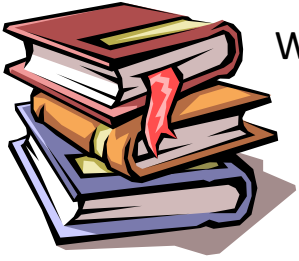


# SUMMER READING ASSIGNMENTS

## Incoming Grade 5 students



Welcome to 5<sup>th</sup> Grade. To be prepared, every incoming 5<sup>th</sup> grader will be *required* to read one book and complete the attached assignment.

Read the book you chose and complete the written assignment. You may also choose from the titles on the attached list for your own reading pleasure.

- Complete the writing assignment. The topic of your writing piece is **character**. You will write an analysis of a main character from your book. As you practiced in school, you should use examples from the text to provide examples to prove the traits you select. Remember to use your writing stems (As proof, In the text it states, In the story, etc.)
- Your responses can be handwritten or typed.
- Your response will be collected during the first week of school and graded using the rubric attached. This will be your first homework grade.
- Use the attached checklist to help you complete this assignment well.

**Your participation in summer reading has its rewards! You will come to fifth grade prepared and ready to learn.**

**Academic support will be available on the following Tuesdays: 7/31, 8/7, and 8/14 from 2:45-3:45 at the Bolger Media Center.**

## Summer Reading Suggestions for Grades 4 and 5

Title	Author	Guided Reading Level	DRA Level	Genre
<u>The Trials of Apollo</u>	Rick Riordan			Fiction (Greek mythology)
<u>The BFG</u>	Roald Dahl	U	50	Fantasy
<u>Matilda</u>	Roald Dahl	S	40	Fiction
<u>Because of Winn-Dixie</u>	Kate DiCamillo	R	40	Realistic Fiction
<u>Tiger Rising</u>	Kate DiCamillo	T	50	Fiction
<u>Imagination According to Humphrey</u> (or any in the series)	Betty G. Birney	P	38	Fiction
<u>The Isle of the Lost</u>	Melissa de la Cruz	V	50	Fantasy
<u>Study Hall of Justice</u>	Derek Fridolfs and Dustin Nguyen	Q	40	Graphic Novel
<u>I Survived</u> (series)	Lauren Tarshis	R	40	Historical Fiction
<u>Jedi Academy</u> (series)	Jeffrey Brown	R	40	Science Fiction
<u>Dork Diaries</u> (series)	Rachel Renee Russel	U-V	50	Realistic Fiction
<u>My Life as a Gamer</u>	Janet Tasashjian	T	50	Realistic Fiction
<u>Roller Girl</u>	Victoria Jamieson	W	60	Graphic Novel
<u>Wonder</u>	R.J. Palacio	U	50	Realistic Fiction
<u>Chronicles of Narnia</u> (series)	C.S. Lewis	T	50	Fantasy

<u>Wringer</u>	Jerry Spinelli	U	50	Fiction
<u>Tapper Twins</u>	Geoff Rodkey	X	60	Fiction
<u>The Giver</u>	Lois Lowry	W	60	Science Fiction
<u>Lunch Money</u>	Andrew Clements	R	40	Realistic Fiction
<u>I Funny (series)</u>	James Patterson	T	50	Fiction

## Literary Analysis Essay Checklist

### Paragraph 1- Introduction

	Hook (Question)
	Thesis Statement or Claim <u>including the title of the book.</u>
	Brief Summary (1 or 2 sentences ONLY!)

### Paragraph 2

	Character Trait #1- Describe this character and the trait in your own words.
	Lift evidence from the text (In the text it states... The author states....)
	This proves.... This shows... (Explain how your text support proves what you are trying to say.)

### Paragraph 3

	Character Trait #2- Describe the character and the trait in your own words.
	Lift evidence from the text (In the text it states... The author states....)
	This proves.... This shows... (Explain how your text support proves what you are trying to say.)

### Paragraph 4- Conclusion

	In conclusion....
	Restate thesis statement and summarize strong evidence.

## Self-Editing Checklist

	I included the title of the story in my essay.
	I have capital letters at the beginning of sentences and proper nouns.
	I have end punctuation.
	I have quotation marks around words lifted from the text.
	I spelled words correctly by finding them in the text.
	My writing is organized into paragraphs.
	My writing is clear and supports my thesis statement.

# Rubric for Summer Reading Assignment (Students Entering Grade 5)

## Common Core Standards:

CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.4.9.A

Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

Approaching Standards (C)	Meeting Standards(B)	Exceeding Standards(A)
<ul style="list-style-type: none"> <li>• Response may lack an opening and/or closing.</li> <li>• Response makes little to no attempt to cite textual evidence to support theme.</li> <li>• Response shows only a minimal understanding of the task.</li> <li>• Response contains incomplete or incorrect sentence structure.</li> <li>• Response is minimal or disorganized.</li> <li>• Patterns of mechanical errors evident.</li> </ul>	<ul style="list-style-type: none"> <li>• Response contains an opening and closing statement.</li> <li>• Response cites textual evidence to support theme.</li> <li>• Response shows an understanding of the task.</li> <li>• Response is organized and uses transitions between ideas.</li> <li>• Sentence structure errors are few, and don't interfere with meaning.</li> <li>• No consistent pattern of mechanical errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Response contains an opening and closing statement.</li> <li>• Response cites multiple pieces of textual evidence and explanation of evidence.</li> <li>• Response is organized with use of transitional words and/or phrases.</li> <li>• Response extends understanding of the task with the use of an extension.</li> <li>• Sentence structure contains few, if any errors.</li> <li>• Very few, if any, errors in mechanics.</li> </ul>

CCSS.ELA-

Literacy.W.4.1d Provide a concluding statement or section related to the opinion presented.