

6th Grade Honors ELAR Summer Reading Assignment

Contact Information:

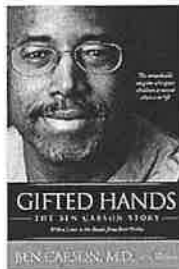
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Google Classroom Code:

wxiq64w
All project information is posted here along with a video explanation

Summer Novel:

Gifted Hands



Assignment Overview:

After reading the novel, complete BOTH PARTS of *Gifted Hands* assignment.

PART 1: Choice Board (100 possible points)

-choose ONE project from the board

PART 2: Extended Constructed Response (100 possible points)

-write a four paragraph essay using the outline and prompt provided

You will complete these assignments using Google Docs, Google Slides, or on paper. Once you have completed the assignments, you will submit each part to the project post in Google Classroom. If you have completed the assignment on paper, it will be turned in to me by the due date.

These assignments must be completed by the first week of school. School starts on Wednesday, August 16. The project will be turned in absolutely no later than Friday, August 18. This project will be the first TEST grade of the year. We will also have a comprehension test over the book as well as a few daily assignments that will come from the reading.

You have the option of purchasing your own copy of the novel to complete this project. It can be found on Amazon or most bookstores. Please be sure that your book matches the cover above. There will also be copies of the book available to check out in the school office. All copies checked out from the school must be returned at the beginning of the school year.

Choice Board

Part 1. Choice Board

Choose ONE of the following projects below from the choice board to complete. Be sure your work is neat and presentable. You can do the work on paper or digitally.

Total Possible Points: 100

Frayer Model	Vocabulary	Create a Quiz
<p>Complete a Frayer Model that conveys the central idea of the passage. Provide three pieces of text evidence to support the central idea. Finally, draw a picture to convey the central idea. You must complete each section of the model to receive credit.</p>	<p>Find and write in 20 words from the text that you do not know the meaning of. Use context clues and write what you think their definitions are. Then use either a dictionary or a device to write their actual definitions. Finally, list synonyms of the words.</p>	<p>Create your own 10-question quiz based on the passage. Write out the question and provide 4 answer choices (A, B, C, D). Create this quiz as if you were giving it to the class for a grade. You must also provide the answers to each question.</p>

Choice Board Guidelines

Frayer Model

Students will complete the Frayer Model, whether large or small. This is used for conveying and supporting the central idea. In the center, they will write the central idea (theme) in one-two sentences.

They will then provide three pieces of text evidence (specific examples from the text, with pages numbers).

In the final box, they will draw a picture that conveys the central idea. This picture should be neat and should also be colored.

Vocabulary

Students will find twenty words in the passage that they are unsure of the meaning. They will fill in the word and then use context clues to come up with what they think it means. They will then look up the word in a dictionary or online, and they will fill in the actual definition. Finally, they must come up with a synonym for each word.

You can either handwrite these words and definitions in the chart provided, or you can type them in a table or chart of your own. Creating a table in Google Docs or using Google Sheets would both be acceptable ways to type this information.

