Grade 6 Summer Reading
<u>The Tale of Despereaux</u>
By: Kate DiCamillo

Your journey to 6th grade begins now! Over the summer you will be expected to read the novel *The Tale of Despereaux.* The expectations for the summer reading will be the completion of **TWO** assignments, which will be completed/handed in when you return to school on **Thursday, September 5, 2024.** Students will be completing a **Link It assignment** *AND* a **writing assignment**. Both assignments will be counted as **QUIZ GRADES**! Students have a choice of which writing option they would like to complete. Also attached is the writing rubric. Any questions on the assignments can be directed to your reading teacher or Mr. Deodino.

Assignment One: Link It Assignment

Website-   https://test.linkit.com/testtaker/testtaker.html
Link It Assignment Code-

Assignment Two: Writing Options

Please complete **ONE** of the following options.
All writing prompts must be completed in a **minimum of 5 paragraph** *essays. Please complete the prompt on a word document. Use text evidence to support your writing. Please quote the text properly in your writing.*

1. **Character Comparison Option**- Choose a character from the Tale of Despereaux and compare it to another character from a **_DIFFERENT_** novel or story you have read. Please make sure to include their similarities and differences in your writing.

2. **Narrative Writing Option**- Complete or change a portion of the novel.

3. **Opinion Writing Option**- Forgiveness and Compassion is an important theme throughout the novel. In your opinion, which character do you think deserves forgiveness and compassion? Make sure to include reasons why and use text evidence to support your opinion.

4. **Persuasive Writing Option**- King Phillip banned soup, bowls, spoons, and everything else used to make soup. Write a persuasive essay to convince him to bring everything back.

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 • Minimal response to topic; uncertain focus • No planning evident; disorganized • Details random, inappropriate, or barely apparent	• 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	• 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	• Generally has opening/closing • Single focus • Ideas loosely connected • Transition evident • Uneven development of details	• Opening and closing • Single, distinct focus • Sense of unity and coherence • Key ideas developed • Logical progression of ideas • Moderately fluent • Attempts compositional risks • Details appropriate and varied	• 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
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.

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