“Books, I found, have the power to make time stand still, retreat, or fly into the future.” – Jim Bishop

Dear Parents/Guardians,

An exciting summer reading program has been developed for incoming sixth grade students. The summer reading assignment is designed to inspire and motivate our students to become lifelong learners who love and appreciate literature.

All students in grade six are required to read one novel and complete writing and project components for their assigned novel. This assignment must be submitted by Monday, September 9, 2019 to their reading teacher. The grade for this assignment will count as a test grade for the first marking period. Finally, students must be prepared to take a test on the novel during the second week of school.

The East Rutherford Memorial Public Library will have copies of the novel to borrow, and the local bookstore (Barnes and Noble) will have copies to purchase. It is recommended that students have the novel for the first two weeks of school. Please note: We do have classroom copies of the novel, so if you borrow it from the library and need to return it during the summer, you will be assured of having the novel in September.

Attached please find the summer novel assignment, an outline for the written and project components, and the rubric. In addition, the assignment will be posted on our school’s website at www.erboe.net.

We wish everyone a fun, safe, and happy summer. See you in September!

Sincerely,

The English Department
All incoming sixth grade students are required to read one novel: *The City of Ember* by Jeanne DuPrau. This reading assignment must be completed during the summer. A written component and a project, as outlined on the attached page, must be completed for this novel.

Have fun and be creative!
Summer Reading Assignment

Incoming 6th Grade Students

All sixth grade students must complete the following written assignment based on the novel as outlined below. All work must be word processed and presented neatly. Include a title page, but do not use a cover or binder.

Narrative Elements of the novel:

I. Characters:
   A. List five character traits (not physical) for the main character
   B. List five character traits (not physical) for one other character
      Give an example from the novel to support each trait.

II. Setting:
   A. When? (Time period)
   B. Where? (Place)

   For each of the narrative elements below, write your answers in paragraph form in complete sentences. Make sure you begin your paragraph with a topic sentence. Each paragraph must be five or more sentences. To support each answer, explain it in detail with examples from the story.

III. Plot:
   A. Identify at least five but no more than ten of the most important events in the novel.

IV. Conflict:
   A. Identify the most important conflict/problem that affects the main character.

V. Resolution:
   A. How is this main conflict/problem resolved?

VI. Theme:
   A. What is the most important message or lesson the reader learns from this novel? (theme)

Project: In addition to the writing assignment, a project must also be submitted by Friday, September 13, to be presented to the class for the novel *The City of Ember*. You must choose one project from the options as follows:

1. Create an eight page storybook that includes text and illustrations (hand drawn or computer generated) of significant events in the novel (must be from assignment part IIIA above)
2. Create a diorama that shows a **significant** scene from the novel. Explain in writing on an attached **note card** what the scene represents, as well as your name, date, and period. The diorama must be no larger than 12”L x 12”W x 12”D and covered completely with scene appropriate materials and content. See the attached examples of dioramas.
## Summer Reading Rubric

### Categories

<table>
<thead>
<tr>
<th>Novel (1)</th>
<th>Apprentice (2)</th>
<th>Practitioner (3)</th>
<th>Expert (4)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Narrative Elements</strong> (Short Answer: Parts I and II)</td>
<td>• Most questions are not answered completely or accurately</td>
<td>• Most questions are answered somewhat completely and accurately</td>
<td>• All questions are answered completely and somewhat accurately</td>
<td>• Completely and accurately answers all questions regarding character and setting</td>
</tr>
<tr>
<td></td>
<td>• Responses reflect little knowledge of text</td>
<td>• Responses reflect some knowledge of text</td>
<td>• Responses reflect adequate knowledge of text</td>
<td>• Responses reflect in depth knowledge of text</td>
</tr>
<tr>
<td><strong>Narrative Elements</strong> (Open ended: Parts III – VI)</td>
<td>• Demonstrates minimal understanding of the task</td>
<td>• May address all of the requirements, but demonstrates a partial understanding of the task</td>
<td>• Demonstrates an understanding of the task</td>
<td>• Begins with a topic sentence</td>
</tr>
<tr>
<td></td>
<td>• Does not complete the requirements</td>
<td>• Uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation</td>
<td>• Completes all requirements</td>
<td>• Clearly demonstrates understanding of the task</td>
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<tr>
<td></td>
<td>• Provides only a vague reference to or no use of the text</td>
<td></td>
<td>• Provides some explanation/opinion using situations or ideas from the text as support</td>
<td>• Completes all requirements</td>
</tr>
<tr>
<td><strong>Project</strong></td>
<td>• Disorganized, shows little evidence of planning</td>
<td>• Little organization, shows some evidence of planning</td>
<td>• Somewhat organized, neat, shows evidence of planning</td>
<td>• Very organized, neat, shows evidence of planning</td>
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<tr>
<td></td>
<td>• Visual aids do not enhance project</td>
<td>• Shows some creativity; visual aids are used</td>
<td>• Shows some creativity; visual aids are used to somewhat enhance project</td>
<td>• Creative; visual aids are used appropriately to enhance project</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates little knowledge of text in project</td>
<td>• Demonstrates little knowledge of text in project</td>
<td>• Demonstrates knowledge of text in project</td>
<td>• Demonstrates thorough knowledge of text in project</td>
</tr>
<tr>
<td></td>
<td>• Parts of assignment are incomplete</td>
<td>• Completes most parts of assignment</td>
<td>• Completes all parts of assignment</td>
<td>• Fully completes all parts of assignment</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>• Presentation reflects little knowledge of text</td>
<td>• Presentation reflects some knowledge of text</td>
<td>• Presentation reflects adequate knowledge of text</td>
<td>• Presentation reflects in depth knowledge of text</td>
</tr>
<tr>
<td></td>
<td>• Poor organization, incoherent</td>
<td>• Somewhat organized and coherent</td>
<td>• Adequately organized and coherent</td>
<td>• Exceptionally organized and coherent</td>
</tr>
<tr>
<td></td>
<td>• No eye contact</td>
<td>• Occasionally uses eye contact, but still reads most of report</td>
<td>• Maintain eye contact most of the time but frequently returns to notes</td>
<td>• Maintains eye contact with audience, seldom returning to notes.</td>
</tr>
<tr>
<td></td>
<td>• Mumbles, incorrectly pronounces terms, and speaks too quietly</td>
<td>• Low voice, incorrectly pronounces terms</td>
<td>• Clear voice, pronounces most words correctly</td>
<td>• Clear voice and correct, precise pronunciation of terms</td>
</tr>
</tbody>
</table>

For a total of **100 Points** ________
English Department List of Supplies for Incoming 6th Grade Students

The supplies listed below are required for all incoming 6th grade students:

- One 3 subject notebook (reading)
- One 1-subject notebook (English)
- One small marble composition notebook (8 ½ X 7, 36 pages)
- Pencils and a blue or black pen (please ensure you have enough for the school year)
- 2 red or pink pens
- One set of 4 different colored highlighters
- 3-pack of Post-it pads any color