Create a Quiz

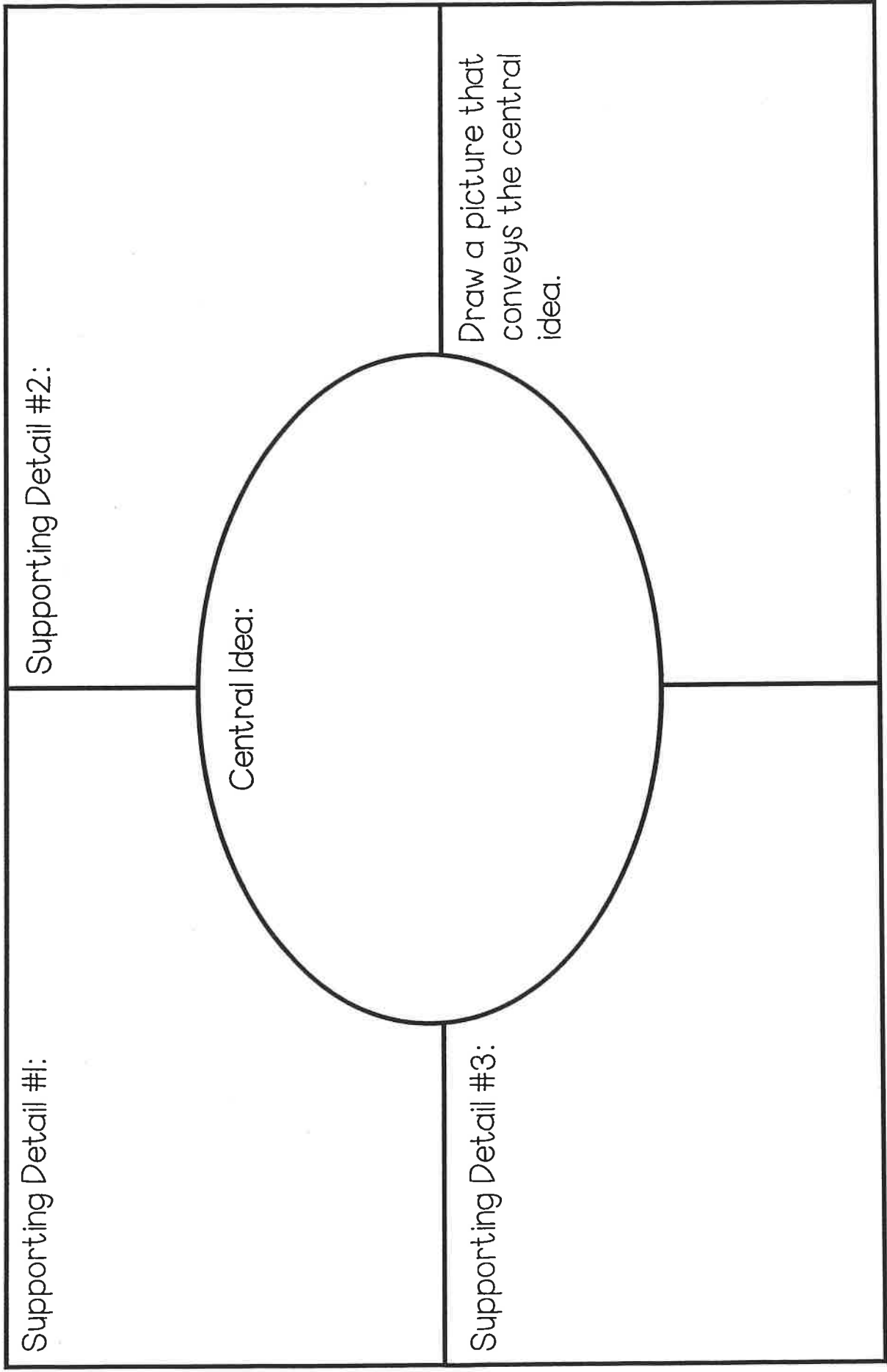
Students will create a ten question quiz based on the novel that they have read. They should write out the question and then provide four answer choices (A, B, C, D).

Create this quiz as if you were giving it to the class for a grade.

You must also provide the answers to each question. You can do this on paper or in Google Docs or possibly even Google Forms.

Frayer Model

Complete the Frayer Model by first summarizing the central idea in 1-2 sentences. Then provide three details from the text that support the central idea, using citation tags (according to paragraph ____...). Quote the text evidence verbatim (word for word).
Finally, in box 4, draw a picture that conveys the central idea of the article.



Part 2: Extended Constructed Response

Based on your reading of the novel, "Gifted Hands" by Ben Carson, write a well organized essay responding to the following:

How do the conflicts that Ben Carson experiences help to develop his character over the course of the novel? Use at least two examples from the novel to support your ideas. Be sure to cite your evidence.

Remember to —

- clearly state your central idea
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selection
- plan your response
- write your response
- revise and edit your response

You may choose to either write your response on the lined paper that is included in this packet, or you may type your response using Google Docs. Before completing your final draft, be sure to look through the following information that is provided in the next couple of pages:

- Grading rubric
- Explanation/example slides to help organize your ideas
- Planning page

Each of the above documents will help walk you through the writing process. Please use them as a guide.

