Lower School (Entering grades 1-5)

Summer Reading List

Revised March, 2016
Dear Lower School Parents,

It is our sincere desire that the PACS summer reading program will develop in your child a love for reading while maintaining the current levels of skills that your child has worked to achieve during the school year. We hope that the summer assignment will be a "stress-free" time for you to discover and dialogue together about books. We hope that you will enthusiastically support this program and make reading a daily part of your child’s summer. Happy reading!

**Why Read?**
Research proves students who read during the summer break period will increase fluency, vocabulary, and comprehension. According to one three-year study “children who do not read in the summer lose two to three months of reading development while kids who do read tend to gain a month of reading proficiency. This creates a three to four month gap every year. Every two or three years the kids who don’t read in the summer fall a year behind the kids who do” (“Summer” 1).

**How to Read:**
According to a series of studies conducted by J. Kim, professor of education at Harvard, the most significant gains in reading levels occur when adults were involved to guide reading skills and understanding. He states that “younger children have to expend more effort simply to understand the words” (“How” 1-2). When a child reads with an adult who helps decode the words accurately and quickly enough, the child can then focus on the overall meaning of the text; this is how fluency is mastered. Other strategies to foster the improvement of reading skills include the following:
- Asking questions about the story:
  “What is this story about?”
  “Where is this story happening?”
  “What do you think will happen next?”
- Asking your student to summarize the story
- Rereading hard-to-understand passages

**Choosing Your Book:**
Another key to student success is ensuring the student’s reading level, comprehension ability, and the difficulty level of the text are aligned. One quick way to assess whether a book is at the appropriate level is to use the “five finger rule.” The student should choose a book that he or she wants to read. Open to any page and begin reading. As the child comes to words he can’t pronounce or doesn’t understand, put up a finger. If the reader puts up five fingers, put the book back. It’s too hard.

**References:**

Overview: Prince Avenue Lower School Summer Reading Program

Philosophy:
The PACS reading program is designed to promote the love of reading while maintaining or advancing the student’s current reading level and cognitive skills. Assignments are meant to be academic in nature, developmentally appropriate, student-manageable, and “tear free.”

Book lists:
Book lists are provided as a compilation of engaging and well-written stories that represent a variety of genres. Many of the selections complement the PACS history curriculum. While we endeavor to choose books that are representative of appropriate content, age level, and maturity, teachers recommend each family research the suggested selections. You may find sites such as www.squeakycleanreviews.com, www.commonsensemedia.org, or www.thrivingfamily.com helpful as you discern the best publication for your student.

Assignments:
Assignments are based on the revised version of Bloom’s taxonomy called A Taxonomy for Learning, Teaching, and Assessing, a classification system used to define and distinguish different levels of human cognition; this revised version classifies cognitive skills as Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating, in that order. One way PACS addresses the development of increased cognitive skills is through written expression. Beginning in third grade, students are assigned a writing component through which they demonstrate understanding and analysis of the text.

Grade- Specific Objectives:

Grades 1 & 2 (remembering and understanding)
In 1st and 2nd grades, students are required to read at least twenty books over the summer break. The goal for these students is to read frequently, thus increasing familiarity with words and increasing comprehension skills. The goal of the summer reading program for first and second graders is to maintain or increase the student’s end-of-year reading level. Students and parents will complete a chart in which they record at least twenty books from the school list.

Grade 3 (applying)
By 3rd grade, students have mastered basic reading skills and can read independently. These students have also become more proficient in writing skills, and that proficiency is demonstrated in the summer reading assessment. Third grade students will read two books and produce a one-paragraph response to a book of their choice. Since students have become familiar with the Accelerated Reader program, students are required to take an AR quiz on the second book.

