

Farmingdale Public School Incoming 5th Grade Summer Reading

June 15, 2018

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 jot while reading (eg: at least 1 jot for every 10 pages or so!). A jot example and rubric is included in packet. Leave the jots in the books! 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. Long writes should be neatly handwritten or typed. An example long write and rubric is also included. Keep track of reading in the provided reading log. Finally, vocabulary bookmarks are provided; keep track of cool, new words you learn while reading your chosen books, or other things you read this summer: other books, magazines, newspapers...Write context clues and what you think the words mean. We will be using these for an activity in the fall.

The summer reading assignment, books and math packets are expected be turned in on the first day of school.

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.

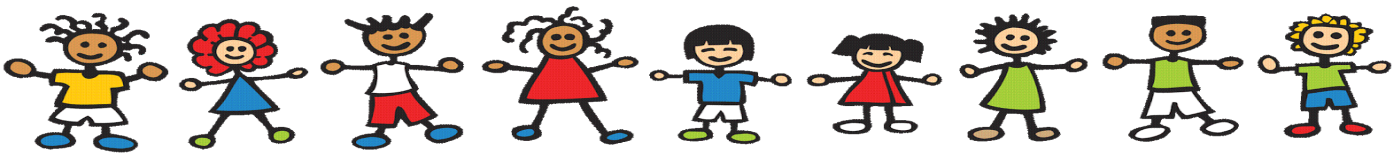
Have a happy and healthy summer, and keep reading. Not only can we **prevent the summer slide**, we can accelerate academic growth.

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 r 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. He or she 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: