasure is deeper. Also, I recommend reading them and completing the activity for each book in this order.



Part I: Read *Ban This Book* by Gratz. It is **IMPORTANT** that you read this book before you make your final selection from the list on Part II. As you read, identify at least **Ten Signposts!** Try to get one to two Signposts per chapter. Remember to answer the anchor questions associated with each Signpost. You will upload your notes on the first day of school, so type up your responses on a document *and* print it out *just in case*. (100 quiz points)

SIGNPOSTS

- Type the abbreviation of the **Signpost** name
- Write a *brief* summary (one or two sentences) of what happened or what is said that alerted you to the Signpost.
- Answer the question for that Signpost.
- **Contrasts and Contradictions (C/C)**- When a character does something that contrasts with what you would expect or contradicts his earlier acts or statements, **STOP** and answer, “*Why is this character doing this?*”
- **AHA Moment (AHA)**- When a character realizes, understands, or finally figures out something, **STOP** and answer, “*How might this change things?*”
- **Tough Question (TQ)** When a character asks herself a very difficult question, **STOP** and answer “*What does this make me wonder?*”
- **Words of the Wiser (W/W)**- When a character (probably older and wiser) offers serious advice, **STOP** and answer, “*What’s the life lesson and how might it affect the character?*”
- **Again and Again (A/A)**- When you notice a word, phrase, or situation mentioned over and over, **STOP** and answer, “*Why does this keep happening again and again?*”
- **Memory Moment (M/M)** - When the author interrupts the action to tell you about a memory, **STOP** and answer, “*Why might this memory be important?*”

The Ghost in the Tokaido Inn by Hoobler

Chapter 1

Abbreviation	Book Example	Response to question
W/W	"All religions may have some truth to them We must be sure not to offend any of the gods"	Seikei's father tells him this to remind Seikei to stay on good terms with everyone, especially the gods.
AHA	"Still," said Seikei," it would be better to be a samurai. To have everyone make way for you."	Seikei realizes that his and his father's outlooks on the Samurai code are very different.
A/A	Samurai	I think this word occurs again and again to show the reader how much Seikei envies the samurai. The samurai way occupies his thoughts and conversations.

Chapter 2

Abbrev.	Book Example	Response to Question
C/C	Seikie's father says that he will not meet with the daimyo, yet he changes his robes and does so anyway.	I think Seikei's father likes to act like he is not interested in politics, but his visit to the daimyo speaks otherwise.

Chapter 3

No signposts.

Chapter 4

Abbrev.	Book Example	Response to Question
M/M	Seikei recalls the story of the <i>jininki</i> that he told to the girl in the garden.	This memory moment helps the reader recall the story so that Seikei's sudden nervousness about the night and the events that follow seem foreshadowed by the story.

Part II: Banned Book Selection.

Now, choose for your second summer novel another novel that, at one time or another, appeared on a challenged or banned book list. It's your choice! Please do your research before making your choice from the list. (100 quiz points)

Holes by Sachar

Coraline by Gaiman

Julie of the Wolves by Craighead-George

Roll of Thunder, Hear My Cry by Taylor

The Cavendish School for Boys and Girls by Legrand

A Wrinkle in Time by L'Engle

Bridge Terabithia by Paterson

Read this book and complete **five dialectical journal entries**. You can type your responses onto a document that you will upload the first week of school. Below is a reminder as to how to format and complete a dialectical journal.

DIALECTICAL JOURNALS

The term "Dialectic" means "the art or practice of arriving at the truth by using conversation involving question and answer." Think of your dialectical journal as a series of conversations with the texts we read during this course. The process is meant to help you develop a better understanding of the texts we read. Use your journal to incorporate your personal responses to the texts, your ideas about the themes we cover and our class discussions. You will find that it is a useful way to process what you're reading, prepare yourself for group discussion, and gather textual evidence for your Literary Analysis assignments.

PROCEDURE: As you read the novel, choose **ten passages** that stand out to you. Record the passage in the **left-hand column of a T-chart** (*ALWAYS include page numbers*).

HINT: CHOOSING PASSAGES FROM THE TEXT: Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- o Effective &/or creative use of stylistic or literary devices
- o Passages that remind you of your own life or something you've seen before
- o Structural shifts or turns in the plot
- o A passage that makes you realize something you hadn't seen before
- o Examples of patterns: recurring images, ideas, colors, symbols or motifs.
- o Passages with confusing language or unfamiliar vocabulary
- o Events you find surprising or confusing
- o Passages that illustrate a particular character or setting
- o If you find an extremely long passage that moves you, don't hesitate to use it, just

employ ellipses (...) to shorten your writing load. You'll have the page number so that if you decide to share your entry, the class can easily find and read along.

