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# SIXTH GRADE SUMMER READING PACKET

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**Over the summer, you will want to continue to read literature to maintain and strengthen literacy skills. Attached are some activities you can complete to help you capture your understandings. Bring any completed activities to your new teacher in the fall.**

## **Grade 5: RL Standards**

- ✓ **RL1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- ✓ **RL2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- ✓ **RL3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- ✓ **RL4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- ✓ **RL5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- ✓ **RL6** Describe how a narrator's or speaker's point of view influences how events are described.
- ✓ **RL7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- ✓ **RL9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

## Summer Reading

Hereford Middle School

June 1, 2019- October 1, 2019

The Summer Reading Program at Hereford Middle School is designed to allow students opportunities for choice. We allow students to choose from multiple text options and to choose from a variety of activities. These activities will help students review skills taught during the 2018-2019 academic year so they are better prepared for the new year.

We require students who participate to **read TWO** books and complete **a minimum of TWO activities PER BOOK**. Each year we encourage students to **choose ONE text from the Black Eyed Susan Book List**. The second title can be a book from that list or a new book that is appropriate for their grade level.

**PARENT NOTE:** WE encourage parents to select a book with their child to read this summer. Some books have content or themes that are not suitable for all audiences. Please be involved in the book choices. We have offered multiple text choices, so if you think one text isn't a "great fit" for your child, feel free to substitute another option.

The "Strive for 25" suggested book list has been uploaded with multiple, high quality texts from which to choose. Other Middle School text options have been linked as well. Parents and students can select a book for their reading abilities, interests, etc. from these lists or make a different age appropriate selection.

After completing the reading, students can go to the Hereford Middle School website. The Summer Reading section has documents for each grade level. Students activities review skills learned in the 2018-2019 academic school year. This refresher will be beneficial for all students who choose to participate. Once you are in the site, you can examine the packet directions and the 9 different options for responses. This year we are recommending that all students **PRINT HARD COPIES** of the activity packet.

**Students read TWO books**

**complete FOUR skill review activities**

**and submit the hard copies to the 2019-2020 Language Arts teacher by October 1.**

**Students have between **June 1 and October 1** to complete their Summer Reading work.**

**After October 1, 2019 no new student work will be accepted.**

Any questions or problems should be directed to:

[ksteinwedel@bcps.org](mailto:ksteinwedel@bcps.org)

Happy Reading!

Kathryn A. Steinwedel

Hereford Middle School Language Arts Department Chair

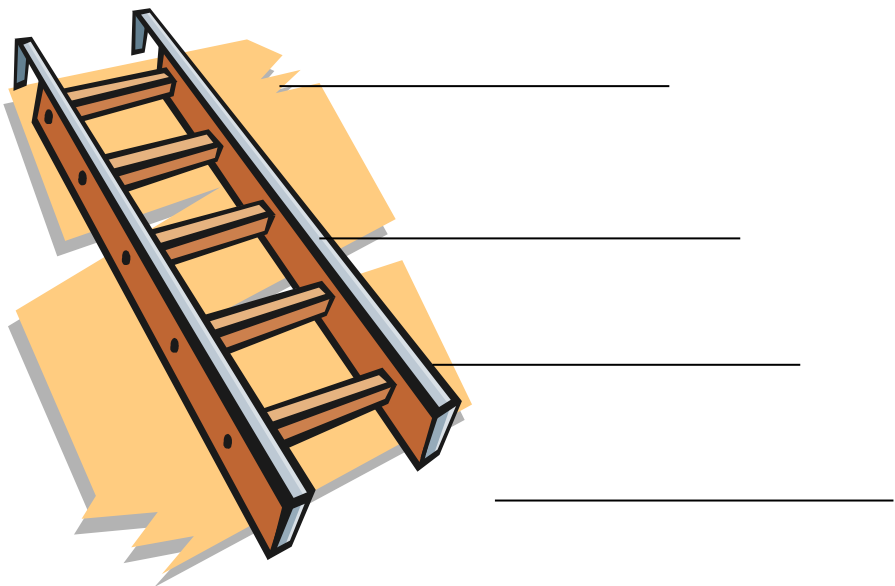
RL1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

# Who Holds the Power?

Title of book:
Author:

Brainstorm a list of the major characters from the novel you have read:
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**Directions:** Think about the characters you listed. *Who is most important in determining the final outcome in the novel?* Place the character who is most important in determining the final outcome on the top rung. *Who is least important to the final outcome?* Place the character with the least importance on the bottom rung. Use your own judgment to place other characters/groups along the middle rungs of the ladder.



Think about the character that you identified as being the most important to the final outcome in your book. Explain why this character was the most important. Use specific details and at least three quotes from the text to support your answer.

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**RL2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Title of book:

Author:

# Create a Cover



You are a graphic artist, and you have been asked to design a new cover for a novel. The author wants the cover to attract the interest of kids while still reflecting the novel's message or theme and how the characters in the novel responded to challenges. In the space below, create a unique book cover for the novel that you have read. Your cover should reflect the novel's central message or theme and show how at least two characters responded to challenges.



