

**Summer
Reading & Writing Project
2018-2019
Grade 4**



DUE DATE for BOTH projects:

Friday, August 31st, 2018

(Late assignments will be penalized 10 points every day it is late.)

Dear Future 4th Grade students and Parents,

In fourth grade Language Arts, students will study different genres of literature in order to broaden their concepts of the world around them. Students will analyze writing styles, themes, and life-lessons to reflect upon and gauge an understanding of how to write about their own experiences. To offer your child an opportunity to hone his/her skills for the challenges of the coming year, students will complete a reading and writing project that will provide a foundation for their fourth grade experience at iLearn Schools.

Reading Project:

Students are **required** to read one novel from the list provided and complete a project form the attached options that show their understanding of the novel.

All of these books are readily available at public libraries, Barnes and Noble, and also online in ebook form.

Writing Project:

In conjunction with the Summer Reading Project, students will also be asked to complete a Summer Writing Project, based on the book they selected from their reading list.

Students are required to complete one of the following assignments from their list of options provided, to better show their understanding of the novel.

All assignments should be returned to your child's Language Arts teacher no later than Friday, August 31st. Projects that are not turned in on time will have **10 points deducted for each day that it is late.**

We appreciate that you have helped your child develop a love of reading and writing and expect that together, we will continue to make reading and writing an exciting and integral part of your child's life.

Enjoy the summer!

Sincerely,

The Fourth Grade ELA Teachers

Grade 4
Summer Reading Choice Novels
CHOOSE ONE of the following:

Title of Book

Author

Harriet the Spy

(fiction)

Louise Fitzhugh

The Titanic...Lost and Found

(nonfiction)

Judy Donnelly

Fudge-a-Mania

(fiction)

Judy Blume

Earthquake Terror

(realistic fiction)

Peg Kehret

Frindle

(realistic fiction)

Andrew Clements

Brian Selznick

The Fabled Fourth Graders of
Aesop Elementary School

(realistic fiction)

Candace Fleming

Inside Out & Back Again

(historical fiction, poetry)

Thanhha Lai

Helen Keller's Teacher

(biography)

Margaret Davidson

Beezus and Ramona

(fiction)

Beverly Cleary

Mummies Made in Egypt

(historical nonfiction)

Akili

Reading Project Options (pg. 1):

DIRECTIONS: Choose one project from the choices below to complete based on the book you read over the summer.

OPTION ONE: *Comic Strip*

Choose your favorite scene or event from your book to recreate into a comic strip. You must include the following as part of your project:

- 6-9 comic boxes that recreate the scene/event—comic should include color
- Speech bubbles/dialogue
- Narration
- A 2-3 paragraph summary of the novel
- **A template has been attached to assist you.**

OPTION TWO: *Persuasive Letter to the Producer*

You are a film director and want to turn a wonderful book you just read into a movie. Write a letter to your producer convincing them that your novel should be made into a movie. You must include:

- A hook
- A brief summary of the book you read
- Supporting details to encourage people to create the movie
- At least five persuasive techniques (EX: bandwagon, power of three, and humor) to add interest in your writing.
- The correct letter format (including date, greeting, body, salutation, signature)
- Must be at least five paragraphs in length
- A cast list that describes who will be playing the starring roles in your movie (can be famous people, family, friends, or even yourself!)

Reading Project Options (pg. 2)

OPTION THREE: *Interview with Author*

You are a magazine journalist interviewing an author whose book you have recently read. You will write an interview where you ask the author of your novel some questions, and then research the answers. You will be both the interviewer and the interviewee. You must answer the following questions in your interview:

- Where did the author grow up?
- Who is in the author's family?
- What or who inspired you to write this book?
- About how long did it take you to write this book?
- Why did you want to write about this particular theme found in the book?
- What advice would you give to someone who wants to be a writer when they grow up?
- Did you create your characters based on people you know, or were they completely made up?
- Which character do you relate the most to?

You must turn in:

- One typed or neatly written interview with both the questions and answers
- A short summary of your novel (2-3 paragraphs)

Writing Project Options

OPTION ONE: *Alternate Ending*

Are you unhappy with how your novel ended? Create an alternate ending for your character(s). Using the voice/style of your author, include the following:

- A cover page (title page) which includes the title of the book you read, your name, and class
- A summary of the novel (2-3 paragraphs)
- One alternate ending, **a minimum of 1 page**

OPTION TWO: *Dear Diary*

Write a diary from the main character's perspective of the book that you chose to read.

