

Summer Reading/Writing Assignment for incoming 5th graders

Summer reading is a way to develop a love for reading while maintaining the current level of skills that your child has worked so hard to achieve during the school year. Summer is a relaxing time, and there is no better way to relax than with a good book!

All incoming 5th graders are expected to complete the following summer reading/writing assignment:

1. The book that is the required read is "Holes" by Louis Sachar. This is a fun, fictional novel with most of the characters right around your very age.
2. Below you will find the directions for the written portion of this assignment. It is due the first day of school and will be your first reading/writing grade

Writing Portion Guidelines:

1. You are to write a full 1-page journal entry as any character in the novel. You can use one specific event from the novel, or the novel. The final copy should be typed using comic sans font and 13 point size. Make the journal entry interesting. Give specific events, details, characteristics, etc... Build up excitement and make it interesting for the reader.
2. Design a new cover for this book. Include the title, author, and an illustrated picture of your own that shows the reader what the book is about. This could simply be done on a sheet of white computer paper. (It will be the cover to the written portion of this assignment.) Make it colorful and related to the book you read.

I have no doubt you will do a great job! Remember, always add detail. More is always better when it comes to writing. Have a great summer!!

PS... AFTER you read the book, watch the movie. It's great!!!

5th grade recommended reading list

Applegate, Katherine Home of the Brave JFIC APP

Avi, Iron Thunder JFIC AVI

Creech, Sharon Castle Corona JFIC CRE

Dahlberg, Maurine Escape to West Berlin JFIC DAH

Fleming, Candace Lowji Discovers America JFIC FLE

Haddix, Margaret Double Identity JFIC HAD

Jackson, Donna ER Vets: Life in an Animal Emergency Room J 636.089

Johnson, Gillian Thora and the Green sea-unicorn JFIC JOH

Korman, Gordon Chasing the Falconers (series) JFIC KOR

Lewis, J. Patrick Once Upon a Tomb: Gravely Humorous Verses J 811 L

Mckissak, Patricia Porch Lies JFIC MCK

Peck, Richard On The Wings of Heroes JFIC PEC

Pinkwater, Daniel The Neddiad: how Neddie Took the Train, Went to Hollywood, and Saved Civilization

Riordan, Rick The Lightning Thief JFIC RIO

Roy, Jennifer Rozines Yellow Star JFIC ROY

Springer, Nancy Case of the Missing Marquess: an Enola Holmes Mystery JMYS
SPR

Winkler, Henry The Curtain Went up, my Pants Fell Down JFIC WIN

Yolen, Jane The Wolf Girls: An Unsolved Mystery From History JMYS YOL

New York State Grades 4–5 Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				
		4	3	2	1	0*
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 follows logically from the task and purpose —demonstrate insightful comprehension and analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension and 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 L.4	—exhibit clear, purposeful organization —skillfully link ideas using grade-appropriate words and phrases —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary —provide a concluding statement that follows clearly from the topic and information presented	—exhibit clear organization —link ideas using grade-appropriate words and phrases —use grade-appropriate precise language and domain-specific vocabulary —provide a concluding statement that follows from the topic and information presented	—exhibit some attempt at organization —inconsistently link ideas using words and phrases —inconsistently use appropriate language and domain-specific vocabulary —provide a concluding statement that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack the use of linking words and phrases —use language that is imprecise or inappropriate for the text(s) and task	—exhibit no evidence of organization —exhibit no use of linking words and phrases —use language that is predominantly incoherent or copied directly from the text(s)
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).