

Farmingdale Public School Incoming 5th Grade Summer Reading

June 17, 2019

To the Families of Incoming 5th Graders:

Our students have worked very hard and are leaving school this year as better readers, writers, mathematicians and researchers. Summer is a great time to read with your children and it is also a wonderful time for students to read for pleasure. Studies show that children who do not read or have access to books during the summer lose up to 2 months of reading performance. All children may fall victim to the “summer slide” if not provided with summer reading opportunities. For this summer's reading assignments, we have asked students to choose **2** books at their independent reading level from our classroom libraries.

Assignment:

Students are expected to produce at least 10 meaningful “short writes” (2-3 sentences) for each book. These would be similar to a “jot” but just not on sticky notes. (Please, feel free to continue to jot on sticky notes as you read! Leave any sticky note jots in books. You can use a jot as the basis for a short write or for a long write!) Students will also write one long write for each book. Ideas for long write topics are attached, but students can also use what they learned this year to guide their long writes. The 2 long writes and 20 short writes should be neatly handwritten or typed. Notebook paper is fine. An example long write and rubric is also included.

The summer reading assignment, books and math packets are expected be turned in on the first day of school and will count towards 1st marking period grades.

Curious about the reading levels of other books your child may want to read?

Go to www.scholastic.com/bookwizard.

Type in the book title, and choose Guided Reading before clicking search.

Have a happy and healthy summer, and keep reading. Not only can we **prevent the summer slide**, we can accelerate academic growth.

Educationally yours,

Diane Galuppo

Feel free to contact me if you have any questions.

diane.galuppo@farmingdaleschool.com

Long Write Rubric

	4	3	2	1
Detail	Entry is written to show reader's thoughts with detail. <i>Because statements</i> are included. The writer uses 3 or more clear examples and/or quotes from the text.	Entry is written to show reader's thoughts with some detail. <i>Because statements</i> are included in some parts. The writer uses some examples from the text.	Entry written includes little detail to show reader's thoughts. <i>Because statements</i> are included rarely. The writer uses very few examples from the text.	Entry written do not include details to show reader's thoughts. <i>Because statements</i> are not included. The writer does not include examples from the text.
Understanding Strategies	Reader discuss a higher-level reading strategy learned throughout the year. Student demonstrated a deep understanding of this reading strategy.	Reader discusses a reading strategy learned throughout the year. Student demonstrated an understanding of this reading strategy.	Reader discusses a reading strategy learned throughout the year, but relies on simpler strategies or the same strategy over and over again.	Reader discusses a reading strategy unrelated to what we learned throughout the year. Student does not show an understanding of a reading strategy.
Neat and Complete	Student wrote neatly, using proper punctuation, spelling, and capitalization with very few mistakes (less than 5)	Student wrote mostly neatly, using proper punctuation, spelling, and capitalization with some mistakes (less than 10)	Student writing difficult to read, using proper punctuation, spelling, and capitalization with many mistakes (less than 15)	Student writing difficult to read, using proper punctuation, spelling, and capitalization with many mistakes (more than 15)

Name:

Week Of:

Total: _____ /12

Comments:

Long Write Ideas:

1. What theme(s) are evident in the book? Give evidence.
2. How is the narrator's perspective and point of view helping you to understand the story?
3. How would the story be different if told from another character's point of view? Be specific.
4. How have the major characters changed from the beginning to the end of the book?
5. Compare/contrast two or three characters: how do they respond to events differently? Why?
6. How do the characters remind you of people in your life? Be specific.
7. Analyze and write about a time when a character acted 'out of character'.
8. How is the main character similar to a main character from another book or movie? Give specific examples.
9. How important is the setting to the story? Could this story have happened in another time or place? Why or why not?
10. If there was a sequel to this book, what do you think might happen?
11. How does the author create mood through setting details?
12. Analyze how and why the author used symbols in the story. Give several examples.
13. Analyze and write about the text structure (for nonfiction): cause/effect, problem/solution, chronological...
14. Write about some of the main ideas (for nonfiction) in your text and include supporting details.
15. Analyze how the text features (for nonfiction) helped you to comprehend the text.

Example long write: (do 1 for each book!)

“Out of Character Character”

In the book *Wonder* by RJ Palacio, the character of Via, had an 'out of character' moment in the chapter called “After School” which starts on page 95. In this part of the book, Auggie's older sister Via acts out of character towards her mother as soon as she comes through the front door after the first day of school. For example, she lied to her mother, and

yelled at her. She has never done that before. I think that Via was acting that way because her “friend” Miranda has changed while she was away at summer camp. Via is upset about this because she really thought that her friend group would get back together, that nothing would change, and that she would be with her geeky old friends again. Another example is when Via storms into Auggie’s room, slams the door and grabs his PlayStation from his hands. I believe that Via acting this way is only temporary. I think she will get over the pain of losing this friendship and that maybe she will change for the better. I also know that Via is a teenager, and that this type of behavior is not that unusual for teens.

(Note: this long write states the title, author, chapter, several characters and interactions, clearly refers to the strategy, includes 3 clear examples, precise details, and inferences as to why the character is acting this way.)

Short write/jot ideas: (do at least 10 for each book!)

- *Prediction about plot*
- *Prediction about character changing*
- *Evaluate a character’s actions or feelings*
- *Evaluate the author’s use of language*
- *Connect to self, another text, or world (eg: dialect, fig. language..)*
- *Wonder or confusion about an event/character/setting..*
- *Infer the theme*
- *Write about a new vocab word you learned*