

Students Entering Grades 3-4
Summer 2023 Literacy Activities



Fostering a love of reading has many rewards! As your children prepare for next year, we encourage them to join in the common purpose of growing in knowledge through the love of books! So, throughout the summer, have your child read as much as possible to grow in knowledge and foster the love of reading.

This year students are asked to read **two books** of their choice and complete **two assignments**, one for each book. The student **MUST** choose a different assignment for each book. **Both pieces must be completed in their entirety to receive credit. *All completed assignments will be used as a quiz grade for ELA during the first marking period.***

[Students needing audiobooks may log into Learning Ally through Clever](#)

Other Summer Reading Programs

[Scholastic Summer Reading](#)

[Read With Malcolm Read Camp](#)

[Summer Reading with Bookit](#)

Completed activities **MUST** be returned to your teacher by **September 8, 2023.**

Happy Summer

Summer Literacy for Students entering Grades 3-4

Assignment: Read **two** grade-level, appropriate book of your choice and complete one assignment for one book and a different assignment for the second book. (Suggestion Included)

If writing the assignment, it must be front and back of a page. If the assignment is typed, front only, single spaced, 12-point Times New Roman with 1" margins.

CHOICES

- 1. Write a Letter to the main character** – Write a letter to the main character asking them to be your friend. Explain why you would make good friends. Provide at least three examples.
- 2. Write a Letter** – Write a letter to a movie executive explaining why you think the book should or should not be made into a movie. Give at least three reasons why.
- 3. New Chapter** -- Write a new chapter for the book you read. *Be sure to keep the voice and style of the author as you pen a new chapter.*
- 4. Write a Character Diary** – Write at least five journal entries as if you were the main character in the story. Write down events that happened during the story and reflect on how they affected the characters and why.
- 5. Draw a Portrait** – Draw a portrait of the main character and write a paragraph description of the character to accompany your sketch.
- 6. Create a Timeline** – Create a timeline of the major events in your book. Use drawings or magazine cutouts to show the events along the timeline. Label each event with a sentence or two describing what happened.

Rubric for Assignments 1 & 2

	4	3	2	1
Criteria	The assignment included all the assignment criteria.	The assignment included most of the assignment criteria	The assignment included some of the assignment criteria	The assignment does not include any of the assignment criteria
Organizational Skills	Writing includes strong organization with clear transitions and focused closure that strengthens the writing	Writing is a bit confusing and loosely organized with some transitions and closure	Writing is brief and underdeveloped with very weak transitions and closure	Writing is disorganized and underdeveloped with no transitions or closure
Evidence	Claim is well-supported by evidence. Evidence is used throughout the entire piece Reasoning follows from the evidence	Claim is supported by evidence. Evidence is used well, but there are some gaps Reasoning follows from the evidence	Claim is only partly supported by evidence. Evidence is only sometimes used, with many gaps or misunderstandings	Shows some understanding of the use of evidence, but there is very little evidence and/or it is unrelated to the topic
Sentence Fluency	Consistent variety of sentence structure throughout	Frequent and varied sentence structure	Some run-on sentences or fragments. Limited variety in sentence structure	Frequent run-on sentences with no variety in sentence structure
Conventions/ Grammar	Free of errors in grammar, punctuation, spelling, and word choice	Errors in grammar, punctuation, spelling, and word choice may be present, but do not distract from the content	Errors in grammar, punctuation, spelling, and word choice are frequent and noticeable enough to distract from the content	Major deficiencies in conventions and mechanics of English
Format	Handwritten, typed, and/or digital work responses followed the criteria		Handwritten, typed, and/or digital work responses did not follow criteria	

Suggested Texts

You may choose books not on this list; however, they MUST be grade appropriate.

Dragons In a Bag by Zetta Elliot

The Hero Two Doors Down by Sharon Robinson

Save Me A Seat by Gita Varadarajan & Sarah Weeks

Wish by Barbara O'Connor

Crenshaw by Katherine Applegate

Sejal Sinha Battles Superstorms by Maya Prasad

Stella Diaz Has Something to Say by Angela Dominguez

Invisible by Christina Diaz Gonzalez

The Tyrell Show by Miles Grose

The King and The Dragon Flies by Kacen Callender

Behind The Mountains by Edwidge Danticat

Wonder by R.J. Palacio

The Lemonade War by Jacqueline Davies

Night of the Twisters by Ivy Ruckman

Henry's Freedom Box: AA True Story of The Underground Railroad by Ellen Levine

Stuntboy, in the Meantime by Jason Reynolds

As Brave as You by Jason Reynolds

Building Zaha by Victoria Tentler- Krylor

The First Rule of Punk by Celia C. Pérez

Zapato Power Freddie Ramos Takes Off by Jacqueline Jules & Miguel Benítez

Lupe Wong Won't Dance by Donna Barba Higuera