



**Rose Park Middle Magnet School
Rising 6th Grade Summer Reading List
Summer 2017**

Hello Rising Sixth Graders,

This summer you have your choice of three books. You may choose to read all three books, but you are required to read one book and to complete two assignments based on the text you choose. The list below contains your three choices of books and assignment details follow.

It is recommended that you begin reading the text no later than July 1, 2017 in order to have enough time to thoroughly complete the two assignments. Your two summer reading assignments will be due on Wednesday, August 23, 2017. Bring projects on the due date.

Summer Reading List (choose 1 of the 3)

Where the Red Fern Grows by Wilson Rawls

I Am a Star: Child of the Holocaust by Inge Auerbacher

The Lions of Little Rock by Kristin Levine

Summer Reading Assignments (Complete both assignments based on the one book you select from the above list.)

- 1. Book Summary-** You must write a summary of the text. Using the 6th-8th grade informational writing rubric from the Tennessee Department of Education, compose your informational summary, which should include an introduction, appropriate quotations, and a conclusion. Your writing must be typed. Use Times New Roman, 12 point font. The final draft should be double-spaced and at least 1 page in length.

Rubric can be found at https://www.tn.gov/assets/entities/education/attachments/tst_data_writing_inf_expl_rubric_gr6-8.pdf

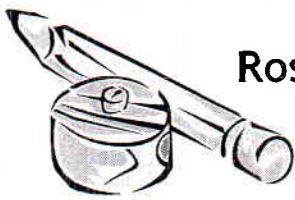
- 2. Book Talk-** You must plan a book discussion based on the book you select. Your questions must delve deeper than who, what, when, and where. For beginning, middle, and end of each book, you must write at least three questions to guide your book talk. In all, you should have at least nine questions. Your questions can address theme, character development, word choice, point of view, impact of setting, etc. Questions should be typed. Use Times New Roman, 12 point font.

We hope you enjoy reading your book and completing the two assignments. Be thoughtful in creating your book talk questions. Also, be thorough in your book summary. This will be your first opportunity to demonstrate your reading and writing skills to the 6th grade team.