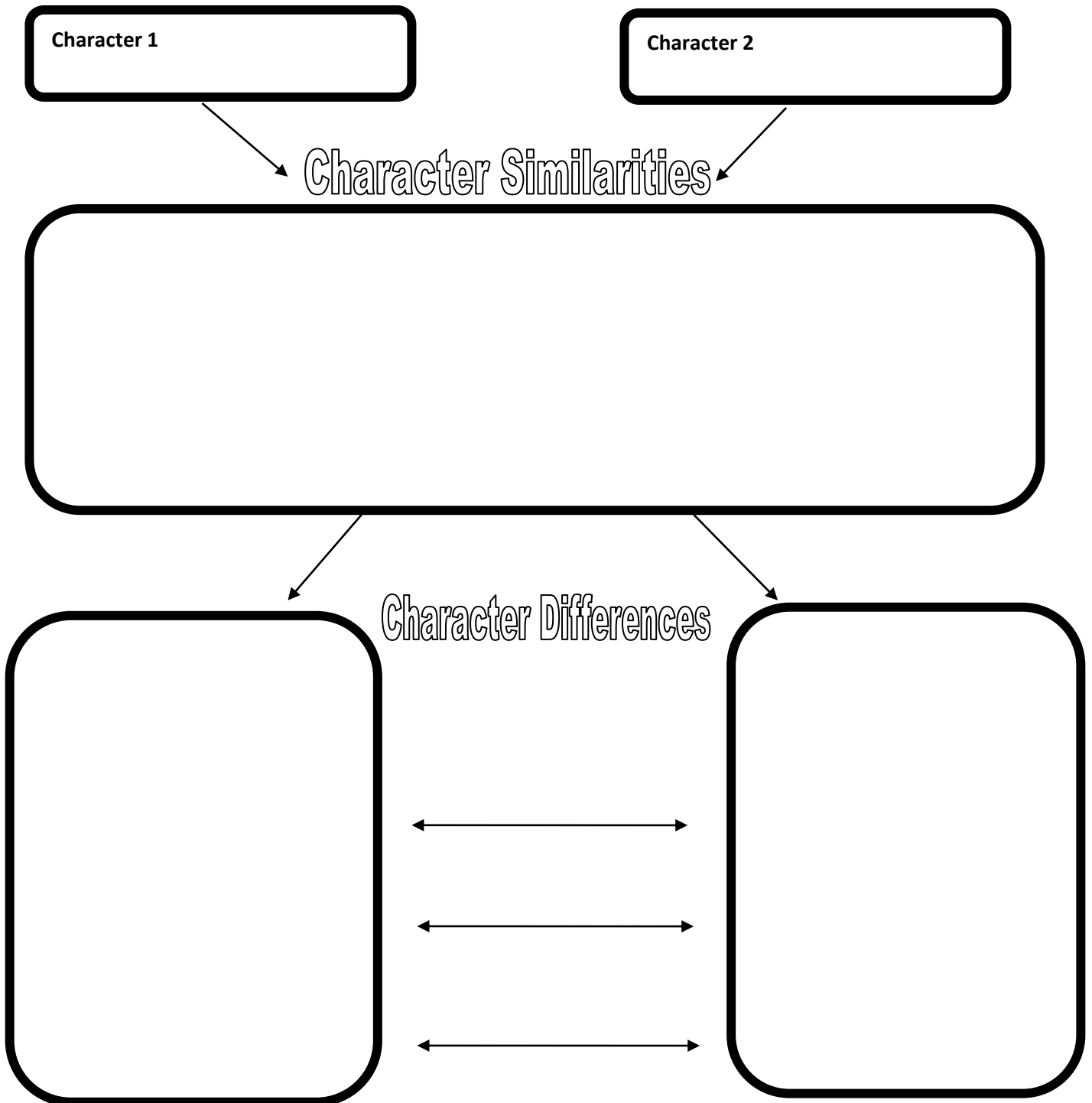
**RL3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Title of book:  
Author:

# Character Comparison



Select two characters from the novel you have read. Compare the two characters by completing the graphic organizer provided.



**RL3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Title of book:  
Author:

# Character Comparison



How did the characters' similarities and differences affect the way the two characters interacted in the story?

Large empty rectangular area with horizontal lines for writing the answer.



RL4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

# Go Figure! Figurative Language in Literature

In the novel you have read, identify 3 examples where the author uses some form of figurative language like similes or metaphors. For each example, provide the information required in the chart below.

Title of book:
Author:

Figurative Language Example from Novel	Chapter & Page Number	Type of Figurative Language (e.g. simile, metaphor)	Meaning
1.			
2.			
3.			





