



PERIMETER SCHOOL
A Covenant Christian Community

Rising Sixth Grade Summer Reading Assignment

In our efforts as parents and teachers to build strong learners, we must build strong READERS. Sixth grade teachers at Perimeter School believe that summer reading is critical to a student's ability to practice fluency, comprehension, and vocabulary from the previous year and to continue to build these critical skills, as well as verbal abilities, for the upcoming year. Literacy research studies indicate that students who do not read over the summer may lose at least two months of reading proficiency - *still critical at the middle school level* and students who do read over the summer may gain a month in reading aptitude. We have chosen a novel for summer 2019 that is engaging to ALL sixth graders, in hopes that the students will be excited about reading this summer!

The required classic, ***Holes***, must be completed before the first day of school – Monday, August 12th. It will be used as a novel discussion unit upon returning to school in August, with a comprehensive quiz or test given after the review. **Thus, it is best to read *Holes* after the choice book.** Students are **encouraged** to write in the margins of the book and take notes on a separate sheet of paper (see #1-4 below):

1. Keep a log of vocabulary words and write a one-word definition.
2. Keep a log of characters when they are introduced and write a list of characteristics that describe that person.
3. Make note of quotes that seem important.
4. Make note of things that seem important, such as qualities of a good friend.
 - Please note these are suggestions, not requirements, but great study habits to develop. This helps the student take ownership of what he/she has read.
 - Please do not use Cliff notes, Spark notes, or other study notes to read a book. According to our policy manual, this is not allowed; it enables our students to rely on someone else's thinking rather than developing their own critical thinking.
 - **Please encourage your child to read this novel on his/her own.** If your student has reading accommodations, please encourage him/her to read from the actual novel as he/she follows along with the device and make notes and highlights as listed above.

In the **book of choice**, please pay attention to the following **outline** assignment, which is **due the first day of school – Monday, August 12th**. Students will learn how to **write** the essay in class.

1. Please make sure that the book selection is the appropriate reading level.
2. Students must select a book from the honors reading lists [here](#) (grade 6 and above found on pages 54-75 of the list). Students must choose a book that they have neither read nor seen the movie of and will sign the outline affirming this fact.
3. Students will also sign the outline stating that they have read the entire book.
4. An outline (for an essay that will be completed after school starts) will be required using the following information. You will do a character analysis on **ONE of the main characters** in the book. You will choose three character traits for the character selected, give two examples from the book for each character trait, and say if this is or is not a good role model trait. Follow the detailed outline instructions below.

(Before your child does the outline, please discuss what the words **character trait** and **analysis** mean.)

5. The outline (next page) must be neatly handwritten in blue or black ink (in cursive handwriting) with no writing on the back of the paper. It must fit on the front of the outline.

Make a copy of the blank outline and do a rough draft before the final draft.

Follow the directions carefully!

6. Use the **attached form for the final draft of your outline**.

Please note: The letters “C” below are different than letters “A” and “B.”

Capitalize the first word on each line of the outline.

- I. Write a one or two sentence summary of the book.
- II. List your first character trait using one word or a short phrase.
 - A. Using a short phrase (**not a sentence**), give an example from the book that supports this character trait.
 - B. Using a short phrase, give another example from the book.
 - C. Using a short phrase, **say why this is or is not a good trait**.
- III. List your second character trait using one word or a short phrase.
 - A. Using a short phrase (**not a sentence**), give an example from the book that supports this character trait.
 - B. Using a short phrase, give another example from the book.
 - C. Using a short phrase, **say why this is or is not a good trait**.
- IV. List your third character trait using one word or a short phrase.
 - A. Using a short phrase (**not a sentence**), give an example from the book that supports this character trait.
 - B. Using a short phrase, give another example from the book.
 - C. Using a short phrase, **say why this is or is not a good trait**.
- V. Write a one or two sentence summary about what you learned from the character that you can use **now** in your life.

Please Note:

The outline needs to be completed in blue or black ink by the student.

Please direct any questions about summer reading or assignments to Ken DeMaris, kdemaris@perimeter.org or Kay Lee klee@perimeter.org.

Name _____

Title of the book _____

Author of the book _____

Name of the character chosen _____

I. Write a one to two sentence summary of the book.

II. _____

- A. _____
- B. _____
- C. _____

III. _____

- A. _____
- B. _____
- C. _____

IV. _____

- A. _____
- B. _____
- C. _____

V. Write a one to two sentence summary about what you learned from the character that you can use **now** in your life.

I read the entire book this summer. I had not read it prior to this summer, and I have not seen the movie. _____

Signature

Name of Student: _____

Book of Choice Outline Grading Criteria:

_____ **Completeness – name, title, author, character, etc. (10)**

_____ **Presentation – neatness, cursive, ink (10)**

_____ **Clear summary of the book (10)**

_____ **I. First character trait presented clearly (5)**

_____ **A. Good example supporting the first character trait (5)**

_____ **B. Good example supporting the first character trait (5)**

_____ **C. Good explanation about the potential for a role model (5)**

_____ **II. Second character trait presented clearly (5)**

_____ **A. Good example supporting the second character trait (5)**

_____ **B. Good example supporting the second character trait (5)**

_____ **C. Good explanation about the potential for a role model (5)**

_____ **III. Third character trait presented clearly (5)**

_____ **A. Good example supporting the third character trait (5)**

_____ **B. Good example supporting the third character trait (5)**

_____ **C. Good explanation about the potential for a role model (5)**

_____ **Clear summary about what you learned from the character selected (10)**

_____ **TOTAL Score**

Teacher Comments: