

PROUD TRADITIONS, EXCITING FUTURES
DICKINSON
INDEPENDENT SCHOOL DISTRICT

6th Pre-AP/STEM Summer Reading
2019-2020

The receipt of this Summer Assignment by your student does not indicate their placement into a PAP/STEM class for 2019-20 school year. Placement decisions will be communicated this summer through your campus.

All Dickinson Pre-AP and STEM students are expected to maintain and advance their literary thinking over the summer. To that end, students are expected to read one book which will add to their class discovery and discussion of quality literature.

Oscar Wilde said “if one cannot enjoy reading a book over and over again, there is no use in reading it at all.” We agree wholeheartedly. This summer, each 6th grade STEM/ Pre-AP Language Arts student will choose **a book from the 2019 Lone Star list** and create a two-column notes journal for their independent reading and study over the summer. **The book options are numerous to ensure each student and family is able to choose a book which reflects their reading abilities analysis skills, personal values, beliefs and interests.**

Students are expected to read their Lone Star Novel critically and to create a two-column notes journal which will aid them in recall and class discussion when they return in the fall. A detailed explanation of the assignment follows on the pages below. The assignment is **due** no later than **Wednesday, September 4th, 2019.**

The novel selections will be available at the Dickinson Public Library. If you have any questions or would like assistance obtaining a novel, please email us, chat with your school librarian, or contact the Dickinson Public Librarian. We look forward to your responses and ideas this fall. <http://www.dickinsonpubliclibrary.org/>

Resources: 2019 Texas Lone Star Reading List may be accessed at:

https://txla.org/wp-content/uploads/2018/12/2019LoneStar_FinalFlyer.pdf

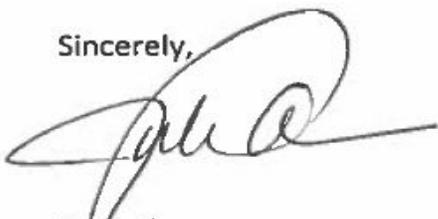
If you have any questions, please feel free to contact any of the following:

Jennifer Brewer- ELA Curriculum Specialist: jbrewer@dickinsonisd.org

Please sign and return to your student’s current English teacher.

Thank you for your continued support.

Sincerely,



Julie Abram
Director of Secondary Programs

My child and I have received notice of the summer assignment for Sixth Grade PreAP/ STEM and will comply. We understand that the completion date for this assignment is due **Wednesday September 4, 2019.**

Parent Printed Name _____

Parent Signature _____

Student Printed Name _____

Student Signature _____

Date _____

Current English Teacher's Name _____

Current Campus _____

*** NOTE: If you do not wish to have your child enrolled in PreAP or STEM, please contact the counselor at your child's school.

Two-Column Notes Journal assignment is due on: Tuesday, September 4th, 2018

Assignment Introduction- Two-Column Notes Journal

Think of your notes journal as a conversation between you and what you are reading. You will use a two-column notes format to highlight the questions, connections, and ideas that you have as you read. The journal should be used to think about, summarize, question, clarify, and to critique what is read. In effect, you will be holding a discussion with yourself on key points, asking questions, and reacting to particular phrases that drew your attention.

This process is an important way to understand a piece of literature. By writing about literature, you make your own meaning of the work in order to truly understand it. When you do this yourself, then the text belongs to you—you have made it yours. The text is there for everyone to read; however, the connections and interpretations are uniquely yours.

Minimum Requirements

- **Minimum of twelve entries that collectively address the beginning, middle, and end of the text**
- **At least six entries should focus on author's craft (use of literary devices).**
- Each response entry should be several sentences long, reflecting insight and elaboration on your thoughts and connections.
- Page number must be cited for each entry
- Journal can be kept digitally, on loose-leaf paper, or in a notebook (blue or black ink). If you keep digital journals, you will need to print them in order to submit to your teacher.
- **Journals should be completed for submission by the second Monday of class.**
- **Journals will be graded using the attached rubric.**
- **Journals must be legible.**

Procedures

- Draw a T-chart on your paper
- The left column should be labeled "Text" and the right column labeled "Commentary"
- On the left side, copy the part of the text you are responding to using proper format:
"Always put quotation marks around what you copy from a book. Then place the author and page number in parenthesis after the quote" (Monahan 34).
- In the right column, write your response to the text. Your commentary may focus on: personal connections you make to the text, patterns you notice, predictions you can pose, observations about a character, what seems unusual, and/or recognition of a literary technique and ideas about its meaning and purpose. The commentary should not just be a restatement or summary of the text. **Remember that at least six of your entries should reflect on author's craft. This means you should be analyzing why the author chose to use particular literary devices. Please use the list of literary terms included in this packet to assist you with this.**
- You may use some of the following sentence starters to begin your commentary:
 - o Why did...
 - o The character ___ reminds me of ___ because....
 - o The author used ___(simile, metaphor, flashback, imagery) in order to___ ...
 - o At first I thought ___, but now I....
 - o I predict that....
 - o I am confused by....
 - o One theme is ...
 - o Some of the illustrations made me think...