Grades 4-5 (applying and analyzing)
In 4th and 5th grades, students again choose two books to read. An AR quiz will be required of one book, and a writing response is required for the other book. As students mature as readers and writers, the paragraph requirement increases in complexity as students are asked to summarize and evaluate a book’s content. The fifth grade summary and evaluation includes the incorporation of examples to provide evidence of the student’s analysis.
ENTERING 1ST GRADE BOOK LIST

Song and Dance Man
Miss Nelson is Missing series
Billy and Blaze series
Cloudy with a Chance of Meatballs
Madeline books
The Mitten (and others)
Clifford series
  Flat Stanley series
  Arthur series
Mike Mulligan and His Steam Shovel
Biscuit series
The Very Hungry Caterpillar (and others)
Miss Rumphius
Llama Llama series
Christopher Churchmouse series
The Christian Mother Goose
Petunia
Are You My Mother (and others)
The Story About Ping
Dandelion
Corduroy series
Little Toot
The Big Snow
  Chrysanthemum (and others)
  Frances series
Danny and the Dinosaur (and others)
Harold and the Purple Crayon (series)
The Snowy Day
Leo the Late Bloomer
The Story of Ferdinand
Frederick
Pete the Cat series
  Frog and Toad Are Friends (and others)
  You Are Special (and others)
  Make Way for Ducklings
  Little Bear series
The Day Jimmy's Boa Ate the Wash
If You Give a Mouse a Cookie (and others)
Amelia Bedelia (various stories)
Katy No-Pocket
The Rainbow Fish series
Curious George series
Detective Dan series
  Henry and Mudge stories
Beginner Books/ Bright and Early Books
  Nate the Great series
Piggy/Gerald/Pigeon books
Morris the Moose books
The Napping House
Harry, the Dirty Dog (or others)

Denotes simple chapter books
1st GRADE SUMMER READING RECORD

- Simple chapter books count as THREE books (note with X on chart)

Please return this page to your child’s teacher on Monday, August 8, 2016

Name ___________________________________

<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Author</th>
<th>Read TO my child</th>
<th>Read WITH my child</th>
<th>Read BY my child</th>
<th>X= simple chapter book</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ENTERING 2ND GRADE BOOK LIST

Cam Jansen series
Berenstain Bears
Flat Stanley series
Rachel Yoder series
- A Lion to Guard Us (and others)
- The Adventures of Old Mother West Wind series
- The Best Loved Doll (and others)
- Henry Huggins/Ramona/Mouse and Motorcycle series
- Magic School Bus series
  - Betsy and Billy
  - Chrysanthemum and others
  - Imagination Station series
  - Frances books
  - Danny and the Dinosaur (and others)
  - Tale of Three Trees
  - Nancy Drew Clues Crew
  - The Story of Ferdinand
- Cul-de-sac Kids series
  - Swimmy
  - Frog and Toad series
- Betsy-Tacy series
- Mrs. Piggle Wiggle series
  - Blueberries for Sal
  - Little Bear books
  - any book
- Animal Friends series
- Magic Treehouse series
  - Amelia Bedelia series
- The Littles series
  - Curious George
- Grandma’s Attic series
  - Detective Dan series
- A to Z Mysteries series Calendar Mysteries & others
  - Henry and Mudge series
  - Longer Books
  - Lyle, Lyle, Crocodile
- Boxcar Children series
  - Sara Morton’s Day (and others)
- Little House on the Prairie series
  - Harry the Dirty Dog series
- American Girl books
  - I Can Read Books –level 3

- Denotes more challenging books
2nd GRADE SUMMER READING RECORD

- Challenging books count as THREE books (note with X on chart)