When writing as that character, make sure you write about the:

- The character's thoughts and feelings
- Important events that occurred throughout the novel
- Predictions/inferences

You must include:

- A cover page (the cover of your diary), which includes the title of the book you read, your name, your character's name, and class
- A summary of the novel
- A paragraph describing the character who the diary belongs to
- 5 journal entries from the character

OPTION THREE: *Character Perspective*

Take a walk in someone else's shoes and rewrite a specific chapter from another character's point of view. You must include:

- A minimum of 2 typed pages in narrative style writing. This could include dialogue as well as a character's thoughts and feelings.
- A cover page (title page) which includes the title of the chapter, your name and class
- 1 paragraph about the character whose perspective you are writing from
- A summary of the novel (2-3 paragraphs)

OPTION FOUR: *Script*

You are an aspiring film director and want to turn a wonderful book you just read into a movie. Choose a chapter from the story and create a script for that chapter. You must include the following:

- A script, **at least 2 pages in length**, which includes characters, dialogue, stage directions, and narration
- A cast of characters, including who you think should play them (could be you, your family members, or someone famous)
- A summary of the novel (2-3 paragraphs)

Reading Project Rubric

	4 (100)	3 (85)	2 (70)	1 (55)
Subject Knowledge	<p>Student is confident in the subject matter.</p> <p>All material is on topic.</p>	<p>Student is somewhat confident in subject matter.</p> <p>Most of the material is on topic.</p>	<p>Student is not confident in subject matter.</p> <p>Material is frequently off-topic</p>	<p>Little or no effort is shown to understand the subject.</p> <p>Material provided is unrelated to topic given.</p>
Written Work	<p>Written piece is clear and contains no more than 5 spelling and grammar errors.</p>	<p>Written piece is mostly clear. It contains 6-10 spelling and grammar errors.</p>	<p>Written piece is not very clear and contains 11-15 spelling or grammar errors.</p>	<p>Written piece is not clear. Contains 16 or more spelling and grammar errors.</p>
Creativity of Topic Chosen	<p>Student showed a lot of creativity and stuck to the guidelines given.</p>	<p>Student followed the guidelines and showed some creativity.</p>	<p>Student followed the guidelines, but was not very creative.</p>	<p>Student did not follow the guidelines and project lacked creativity.</p>
Illustration or Sound Effects	<p>Student work showed creativity and effort. Colored and detailed. Video: Clear visuals, voice can be clearly heard and understood in the video.</p>	<p>Student work was creative and showed effort, with some detail. Video: Mostly clear visuals; voice can be heard and understood in the video.</p>	<p>Student work showed little creativity and effort. Vague detail. Video: Somewhat clear visuals; voice is difficult to hear and understand in the video.</p>	<p>Student work was rushed and lacked creativity. Video: Unclear visuals; voice cannot be understood in the video.</p>
Presentation	<p>Student was confident and clear. Made adequate eye contact. Uses appropriate voice level so all students can hear presentation.</p>	<p>Student did a good job. Made some eye contact. Uses appropriate voice level so most students can hear presentation.</p>	<p>Student did an OK job. Made little eye contact, Uses voice level that only a few students can hear.</p>	<p>Student was unfocused. Made no eye contact with audience. Uses voice level that was difficult for anyone to hear.</p>

Writing Project Rubric

GRADES 4-5 (July 2015)
PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

Narrative Task (NT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	<p>The student response</p> <ul style="list-style-type: none"> is <i>effectively</i> developed with narrative elements and is <i>consistently appropriate</i> to the task; is <i>effectively</i> organized with <i>clear and coherent</i> writing uses language <i>effectively</i> to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> is developed with <i>some</i> narrative elements and is <i>generally appropriate</i> to the task; is organized with <i>mostly coherent</i> writing; uses language that is <i>mostly effective</i> to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> is <i>minimally</i> developed with <i>few</i> narrative elements and is <i>limited in its appropriateness</i> to the task; demonstrates <i>limited</i> organization and coherence; uses language to express ideas with <i>limited</i> clarity. 	<p>The student response</p> <ul style="list-style-type: none"> is <i>undeveloped</i> and/or <i>inappropriate</i> to the task; lacks organization and coherence; <i>does not</i> use language to express ideas with clarity.
Knowledge of Language and Conventions	<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>