Have a safe summer!
The Sixth Grade Team

Score	Development	Focus & Organization	Language	Conventions
4	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> utilizes well-chosen, relevant, and sufficient evidence¹ from the stimuli to insightfully develop the topic. thoroughly and accurately explains and elaborates on the evidence provided, demonstrating a clear understanding of the topic and the stimuli. 	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> contains an effective and relevant introduction. utilizes effective organizational strategies to create a unified whole and to aid in comprehension. effectively clarifies relationships among ideas and concepts to create cohesion. contains an effective and relevant concluding statement or section. 	<p>The writing:</p> <ul style="list-style-type: none"> illustrates consistent and sophisticated command of precise language and domain-specific vocabulary appropriate to the task. illustrates sophisticated command of syntactic variety for meaning and reader interest. utilizes sophisticated and varied transitional words and phrases. effectively establishes and maintains a formal style. 	<p>The writing:</p> <ul style="list-style-type: none"> demonstrates consistent and sophisticated command of grade-level conventions of standard written English.² may contain a few minor errors that do not interfere with meaning.
3	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> utilizes relevant and sufficient evidence¹ from the stimuli to adequately develop the topic. adequately and accurately explains and elaborates on the evidence provided, demonstrating a sufficient understanding of the topic and the stimuli. 	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> contains a relevant introduction. utilizes adequate organizational strategies to create a mostly unified whole and to aid in comprehension. clarifies most relationships among ideas and concepts, but there may be some gaps in cohesion. contains a relevant concluding statement or section. 	<p>The writing:</p> <ul style="list-style-type: none"> illustrates consistent command of precise language and domain-specific vocabulary appropriate to the task. illustrates consistent command of syntactic variety for meaning and reader interest. utilizes appropriate and varied transitional words and phrases. establishes and maintains a formal style. 	<p>The writing:</p> <ul style="list-style-type: none"> demonstrates consistent command of grade-level conventions of standard written English.² contains some minor and/or major errors, but the errors do not significantly interfere with meaning.
2	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> utilizes mostly relevant but insufficient evidence¹ from the stimuli to partially develop the topic. Some evidence may be inaccurate or repetitive. explains some of the evidence provided, demonstrating only a partial understanding of the topic and the stimuli. There may be some level of inaccuracy in the explanation. 	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> contains a limited introduction. demonstrates an attempt to use organizational strategies to create some unification, but ideas may be hard to follow at times. clarifies some relationships among ideas and concepts, but there are lapses in focus. contains a limited concluding statement or section. 	<p>The writing:</p> <ul style="list-style-type: none"> illustrates inconsistent command of precise language and domain-specific vocabulary. illustrates inconsistent command of syntactic variety. utilizes basic or repetitive transitional words and phrases. establishes but inconsistently maintains a formal style. 	<p>The writing:</p> <ul style="list-style-type: none"> demonstrates inconsistent command of grade-level conventions of standard written English.² contains many errors that may significantly interfere with meaning.
1	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> utilizes mostly irrelevant or no evidence¹ from the stimuli, or mostly/only personal knowledge, to inadequately develop the topic. Evidence is inaccurate or repetitive. inadequately or inaccurately explains the evidence provided, demonstrating little understanding of the topic and the stimuli. 	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> contains no or an irrelevant introduction. demonstrates an unclear organizational structure; ideas are hard to follow most of the time. fails to clarify relationships among ideas and concepts; concepts are unclear and/or there is a lack of focus. contains no or an irrelevant concluding statement or section. 	<p>The writing:</p> <ul style="list-style-type: none"> illustrates little to no use of precise language and domain-specific vocabulary. illustrates little to no syntactic variety. utilizes no or few transitional words and phrases. does not establish or maintain a formal style. 	<p>The writing:</p> <ul style="list-style-type: none"> demonstrates limited command of grade-level conventions of standard written English.² contains numerous and repeated errors that seriously impede meaning.

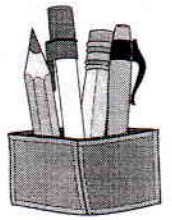
¹ Evidence includes facts, definitions, concrete details, quotations, or other information and examples as appropriate to the task and the stimuli.
² Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.



Rose Park Math & Science Magnet Middle School

6th grade Supply List

2017 - 2018



<input type="checkbox"/>	1	2" - 3 ring binder with pockets (with zipper, optional)
<input type="checkbox"/>	1	Pencil pouch - (3 holed punched to fit in the binder)
<input type="checkbox"/>	4	Packages of Notebook Paper - wide ruled - loose leaf
<input type="checkbox"/>	24	Pencils & cap erasers
<input type="checkbox"/>	1	Package of Dividers (3 hole punched) (with pockets, optional)
<input type="checkbox"/>	6	Composition Notebooks - (<u>not spiral</u>)
<input checked="" type="checkbox"/>	1	8 oz. (or larger) bottle of hand sanitizer
<input type="checkbox"/>	1	Handheld Pencil Sharpener with cover
<input checked="" type="checkbox"/>	2	Rolls of Paper Towels
<input checked="" type="checkbox"/>	4	Boxes of Tissues
<input checked="" type="checkbox"/>	2	Box of Zip top bags - 1gallon & 1 quart size
<input checked="" type="checkbox"/>	1	12 pack of colored pencils
<input checked="" type="checkbox"/>	1	Package of Highlighters - yellow
<input type="checkbox"/>	1	bottle of white glue
<input type="checkbox"/>	2	packages of index cards (3 x 5) - 1 with lines & 1 package w/o lines
<input type="checkbox"/>	1	Flash drive - thumb drive - at least 2 GB
<input type="checkbox"/>	1	Package of graph paper
<input checked="" type="checkbox"/>	6	Blue ink pens
<input checked="" type="checkbox"/>	2 pads	Self-stick note pads, 3 x 3
<input checked="" type="checkbox"/>	2	Disinfectant wipes
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

Items that are marked with an 'X' will be collected for classroom use.