

Grade 5 Advanced Summer Reading Assignment

Your journey to 5th grade begins now! Over the summer you will be expected to read the following novels: **Frindle** and **Mixed- Up files of Mrs. Basil E. Frankweiler**. The expectations for the summer reading will be the completion of **three** assignments, which will be handed in when you return to school by **September 5, 2024**. You will be completing **two** paired text/skill review assignments on Linkit! **and** a writing assignment.

You will be able to choose your writing assignments from the options given. Attached is the scoring rubric for the writing assignment. The rubric will be used to determine your grade. The rubric is the expectations for the writing assignment.

Assignment One and Two: Linkit! for *Frindle* and *Mixed- Up files of Mrs. Basil E. Frankweiler*

Linkit! Code (Frindle)-

Linkit Code (Mixed- Up files of Mrs. Basil E. Frankweiler)-

Assignment Three: Writing Options

- Please complete ONE of the following options for **Mixed- Up files of Mrs. Basil E. Frankweiler**
- *All writing prompts must be completed in a minimum of 5 paragraph essays. Please quote the text properly in your writing piece.*

Essay Topic 1

Claudia had her reasons for running away at the beginning of the novel. Evaluate these reasons in an essay using both information from the novel and personal experience and beliefs.

Essay Topic 2

Jamie earned money by playing cards against his classmate on the bus. Make a judgment about this in an essay using information from the text and your own personal beliefs.

Essay Topic 3

Write an essay describing how Claudia or Jamie's characters were developed throughout the novel, beginning with their ride on the school bus to the end of the novel.

Essay Topic 4

Write a detailed essay describing how Claudia's character in the novel could be considered a good thinker. Use details from the novel to support your answer.

New Jersey Holistic Scoring Rubric for Essay Writing– 6pt

| Scoring Criteria | Inadequate Command | Limited Command | Partial Command | Adequate Command | Strong Command | Superior Command |
|---|---|--|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| <u>CONTENT & ORGANIZATION</u> <ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information | <ul style="list-style-type: none"> May lack opening and/or closing Minimal response to topic; uncertain focus No planning evident; disorganized Details random, inappropriate, or barely apparent | <ul style="list-style-type: none"> May lack opening and/or closing Attempts to focus May drift or shift focus Attempts organization Few, if any, transitions between ideas Details lack elaboration, i.e., highlight paper | <ul style="list-style-type: none"> May lack opening and/or closing Usually has single focus Some lapses or flaws in organization May lack some transitions between ideas Repetitious details Several unelaborated details | <ul style="list-style-type: none"> Generally has opening/closing Single focus Ideas loosely connected Transition evident Uneven development of details | <ul style="list-style-type: none"> Opening and closing Single focus Sense of unity and coherence Key ideas developed Logical progression of ideas Moderately fluent Attempts compositional risks Details appropriate and varied | <ul style="list-style-type: none"> Opening and closing Single, distinct focus Unified and coherent Well-developed Logical progression of ideas Fluent, cohesive Compositional risks successful Details effective, vivid, explicit, and/or pertinent |
| <u>USAGE</u> <ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/agreement Word choice/meaning Proper modifiers | <ul style="list-style-type: none"> No apparent control Severe/ numerous errors | <ul style="list-style-type: none"> Numerous errors | <ul style="list-style-type: none"> Errors/ patterns of errors may be evident | <ul style="list-style-type: none"> Some errors that do not interfere with meaning | <ul style="list-style-type: none"> Few errors | <ul style="list-style-type: none"> Very few, if any, errors |
| <u>SENTENCE CONSTRUCTION</u> <ul style="list-style-type: none"> Variety of type, structure, and length Correct construction | <ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences | <ul style="list-style-type: none"> Excessive monotony/ same structure Numerous errors | <ul style="list-style-type: none"> Little variety in syntax Some errors | <ul style="list-style-type: none"> Some errors that do not interfere with meaning | <ul style="list-style-type: none"> Few errors | <ul style="list-style-type: none"> Very few, if any, errors |
| <u>MECHANICS</u> <ul style="list-style-type: none"> Spelling Capitalization Punctuation | <ul style="list-style-type: none"> Errors so severe they detract from meaning | <ul style="list-style-type: none"> Numerous serious errors | <ul style="list-style-type: none"> Patterns of errors evident | <ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning | <ul style="list-style-type: none"> Few errors | <ul style="list-style-type: none"> Very few, if any, errors |

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| Non-Scorable Responses | NR = No Response | Student wrote too little to allow reliable judgment of his/her writing. | NE = Not English | Student wrote in a language other than English. |
| | OT = Off Topic/ Off Task | Student did not write on the assigned topic/task, or the student attempted to copy the prompt. | WF = Wrong Format | Student refused to write on the topic, or the writing task folder was blank. |