



The Scholars' Academy

An Accelerated College Preparatory School for Grades 6-12
27Q323, A Teaching and Learning Organization

"Technology Today, Smarter Tomorrow: Removing Time and Place from Teaching and Learning"

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Welcome to Grade Six Humanities Summer Performance Based Task

Focus Question: How do authors develop a character and show change from the beginning of the novel to the resolution at the end?

Course: 6th Grade Humanities

Teacher: Barget/Circo/Schwach

Performance Based Task Description: Quite often in life, people are faced with circumstances that force them grow up quickly. Due to challenging experiences, the main characters of our two summer novels *The Endless Steppe* and *Freak the Mighty*, mature and change into people they never imagined they could be.

Task Steps & Requirements: *Graphic organizers are due in class, Monday, September 16, 2013*

- This summer we expect you to read for 30 minutes everyday to remain a strong and fluent reader
- Read the novels *The Endless Steppe* and *Freak the Mighty* as well as books of your choice
- Students will complete two note taking graphic organizers (attached) in order to prepare to write an essay in class during the month of September
- Use bullet point notes to cite examples of obstacles the characters faced
- Abbreviations and sentence fragments are permissible for the graphic organizer

Key Common Core Standards:

- CCSS RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- CCSS RL.6.3. Describe how a particular story or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- CCSS W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research
- CCSS W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Materials

- Copies of the novels: *The Endless Steppe* and *Freak the Mighty*
- Graphic organizer note taking page

Student Outcomes

- Students will be able to cite text evidence to support a thesis statement.
- Students will be able to organize their ideas in a coherent manner in order to be prepared to write a response to literature for the Marking Period 1 writing assignment.

Grade 6 – Summer Reading Problem-based Assessment Rubric

	Level 4	Level 3	Level 2	Level 1	Self Assessment
Graphic Organizer: Using evidence from the texts	There are at least 3 specific details/events listed for each book	There are <3 specific details/events listed for each book	There are <2 details/events listed for each book	Graphic organizer is incomplete	
Self to text connections	One strong and specific text-to self connection	A self to text connections	Lacks specific details – weak connections to the essay question	Self to text connections is not completed or is missing	
Presentation	4 Square is complete and neat (easy to read)	4 Square could be neater; not so easy to read	4 Square is messy with many cross outs and it's difficult to read	4 Square is messy and unable to be read	

Directions: As you read the assigned novels, keep in mind the following focus question: **How do authors develop a character and show change from the beginning of the novel to the resolution at the end?**

Use this graphic organizer while you are reading the summer reading books *The Endless Steppe* and *Freak the Mighty*. Be sure to include text evidence (with page numbers) to help support your ideas. You don't need to write full sentences – just short notes to identify evidence from the novels that answer the question.

<i>The Endless Steppe</i>	<i>Freak the Mighty</i>
<p>What challenges did Esther face that forced her to grow up? Identify three examples.</p> <ul style="list-style-type: none"> ▪ ▪ ▪ 	<p>What challenges did Kevin face that made him mature? Identify at least three examples.</p> <ul style="list-style-type: none"> ▪ ▪ ▪
<p>How would you describe Esther at the beginning of the story? How would describe her at the end? Use examples that illustrate how she changed.</p> <ul style="list-style-type: none"> ▪ ▪ ▪ 	<p>How would you describe Kevin at the beginning of the story? How would describe him at the end? Use examples that illustrate how he changed.</p> <ul style="list-style-type: none"> ▪ ▪ ▪
<p>Self to text connection: Identify an example of when you knew you changed or matured as a result of a challenging experience or situation.</p>	<p>Conclusion: Lesson learned from texts – what is the common theme of these texts?</p>

