Grade 5 Summer Reading Assignment

Your journey to 5ᵗʰ grade begins now! Over the summer you will be expected to read the novel _Frindle_. The expectations for the summer reading will be the completion of **two** assignments, which will be handed in when you return to school by **September 5, 2024.** You will be completing a paired text/skill review assignment 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: Linkit:

LinkIt CODE:

Assignment Two: Writing Options

Please complete <u>one</u> of the following options.

- All writing prompts must be completed in a minimum of 5 paragraph essays. Please quote the text properly in your writing piece.

  1.) Character Comparison: Compare and contrast Nick and Mrs. Granger or Nick and a character from another story. Please explain the differences and similarities between the characters you choose.

  2.) Narrative Writing Option: Rewrite a scene in Frindle from Mrs. Granger's point of view.

  3.) Opinion Writing Option: Pretend you are a book critic. Write a book review explaining why you enjoyed or did not enjoy the book. Would you recommend it to others? Include quotes and your favorite or non-favorite portions of the novel.

  4.) Newspaper Article: Write your own newspaper article about <u>Frindle</u> for the "Westfield Gazette". Don't forget to include the 5 W's (who, what, where, when, and why) and how in your article.

New Jersey Holistic Scoring Rubric for Essay Writing– 6pt

Scoring Criteria	Inadequate Command **1**	Limited Command **2**	Partial Command **3**	Adequate Command **4**	Strong Command **5**	Superior Command **6**
CONTENT & ORGANIZATION • Communicates intended message to intended audience • Relates to topic • Opening and closing • Focused • Logical progression of ideas • Transitions • Appropriate details and information	• May lack opening and/or closing	• May lack opening and/or closing	• May lack opening and/or closing	• Generally has opening/closing	• Opening and closing	• Opening and closing
	• Minimal response to topic; uncertain focus	• Attempts to focus • May drift or shift focus	• Usually has single focus	• Single focus	• Single focus • Sense of unity and coherence • Key ideas developed	• Single, distinct focus • Unified and coherent • Well-developed
	• No planning evident; disorganized	• Attempts organization • Few, if any, transitions between ideas	• Some lapses or flaws in organization • May lack some transitions between ideas	• Ideas loosely connected • Transition evident	• Logical progression of ideas • Moderately fluent • Attempts compositional risks	• Logical progression of ideas • Fluent, cohesive • Compositional risks successful
	• Details random, inappropriate, or barely apparent	• Details lack elaboration, i.e., highlight paper	• Repetitious details • Several unelaborated details	• Uneven development of details	• Details appropriate and varied	• Details effective, vivid, explicit, and/or pertinent
USAGE • Tense formation • Subject-verb agreement • Pronouns usage/agreement • Word choice/meaning • Proper modifiers	• No apparent control • Severe/ numerous errors	• Numerous errors	• Errors/ patterns of errors may be evident	• Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors
SENTENCE CONTRUCTION • Variety of type, structure, and length • Correct construction	• Assortment of incomplete and/or incorrect sentences	• Excessive monotony/ same structure • Numerous errors	• Little variety in syntax • Some errors	• Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors
MECHANICS • Spelling • Capitalization • Punctuation	• Errors so severe they detract from meaning	• Numerous serious errors	• Patterns of errors evident	• No consistent pattern of errors • Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors

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.

1