Total Possible Points: 100

Writing Rubric for Extended Constructed Response

Point	Organization and Development of Ideas
3	<p>-Controlling idea/Thesis is clear and fully developed The focus is consistent throughout, creating a response that is unified and easy to follow.</p> <p>-Organization is effective A purposeful structure that includes an effective introduction and conclusion is evident. The organizational structure is appropriate and effectively supports the development of the controlling idea/thesis. The sentences, paragraphs, or ideas are logically connected in purposeful and highly effective ways.</p> <p>-Evidence is specific, well chosen, and relevant The response includes relevant text-based evidence that is clearly explained and consistently supports and develops the controlling idea/thesis. The response reflects a thorough understanding of the writing purpose.</p> <p>-Expression of ideas is clear and effective The writer's word choice is specific, purposeful, and enhances the response. Almost all sentences and phrases are effectively crafted to convey the writer's ideas.</p>
2	<p>-Controlling idea/Thesis is present and partially developed A controlling idea/thesis is presented, but it may not be clearly identifiable because it is not fully developed. The focus may not always be consistent and may not always be easy to follow.</p> <p>-Organization is limited A purposeful structure that includes an introduction and conclusion is present. An organizational structure may not be consistent and may not always support the logical development of the controlling idea/thesis. Sentence-to-sentence connections and clarity may be lacking.</p> <p>-Evidence is limited and may include some irrelevant information The response may include text-based evidence to support the controlling idea/thesis, but it may be insufficiently explained, and/or some evidence may be irrelevant to the controlling idea/thesis.</p> <p>-Expression of ideas is basic The writer's word choice may be general and imprecise and at times may not convey the writer's ideas clearly. Sentences and phrases are at times ineffective and may interfere with the writer's intended meaning and weaken the message.</p>
1	<p>-Controlling idea/Thesis is evident but not developed A controlling idea/thesis is present but not developed appropriately in response to the writing task.</p> <p>-Organization is minimal and/or weak An introduction or conclusion may be present. An organizational structure that supports logical development is not always evident or is not appropriate to the task.</p> <p>-Evidence is insufficient and/or mostly irrelevant Little text-based evidence is presented to support the controlling idea/thesis, or the evidence presented is mostly extraneous and/or repetitious. Explanation of any evidence presented is insufficient and may be only vaguely related to the writing task.</p> <p>-Expression of ideas is ineffective The writer's word choice is vague or limited and may impede the quality and clarity of the essay. Sentences and phrases are often ineffective, interfere with the writer's intended meaning, and impact the strength and clarity of the message.</p>
0	<p>-A controlling idea/thesis may be evident. -The response lacks an introduction and conclusion. An organizational structure is not evident. -Evidence is not provided or is irrelevant. The response reflects a lack of understanding of the writing purpose. -The expression of ideas is unclear and/or incoherent.</p> <p><i>Please note that if a response receives a score point 0 in the Development and Organization of Ideas trait, the response will also earn 0 points in the Conventions trait.</i></p>

Writing Rubric for Extended Constructed Response (continued)

Point	Conventions
2	<p>Student writing demonstrates consistent command of grade-level-appropriate conventions, including correct:</p> <ul style="list-style-type: none"> • sentence construction • punctuation • capitalization • grammar • spelling <p>The response has few errors, but those errors do not impact the clarity of the writing.</p>
1	<p>Student writing demonstrates inconsistent command of grade-level-appropriate conventions, including limited use of correct:</p> <ul style="list-style-type: none"> • sentence construction • punctuation • capitalization • grammar • spelling <p>The response has several errors, but the reader can understand the writer's thoughts.</p>
0	<p>Student writing demonstrates little to no command of grade-level-appropriate conventions, including infrequent use of or no evidence of correct:</p> <ul style="list-style-type: none"> • sentence construction • punctuation • capitalization • grammar • spelling <p>The response has many errors, and these errors impact the clarity of the writing and the reader's understanding of the writing.</p>


Total Score -

*Total score is found by combining the points earned for **Organization and Development of Ideas and Conventions**.*

5 points	90-100
4 points	80-89
3 points	70-79
2 points	60-69
1 points	50-59
0 points	Below 50

drafts

**CONCLUSION: PART ONE
TIE-IT-TOGETHER**



PAUSE AND ASK YOURSELF...
What insight do I want to leave my reader with from this analysis?
What kind of hook did I use at the start of my essay and how can I tie it into my conclusion?

SENTENCE STARTERS...
Without...
Although/Even though...
Overall...
Certainly/Indeed...
It is evident...

drafts

**CONCLUSION: PART TWO
ECHO INSIGHT**



Set the Scene
Establish a clear picture with sensory and contextual details.

Magic 3
Three interlocking points followed by a summary thought.