In the right column, write your response to the text (ideas/insights, questions, reflections, analysis, and comments on each passage). Pick a passage for which you can find two or more codes with commentary. The best passage will have both codes and commentary

CHOOSING CODES:

(CH)Characterization – Analyze details or dialog the author gives you to build his/her characters.

(C) Connect – Make a connection to your life, the world, or another text

(P) Predict – Anticipate what will occur based on what's in the passage

(L) Literary Device – analyze the author's craft using literary terminology

(R) Reflect – Think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just the way things work?

(T) Theme - Determine the author's overall message about some aspect of life through a close reading of a passage.

(M)Mood – Determine the mood or tone of a scene and explain how that might be important.

COMMENTARY ON THE TEXT: You can *respond* to the text in a variety of ways. The most important thing to remember is that your observations should be ***specific and detailed***. You can write as much as you want for each entry. You can use loose-leaf paper for your journals or download the template from the my website: Dialectical Journal Word Template, and type your responses on the computer. **To Get Started: Beginner Responses**

- o Raise questions about the beliefs and values implied in the text
- o Give your personal reactions to the passage
- o Discuss the words, ideas, or actions of the author or character(s) o Tell what it reminds you of from your own experiences
- o Write about what it makes you think or feel
- o Agree or disagree with a character or the author

Sample Sentence Starters for Beginners:

- I really don't understand this **because...**
- I really dislike/like this idea **because...**
- I think the author is trying to say that...
- This passage reminds me of a time in my life when...
- If I were (name of character) at this point I would...
- This character reminds me of (name of person) because...

Sample T CHART entry: *Blues Ain't No Mockinbird* by Toni Cade Bambara

Pages/Passage	Analysis (with codes)/Commentary
<p>Passages from the text pg# 24-25</p> <p>“The puddle had frozen over, and me and Cathy went stompin in it. The twins from next door, Tyrone and Terry, were swingin so high out of sight we forgot we were waitin our turn on the tire. Cathy jumped up and came down hard on her heels and started tap dancin. And the frozen patch splinterin every which way underneath kinda spooky. ‘Looks like a plastic spider web,’ she said. ‘A sort of weird spider, I guess, with many mental problems.’”</p>	<p>(CH) In this first paragraph of the story Bambara indirectly characterizes the narrator using rural Southern dialect to let us know our setting is the South and our narrator may be smart, but may not be “educated.” We also learn that the characters are children from the activities described.</p> <p>(L) Nice thermal imagery about the puddle freezing over to let us know how cold it is in the scene.</p> <p>(C) The visual imagery of the twins swinging high on the tire swing reminds me of my own childhood when I had to wait in line forever to use the swing. And how exciting it was once it was my turn.</p> <p>(L) There is more great visual imagery about the splintering puddle, and the kinetic imagery of the “tapdancin.” I especially liked the simile about the spider web and the humor of spider with mental problems.</p> <p>(M) The mood of the story seems to be playful and humorous.</p> <p>(P) I wonder if the entire story will be this way, too? Overall, I am drawn into the story and am already laughing.</p>

Part III: “MY SUMMER EXPERIENCES” LOG - 15 formal assessment points
optional assignment



Goal:

- Document five of your summer experiences via pictures, photos, stamps, postcards, etc..., accompanied by writing piece for each one.

Guidelines:

- **Five pages.** A “page” consists of a photo, picture, postcard, stamp, or any other kind of visual representation along with a written entry in the form of a poem, diary entry, short narrative; or “interesting” informational piece about a place, an event, or anything unusual that you see or do. Include at least one of each kind of writing. Try to mix it up!

Suggestions for framing your work:

- Pick a **theme** for your entry like “Things Unseen”, “People, Places, and Pigeons”, “Up Close and Afar”, “All Things Blue” (or red or green or any color), “Creature Feature”, “The Story Behind the Picture”, “Postcards”, etc...

The “My Summer Experiences” log should be completed on *Google Slides* - **only** - by the first day of school, at which time it will be shared with me on **GOOGLE DRIVE**. This is graded for the quality of the visual component as well as the quality of the writing. *Everyone’s* log will be shared in class. Make yourself proud! **Remember this is optional**

Please feel free to contact me via rluckie@keystoneschool.org . When you do, I will use that email address to set up a Zoom meeting.