

Students Entering Grades 5-8 Summer 2023 Literacy Activities



Today, students are bombarded with different types of literacy that constantly changes. Media and technology literacy have exploded in the last few years and will continue to do so. Students need to work competently with consuming and producing information to be proficient with all kinds of literacy. To help our students become technology literacy proficient, our summer reading will emphasize investigating different types of communication.

This year's assignment has **two parts**. Students are asked to read a book of their choice and complete assignment one that goes along with it, as well as complete assignment two. **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](#)

Summer Reading Challenge

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

Happy Summer

Summer Literacy for Students entering Grades 5-8

Assignment 1: Read a grade-level, appropriate book of your choice and complete one of the assignments below. (Suggestion Included)

If writing a handwritten letter (choice 1 & 2), the assignment 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.

If writing a new chapter or interview, (choices 3 & 4), a handwritten assignment must be front and back of a page. If the assignment is typed, two full pages, single spaced, 12-point Times New Roman with 1" margins.

CHOICES

- 1. Dear Author** -- Write a letter to the author of your chosen book. Explain what you liked/disliked, ask any questions you have about the story/characters, explain what you would have changed if you were the author, and mention at least one thing you will always remember about this novel and why. *You MUST use letter format.*
- 2. Dear Diary** -- Write a diary entry about a main event in the book from the main character's point of view. Include their feelings/thoughts and questions. You must use a diary format. *You MUST use letter format.*
- 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. Interview** -- Interview a character from your book. The interview must have at least 7 open-ended questions. **Do Not** have yes or no responses. The questions MUST be included with the answers.

Assignment 2:

Select two different selections that interest you from the following: poem, song, short story, blog, novel, photo, museum tour, TEDTalk or anything else literacy. (Selections Included)

Using the grid, provide basic information for your selection that you will use in your essay or video.

	Source One	Source Two
Bibliographic/Reference Information		
Theme/Topic		
Key Point(s)/Main Ideas		
Author's/Authors' Point(s) of View		
Application to My Life		

Imagine you are speaking or writing to a friend or family member. They are the audience for your thoughts. You may choose to write an essay/letter, record an audio, or create a video that describes your selections, how they are related to a specific theme, and why they were of interest to you. You'll also include the most important points for each and describe the author's/authors' purpose(s). This section should include any basic information your audience would need to understand what key information was in your sources, and any context needed, such as other sources that reflect the theme.

Next, you will move from an informative focus to a persuasive one: what you learned and how these sources have impacted your life and or perspective (be sure to include examples from your life and those around you), why they should like or dislike the thematic sources, and what should be included to make the author's/authors' purposes and perspectives even stronger. Note that throughout this section, you should provide specific evidence from the sources for each point, justifying your thoughts with that evidence.

Finally, provide a conclusion that sums up your perspective of your sources (valuable, incomplete, boring, etc.) along with specific evidence from the sources and your life to justify your perspective.

Suggested Selections

Wild Blue by Beth Kephart

Anya's Ghost by Vera Brosgol

Chinese Cinderella: The True Story of an Unwanted Daughter by Adeline Yen Mah

Andrew Jackson: The Making of America by Teri Kanefield

I Am Malala: How One Girl Stood Up for Education and Changed the World by Malala Yusafzai and Patricia McCormick

Girls Who Code: Learn to Code and Change the World by Reshma Saujani and Andrea Tsurum

The Pact: Three Young Men Make a Promise and Fulfill a Dream by Dr. Sampson Davis, Dr. George Jenkins, and Dr. Rameck Hunt

The Nickel Boys by Colson Whitehead

El Deafo by Cece Bell

Warriors Don't Cry by Melba Patillo Beals

Brown Girl Dreaming by Jacqueline Woodson

Deadend in Norvelt by Jack Gantos

A Long Walk to Water by Linda Sue Park

Geek Girl by Holly Smale

Who Will Tell My Brother by Marlene Carvell

Harlem Summer by Walter Dean Myers

Blended by Draper, Sharon

Ribbons by Laurence Yep

Curveball: The Year I Lost My Grip by Jordan Sonnenblick

The Seventh Most Important Thing by Shelley Pearsall

The Crossover by Kwame Alexandre

Ghost Boys by Jewel Parker Rhodes

Amal Unbound by Aisha Saeed

Stargirl by Jerry Spinelli

Colibrí by Ann Cameron

Nimona by Noelle Stevenson

All American Boys by Jason Reynolds and Brendan Kiely

The House of Scorpion by Nancy Farmer

Maximum Ride Forever by James Patterson

Max: A Maximum Ride by James Patterson

Among the Hidden by Margaret Peterson

The Giver by Lois Lowry

Cinder by Marissa Myer

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	