Welcome to 6th Grade English!

Can you believe you’re in 6th Grade already?! We have an exciting year planned for you, including new materials to learn, new friends to meet and new skills to master...we look forward to sharing in this exciting time with you. Parents, you are just as important to your child’s education as we are. We encourage you to fully embrace this moment, and work with your child daily to ensure that he/she is prepared for 6th Grade English. Please complete the following activities and bring them to class on **September 7, 2016** Thank you for your commitment to your child’s education and we look forward to seeing you in the very near future.

Required Summer 2016 Reading Assignment: Books can be purchased as an E-book or paperback.  
www.ebooks.com/  
https://www.epubbooks.com/buy-epub-books

Summer 2016 Reading Assignments:
- **Part 1:** read and annotate “Heart and Soul” by Kadir Nelson
- **Part 2:** complete three activities from the tic-tac-toe chart listed below
- **Part 3:** complete the discussion questions listed below.
- **Part 4:** complete the journal questions provided.
- **Part 5:** select two books from the suggested reading list and annotate

We strongly believe that building a reading habit is an important part of academic success, and choice plays an important part in developing as a reader. During the school year we expect you to read one hour per week outside of class.

**PART 1 Reading Assignment**
**In 6th Grade English, students are required to**
- cite textual evidence to support analysis of what the text says explicitly as well as implied
- determine a central idea of the text and how it’s conveyed through details, opinions and judgments
- explain how an author develops the point of view of the narrator or speaker in the text
- Describe how a story’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**6th Grade Required Reading: Heart and Soul by Kadir Nelson**

To help you effectively take notes as you read, we have provided an annotation guide to walk you through the process step-by-step. Please purchase Post-it notes and a pack of highlighters that have 5 different colors as they will be used on a daily basis.
How to Effectively Annotate a Text

Annotations are not a new strategy, but few, entering 6th Grades students have ever been taught how to annotate. To be effective, students need concrete strategies to ensure that annotations do not add exponentially to their work load. Providing students with tips for how to highlight and annotate can make a big difference in the success of this practice.

Highlighting Tips:
- Important passages-Blue
- Unfamiliar vocabulary-Yellow
- Quotable lines-Orange
- Key research, statistics & facts-Green
- Themes & main ideas-Pink

Annotation Shorthand:
- ? = question or unsure of meaning
- * = important
- [ ] = quotable
- # = info, statistic or research
- __ = new vocabulary

Post it Notes in the Margin:
- Write definitions
- Translate ideas into your own words
- Make connections...other books, classes, life experiences
- Capture emotional reactions
- Summarize
- Comment on ideas
- Predict what will happen

Digital Annotations
As more teachers begin to supplement and replace traditional texts with digital texts, it is important that students learn how to organize, process and share online resources as well.

Diigo is a fabulous tool for highlighting, annotating, bookmarking and sharing digital texts.
<table>
<thead>
<tr>
<th>1 – The Voyage was Rough –</th>
<th>2 – Let Freedom Ring –</th>
<th>3 – Forty Acres and a Mule –</th>
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<tbody>
<tr>
<td>Draw a map of the routes that were taken by slave ships from Africa to the Americas. Indicate on the map the different countries in Africa from which people were kidnapped and sold as slaves. Show on the map what is known as “triangle trade” and how it worked during the days of transatlantic slave trade in the eighteenth and early nineteenth centuries.</td>
<td>Read more about one of the key figures in the fight to free slaves-Lincoln, Douglass, Tubman, etc. Write a character sketch of that person and include their childhood experiences, as well as their adult life. What did you learn about this person that gave him or her the courage to fight for freedom?</td>
<td>List the causes of the failure of Reconstruction after the Civil War. Describe the practice of “sharecropping” and how it worked. List the reasons why it was so different for African Americans to become fully independent under this kind of work.</td>
</tr>
<tr>
<td>4 – A New Kind of Life –</td>
<td>5 – The Renaissance –</td>
<td>6 – Sporting Life –</td>
</tr>
<tr>
<td>Write a letter from an African American boy or girl who took part in the Great Migration to a friend or relative who stayed behind in the South. What changes would that child notice-the sights, the community, the way of life, the effect on the family? Include the experience of the journey and how it felt after the family was settled. Write a return letter from the friend or family member in the South describing their life and experiences there.</td>
<td>Read a collection of poems by one of the writers from the Harlem Renaissance-Langston Hughes, Zora Neale Hurston, James Weldon Johnson, or another. Write about the emotions expressed in this piece and how it makes you feel as you read it today. What can you learn about the writer’s life experience that was expressed in his or her work?</td>
<td>Research the life story of an historic African American sports star of the early twentieth century- Jesse Owens, Joe Lewis, Jackie Robinson Wilma Rudolph, or another. Write a short biography about the athlete’s life experiences. The prejudice he or she faced, and the way he or she overcame obstacles in a quest for excellence. Present your subject to the class by telling his or her story in your own words.</td>
</tr>
<tr>
<td>7 – Innovation –</td>
<td>8 – The Struggle –</td>
<td>9 – Annotations –</td>
</tr>
<tr>
<td>Make a chart of the inventions and discoveries made by African Americans. Choose one of the inventions or discoveries and learn more about the inventor and the process he or she followed. What was the impact of this invention on other people? Why is it important to know about these inventions?</td>
<td>Create a Venn Diagram comparing and contrasting the relationship between African Americans and Native Americans. What aspects of their life were in common? What were the differences in their experiences with European settlers on this continent?</td>
<td>Complete annotations throughout your reading of this novel. As you read, make connections, comments, questions, identify any unknown vocabulary or literary devices in an effort to interact with what you’re reading.</td>
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Choose three activities from the chart below to complete. All activities requiring writing must be typed in a 12 point font using New Times Roman. These activities must be turned in on September 7, 2016.

**Part 3 Discussion Questions**

Evaluation of your reading will include an assessment on the story and a timed writing the first week of school. This will be followed by other assignments and class discussions. You will need to bring your book during the first few weeks of class. Although we will not collect your book for a grade, we strongly recommend that you take notes in your book in order to prepare for the timed writing and class discussions. As you read, answer the following questions. The questions and answers must be typed in a 12 point font using New Times Roman. These questions must be turned in the first week of class.

- How does the author develop the point of view?
- What is the central idea of the text?
- How does the author keep the audience’s attention?
- Describe how the plot unfolds?
- What ideas are explicitly stated and what thoughts are implied?
Part 4:

Summer Journaling Questions

During your summer vacation, spend a minimum of 10 minutes twice a week responding in writing to the following journal questions. The questions and answers **MUST** be typed in Times New Roman using a 12 point font. Each journal response must have a minimum of 50 words. These questions are due on September 7, 2016.

1. What would you do if you knew you couldn't fail?
2. If you could write a letter to your 20 year old self, what would you say?
3. What achievements are you most proud of? What achievements will you be proud of in 5 years?
4. What do you want to be remembered for?
5. Think about the last time you felt totally on top of the world. Where were you? Who were you with? What were you doing? What parts of that experience can you recreate today and every day to boost your happiness?
6. Who is one of your mentors? What do you admire about them? What makes them unique and what have you learned from them?
7. If you had just one day left to live, how would you spend it? What would you tell your loved ones?
8. What is the one single most difficult lesson you’ve ever had to learn?
9. What is one of your biggest dreams? What’s getting in the way?
10. What are the most important aspects in your life right now and how much time do you spend on each? Is the time you spend proportionate to the importance of each aspect?

Part 5: Suggested Reading List

Select one fiction and one nonfiction book from this list to read and annotate. Bring the books to class during the first week of school.

**Fiction**
- *Al Capone Does My Shirts* by Gennifer Choldenko
- *War Horse* by Michael Morpurgo
- *Wonder* by R.J. Palacio

**Nonfiction**
- *Do You Know Where Your Water Has Been? The Disgusting Story Behind What You're Drinking* by Kelly Regan Barnhill
- *Kids Who Rule* by Charis Cotter
- *Middle School: the Read Deal* by Juliana Ferris