

Summer Assignment 2018 – Incoming Grade 6

Due September 14, 2018

Students are to read the following novel: Out of the Dust by Karen Hesse

Out of the Dust details the experiences of a young girl becoming a young woman while having to deal with a life-changing series of events. In a well-organized essay, describe how the main character has changed because of what she had to experience. Find similarities between your own experiences growing up to that of Billie Jo. Justify all of your responses with references (quotes) to the text.

The format for the essay is as follows:

Paragraph 1 – Introduction (minimum 5 – 7 sentences)

_– This includes the title and author of the novel you read. It should also include a brief summary of the novel. The last sentence should state the purpose of the essay.

Paragraph 2 (minimum 5-7 sentences)

- This paragraph will reflect the main character’s experience in the novel. (Billie Jo) Include 2 quotes from the novel which show events within the main character’s life that have changed them. Be sure to explain how these quotes show how the character has changed.

Paragraph 3 (minimum 5-7 sentences)

This paragraph includes your own experiences that were difficult to you and how it might relate to the main character. Include instances in your life that can be compared to the main character’s life. Use two quotes from the novel that would somehow relate to an experience you have had. Explain how each of the quotes is relevant.

Paragraph 4 (minimum 3 – 5 sentences)

Conclusion – This paragraph should:

- Restate the essay’s purpose
- Restate the comparisons made within the paragraphs
- Wrap up the essay with a final statement

Please note: The following format should be used when writing **EACH Body Paragraph**. Do Not Copy the format into your essay. It is just an organizational tool.

R – Restate the question (Sentence 1)

A – Answer the question (Sentence 1 or 2)

Q – Include the first quote that will be used to support your answer from the book (sentence 3)

E – Explain the connection between the quote and the answer to the question(Sentence 4)

Q- Include the second relevant quote that will be used to support your answer from the book (sentence 5)

E – Explain the connection between the quote and the answer to the question (sentence 6)

C – Conclude each paragraph with a transition into the next (sentence 7)

New York State Grades 6–8 Writing Evaluation Rubric

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

- 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 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).