

## **Grade 6 Summer Reading (m)**

### The Tale of Despereaux

By: Kate DiCamillo

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

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