Figurative Language
Metaphors, similes, personification.

drafts

**CONCLUSION: PART ONE
TIE-IT-TOGETHER**



EXTENDED CONSTRUCTED RESPONSE

SENTENCE STARTERS

HOOK & ECHO

HOOK & ECHO

set the scene

For months, I had been setting aside money from my part-time job for this very moment: a deal in 272 as a case 14 for the Dallas Mavericks' quarterfinals. The lights dim, the fans go wild. I feel the reverberating floor beneath my feet from the roaring crowd, chanting, "Go! Go! Go! Go!" and I know what I'm feeling is exactly what 21,146 others are in this very moment.

The referee blows the whistle—the entertainment starts for the fans and the work day starts for the players. It only makes sense that the people who draw the crowds are the ones appropriately rewarded.

HOOK & ECHO

Magic Three

A Ronaldo jersey: \$400
A Super Bowl ticket: \$4,500
A Babe Ruth signed baseball: \$23,500
Yet, we wonder why professional athletes make millions a year.

Until fans stop paying excessive amounts for jerseys, Super Bowl tickets, and signed baseballs, the players should be the ones compensated for what fans are willing to pay. It's on us to prioritize what should be valued most in life.

HOOK & ECHO


figurative language

Reason without logic is like a boat with no ball in the middle of the vast ocean. You may make a good point, but you'll never get anywhere with it and certainly won't make it back to shore.

Every strong argument has *working sails* and *good wind*. By using logic rather than emotion and opinion only, the author's voice is heard much clearer.

drafts

TOPIC SENTENCE
(1 SENTENCE)




PAUSE...
Begin by introducing the reason in your thesis, the topic of the paragraph.

Make sure your answer is supported by what was said or done in the selection.

SENTENCE STARTERS...
Throughout the selection...
The author makes it a point to...

drafts

TOPIC SENTENCE
(1 SENTENCE)



EXTENDED CONSTRUCTED RESPONSE
Understanding the Text


INTRODUCTION
1. Write a topic sentence that states the main idea of the text. (1 sentence)

BODY PARAGRAPHS
2. Write a topic sentence for each paragraph. (1 sentence)

CONCLUSION
3. Write a concluding sentence that summarizes the main idea of the text. (1 sentence)

drafts

EVIDENCE
(1-2 SENTENCES)




PAUSE...
Provide words, a phrase, or a sentence from the text to support the answer.

Take the information out accurately in regards to spelling and punctuation.

SENTENCE STARTERS...
The author states...
For example, /For instance,
According to [title of text]...
The selection points out that...

drafts

EVIDENCE
(1-2 SENTENCES)



EXTENDED CONSTRUCTED RESPONSE
Understanding the Text


INTRODUCTION
1. Write a topic sentence that states the main idea of the text. (1 sentence)

BODY PARAGRAPHS
2. Write a topic sentence for each paragraph. (1 sentence)

CONCLUSION
3. Write a concluding sentence that summarizes the main idea of the text. (1 sentence)

drafts

AUTHOR'S PURPOSE
(2+ SENTENCES)




PAUSE AND ASK YOURSELF...
Why did the author include this support?
What effect does it have on the reader?
What can the reader conclude about it?
What does the reader now realize?
What is a detail in the evidence the author included on purpose?

SENTENCE STARTERS...
By showing...
If... then...
The author's use of...
This causes the reader to...

drafts

AUTHOR'S PURPOSE
(2+ SENTENCES)



EXTENDED CONSTRUCTED RESPONSE
Understanding the Text

INTRODUCTION
1. Write a topic sentence that states the main idea of the text. (1 sentence)

BODY PARAGRAPHS
2. Write a topic sentence for each paragraph. (1 sentence)

CONCLUSION
3. Write a concluding sentence that summarizes the main idea of the text. (1 sentence)

Extended Constructed Response

Planning Page

Introduction

Hook: (1-2 sentences)

Thesis: (1 sentence)

Body Paragraph 1

Topic Sentence: (1 sentence)

Evidence: Direct Quote (1-2 sentences)

Author's Purpose: What effect does this evidence have on the reader? (1-2 sentences)

Body Paragraph 2

Topic Sentence: (1 sentence)

Evidence: Direct Quote (1-2 sentences)

Author's Purpose: What effect does this evidence have on the reader? (1-2 sentences)

Conclusion

Thesis: restate and tie ideas together (1 sentence)

Echo: key insight from this explanation; connect back to Hook (1-2 sentences)