**RL5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.



# Plot Analysis

Title of book:
Author:

The **plot** of a story is the events of the story. Usually the plot begins with an introduction to the characters, setting and problem (exposition), followed by an increase in conflict (rising action), a moment where the conflict is the most exciting and the main character changes in some way (climax), the conflict lessens (falling action), and the conflict ends (resolution).

List the 5 most important events in the book you read. Then think about how important each event was to the outcome of the story. Rate the importance of each event on the right.

Important Events in the Book		Rating 5=Very important 1=Not important
1.		5 4 3 2 1
2.		5 4 3 2 1
3.		5 4 3 2 1
4.		5 4 3 2 1
5.		5 4 3 2 1

**Based on your analysis, which event had the largest impact on the plot of the story? Explain your choice.**

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**RL7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Title of book:
Author:

# A Picture is Worth...

**Graphic novels** contain cartoon-like drawings that tell a story and are published as a book. Graphic novels rely on illustrations to help tell the story to the readers.

**Read a graphic novel of your choice. Pay close attention to the illustrations in the graphic novel. Identify three places in the graphic novel where the illustrations add to your understanding of the story. Complete the chart below.**

Description of illustrations found in the graphic novel that add to my understanding of the story	Page # in the graphic novel the illustrations can be found	Explanation of how the illustrations help me to understand the story better.

**RL7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).



Title of book:

Author:

# A Picture is Worth...

Explain why the illustrations in a graphic novel are important in helping the reader understand the story. Use examples from the graphic novel you selected to support your answer.

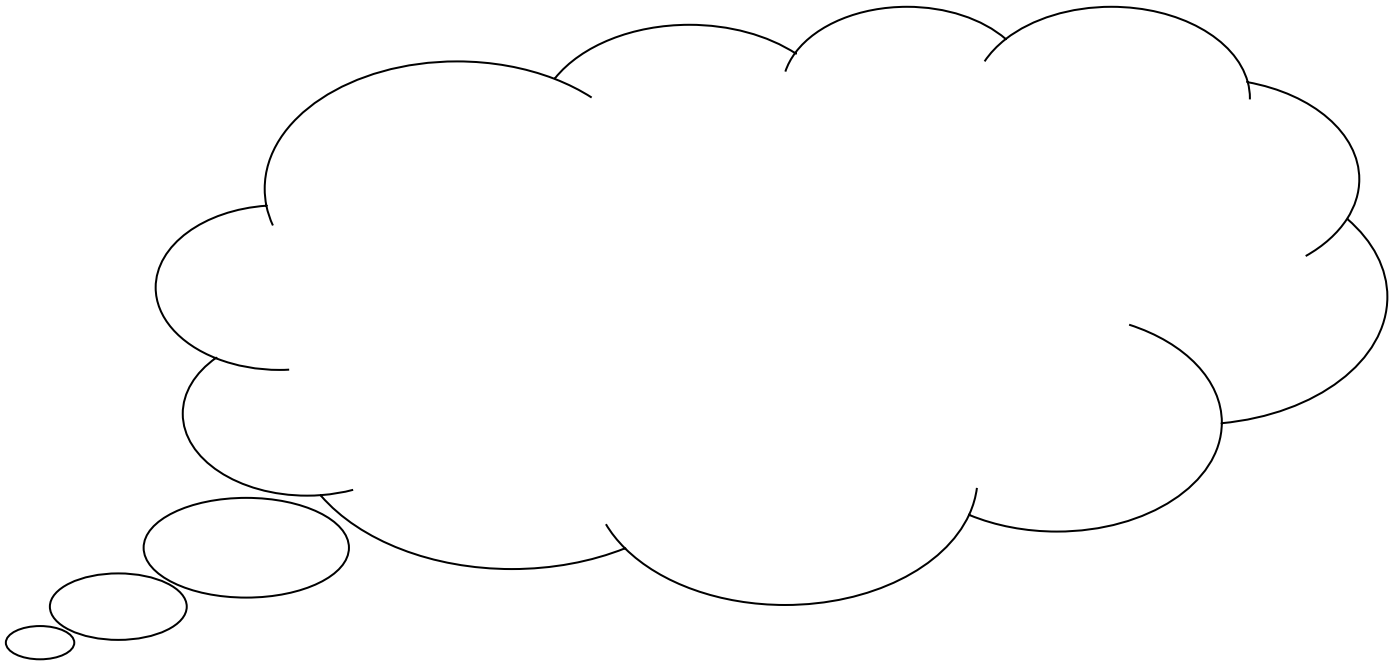


**RL9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Title of book:
Author:

# This is like...

Think about the novel you have just read. Identify the theme or lesson of the novel. Record the theme/lesson and your reasons for the theme/lesson in the thought bubble below.



Now, think about a novel from the same genre that reflects a similar theme or lesson. In other words, if you read a mystery book, think about another mystery book that you have read that reflects a similar theme. In the box below, identify the second novel and explain how it reflects the same/similar theme or lesson as first novel.