Examples of Literary Devices to Analyze

Device	Definition
Conflict	A struggle between opposing forces which is the driving force of a story. Conflict may exist externally (man vs. man, man vs. nature, man vs. society, man vs. fate) or internally (man vs. himself).
Flashback	When a writer interrupts a specific event in the text in order to introduce events that have already occurred or have not yet been presented. Often this gives the reader additional background knowledge about characters or conflicts.
Foreshadowing	The writer's hints and clues that suggest events that may still occur in the text.
Imagery	Writing that employs the use of sensory details so that readers can visualize what is read by the use of vivid, sensory descriptions.
Metaphor	A comparison of two unlike things not using "like" or "as": e.g., "She is a shining star."
Personification	A kind of metaphor that gives inanimate objects or abstract ideas human characteristics: e.g., "The wind howled."
Setting	The setting is the time and place where a story occurs. The setting can be specific (e.g., New York City in 1930) or ambiguous (e.g., a large urban city during economic hard times). When analyzing setting, it is insufficient to merely identify the time and place; an analysis of setting should include a discussion of its overall impact on the story and characters. How does the setting impact particular parts of the texts?
Simile	A comparison of two different things or ideas through the use of the words "like" or "as." It is a definitely stated comparison: e.g., "The warrior fought like a lion."
Theme	The underlying message about life or human nature that a writer wants the reader to understand. It is not the same as a subject, which can be expressed in a word or two: courage, survival, friendship, etc. It is expressed as a sentence or a general statement. A literary work can have more than one theme, and most themes are not directly stated but are implied.

Examples of Exemplary Entries

<i>The Scarlett Ibis</i> by James Hurst	
Text	Commentary
<p>“The flower garden was stained with rotting brown magnolia petals and iron weeds grew rank amid the purple phlox...the last graveyard flowers were blooming” (Hurst 1).</p>	<p>The imagery of “rotting brown magnolia petals” and rank iron weeds makes me see and smell decay and death. I’m surprised that anything would be blooming in this place.</p>

<i>The BFG</i> by Roald Dahl	
Text	Commentary
<p>“A brilliant moonbeam was slanting through a gap in the curtains” (Dahl 9).</p>	<p>Since the author used the word slant, I picture a sharp ray of light into the room. The imagery helps me visualize the room, and I wonder if the moonbeam is keeping the character awake.</p>

<i>Hatchet</i> by Gary Paulsen	
Text	Commentary
<p>“Now, with the thought of the burger, the emptiness roared at him. He could not believe the hunger, had never felt this way. The lake water had filled his stomach, but left it hungry, and not it demanded food, screamed for food” (Paulsen 48).</p>	<p>It’s surprising to me how Brian’s stomach is almost like its own character now. It seems to be driving a lot of his behavior. I’ve been hungry before, but I’ve never been that hungry. Is he going to start picking poisonous things to eat in the forest because he is so hungry?</p>

Examples of Inadequate Entries

<i>Hatchet</i> by Gary Paulsen	
Text	Commentary
<p>“It kept coming back to that. He had nothing.” (No page numbers indicated)</p>	<p>I have felt the same way because sometimes I haven’t had anything either. (This needs elaboration to make the response and connection clear)</p>
<p>Things wer bad, he thout, but maybe not that bad. (Two misspellings, no page numbers, and missing quotation marks)</p>	<p>I feel that way sometimes too. (Response does not make a connection or show any insight)</p>

Rubric for Grading of Two-Column Notes Journals

<p style="text-align: center;">Critical Reader (detailed, elaborated responses) 90% - 100%</p>	<p>Extra effort is evident. You include the required number of twelve entries (or more). Your quotes are relevant, thought provoking, and representative of the themes in the novel. You can “read between the lines of the text (inference). You consider meaning of the text in a universal sense. You create new meaning through connections with your own experiences or other texts. You carry on a dialogue with the writer. You question, agree, disagree, appreciate, and object. For the most part, sentences are grammatically correct with limited spelling and punctuation errors.</p>
<p style="text-align: center;">Connected Reader (detailed responses) 80%- 89%</p>	<p>A solid effort is evident. You include the required number of twelve entries. Your quotes are relevant and connect to the themes of the novel. Entries show insight and thoughtful analysis. You show some ability to make meaning of what you read. You create new meaning through connections with your own experience and the text. You explain the general significance. You raise interesting questions. You explain why you agree or disagree with the text.</p>
<p style="text-align: center;">Thoughtful Reader (somewhat detailed responses) 75% - 79%</p>	<p>You include less than the required number of entries. Your selected quotes are not necessarily significant to the novel. Entries sometimes exhibit insight and thoughtful analysis. You make connections, but you explain them with little detail. You ask simple questions of the text. You may agree or disagree, but you don’t support your views.</p>
<p style="text-align: center;">Literal Reader (simple, factual responses) 70% - 74%</p>	<p>You include few entries The entries exhibit limited insight or none at all. You accept the text literally. You make few connections which lack detail. You are reluctant to create new meaning from the text.</p>
<p style="text-align: center;">Limited Reader (perfunctory responses) Below 70%</p>	<p>You include very few entries Very little effort is evident You find the text confusing, but make no attempt to figure it out. You create little or no meaning from the text. Sentences contain numerous grammatical and spelling errors.</p>