



Summer Assignment Incoming 6th Graders

Theme: Identity

Part 1: Making Predictions

[Making Predictions: Eleven by Sandra Cisneros](#) - once you make a copy of this document, read the story preview and complete the activity on making predictions.

Part 2: Reading

Read and annotate the following short stories:

[Eleven by Sandra Cisneros](#)

[Names / Nombres by Julia Alvarez](#)

[The Party by Pam Munoz Ryan](#)

Part 3: Compare and Contrast Essay

Choose 2 stories and write a compare and contrast essay about how identity influences the main characters' thoughts and actions. How do the events in the story shape how the characters feel about themselves and others?

In your writing, make sure you:

- Write an introduction
- Elaborate with variety of information
- Cite evidence from the text to support your ideas
- Organize your writing
- Make sure to discuss each story that you choose
- Use transition words
- Write a conclusion
- Check your writing for correct spelling, grammar, and punctuation.

[Compare and Contrast Video](#)

Evaluate your essay using the following rubric:

New York State Grades 6–8 Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0* Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text(s)	W.2 R.1–9	—clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose —demonstrate insightful analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided text(s) to support analysis and reflection	W.2 R.1–8	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence with inconsistency	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	—exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning —establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice —provide a concluding statement or section that is compelling and follows clearly from the topic and information presented	—exhibit clear organization, with the use of appropriate transitions to create a unified whole —establish and maintain a formal style using precise language and domain-specific vocabulary —provide a concluding statement or section that follows from the topic and information presented	—exhibit some attempt at organization, with inconsistent use of transitions —establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary —provide a concluding statement or section that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack a formal style, using language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement or section that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement or section
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

ALL ASSIGNMENTS ARE DUE AND PRESENTED ON THE FIRST FULL DAY OF SCHOOL

Standards:

NYC Priority Standard R1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NYC Priority Standard W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- *Introduce and organize complex ideas, concepts and related information logically from various sources together in ways that make important connections and distinctions*

- *Effectively select relevant and sufficient facts, definitions, concrete details, quotations or paraphrased information to develop a topic informed by the audience's knowledge of the topic*
- *Provide analysis of the information cited from sources*
- *Synthesize the complexity of the topic and information to effectively inform the reader*
- *Include text features, illustrations and multimedia*
- *Clearly organized writing using headings, paragraphs and sections*
- *Use language that:*
 - *Is precise and content-specific*
 - *Expresses the complexity of the topic*
 - *Uses transitions to make critical connections/distinctions, create cohesion and connect ideas and concepts*
- *Include a closing statement or section that explains the significance of the information presented*
- *Make choices about the style and tone of the writing based on the task or subject*
- *Put the skills above together to write an informational/ expository texts that examine and convey complex ideas, concepts and information clearly and accurately*

NYC Priority Standard L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

NYC Priority Standard L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

SUMMER READING LIST:
6th Grade

Feel free to explore the following texts for your independent summer reading:

- *Artemis Fowl* by Eion Colfer
- *A Wrinkle in Time* by Madeleine L'Engle
- *The Egypt Game* by Zilpha Keatley Snyder

- *I Am Malala: How One Girl Stood Up for Education and Changed the World* by Malala Yousafzai
- *The Season of Styx Malone* by Kekla Magoon
- *Wonder* by R.J. Palacio
- *New Kid* by Jerry Craft
- *The Girl Who Drank the Moon* by Kelly Barnhill
- *The Stonekeeper (Amulet #1)* by Kazu Kibushi
- *A Good Kind of Trouble* by Lisa Moore Ramee
- *Miracle Boys* by Jacqueline Woodson
- *If You Come Softly* by Jacqueline Woodson
- *I Hadn't Meant to Tell You This* by Jacqueline Woodson
- *Miles Morales* by Jason Reynolds

RESOURCES:

- <https://soraapp.com/welcome>
- <http://getepic.com>
- <https://www.pdfdrive.com>