Please return this page to your child’s teacher on Monday, August 8, 2016

Name ________________________________

<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Author</th>
<th>Read WITH my child</th>
<th>Read BY my child</th>
<th>Number of pages</th>
<th>X= three books</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Promised Land Diaries (various titles) Adams, Anne T & Edwards
Animal Ark series Baglio, Ben M.
The Penderwicks Birdsall, Jeanne
Paddington series Bond, Michael
The Chocolate Touch Catling, Patrick Skene
Biographies Children’s Press
Matt Christopher Sports Series Christopher, Matt
Henry Huggins/Ramona/ Mouse & Motorcycle series Cleary, Beverly
Magic School Bus (series-chapter books) Cole, Joanna
The Bears on Hemlock Mountain Daigleish, Alice
Hardy Boys series Dixon, Franklin W.
Hank the Cowdog series Erickson, John R.
❖ The Moffats series Estes, Eleanor
❖ The Cabin Faced West Fritz, Jean
❖ Stone Fox Gardiner, John Reynolds
❖ Thunder at Gettysburg Hall, Donald
❖ The Ox Cart Man Haywood, Carolyn
❖ Betsy and Billy series Henry, Marguerite
❖ Misty of Chincoteague (and others) Herriot, James
❖ Dog stories, cat stories, other titles Hope, Laura Lee
❖ The Bobsey Twins series Hutchens, Paul
❖ Sugar Creek Gang series Keene, Carolyn
❖ Nancy Drew Clues Crew Keene, Carolyn
❖ Nancy Drew series King-Smith, Dick
❖ Babe: The Gallant Pig (and others) Leppard, Lois Gladys
❖ Mandie series Lewis, Beverly
❖ Cul-de-sac Kids series Lindgren, Astrid
❖ Pippi Longstocking series Lovelace, Maud Hart
❖ Betsy-Tacy series MacDonald, Betty
❖ Mrs. Piggle Wiggie series MacLachlan, Patricia
❖ Caleb’s Story MacLachlan, Patricia
❖ Skylark Mowat, Farley
❖ Owls in the Family Myers, Bill
❖ Bloodhounds Inc. Murphy, Elspeth Campbell
❖ Any book Naylor, Phyllis Reynolds
❖ Shiloh series Norton, Mary
❖ The Borrowers Oke, Janette
❖ Children’s Books series Peterson, John
❖ The Littles Peterson, Melissa
❖ Little House on the Prairie series Pope, Mary Pope Osborne
❖ (adapted) Richardson, Arleta
❖ The Magic Treehouse series Roy, Ron
❖ Grandma’s Attic series Scieszcz, Jon
❖ A to Z Mysteries, Calendar Mysteries Sobol, Donald
❖ Time Warp Trio series Stanley, Diane
❖ Encyclopedia Brown series Stilton, Geronimo
❖ Any historical biography title Warner, Gertrude Chandler
❖ Geronimo Stilton series White, E.B.
❖ Boxcar Children series Winthrop, Elizabeth
❖ Charlotte’s Web/ Wilbur’s Adventures Various authors
❖ The Castle in the Attic Ziefert, Harriett
❖ American Girl series
❖ A New Coat for Anna
❖ Denotes more challenging books
3RD GRADE SUMMER READING RECORD AND ASSIGNMENT

Rising third grade students will read two (2) books from the summer list over the summer break. Students will take an AR quiz on the book of their choice and write a paragraph about the other book (directions below). The AR component will count toward the first quarter point requirements; the writing component will count as a separate grade. Please record information about those books below.

Name _________________________________

Keep a record of the books you read; please return this form and the paragraph to your 3RD grade language arts teacher when you arrive to school on the first full day of school, Monday, August 8, 2016.

#1 Book from the Third Grade List of Books:
Title:_________________________________________________________
Author: _______________________________________________________
Pages: ________  AR Book level______________ (you can find this at www.arbookfind.com)

#2 Book from the Third Grade List of Books:
Title:_________________________________________________________
Author: _______________________________________________________
Pages: ________  AR Book level______________ (you can find this at www.arbookfind.com)

Writing Assignment:

Using the book you will not use for an AR quiz, write a paragraph, no less than five sentences, summarizing your thoughts about the second book. Your paragraph will be assessed on the following qualities:
   - content
   - style: sentence structure and word choice
   - capitalization/punctuation/spelling
   - penmanship (must be handwritten) and length

Parent Signature____________________________________________________
### 3rd Grade Summer Paragraph Rubric

<table>
<thead>
<tr>
<th>Topic</th>
<th>25 Points</th>
<th>20 Points</th>
<th>15 Points</th>
<th>Your score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Your comments and thoughts make sense. The writing is about the topic. The sentences are in logical order.</td>
<td>Your comments are about the topic and make sense.</td>
<td>Comments do not make sense. The sentences are not in good order.</td>
<td></td>
</tr>
<tr>
<td><strong>Style:</strong> sentence structure and word choice</td>
<td>Some sentences are long and some are short. You have used several strong words.</td>
<td>Some sentences are long and some are short. You have used good words that make sense.</td>
<td>Many words do not form sentences. Many of the words don't make sense.</td>
<td></td>
</tr>
<tr>
<td>Capitalization Punctuation Spelling</td>
<td>There are no mistakes. Capitals and end marks are perfect. Spelling is perfect.</td>
<td>There are only a few mistakes. Most of the capitals and end marks are correct. Most words are spelled correctly.</td>
<td>There are many mistakes. Many capitals and/or end marks are missing. Many spelling mistakes are evident.</td>
<td></td>
</tr>
<tr>
<td>Penmanship Length</td>
<td>Your print is neat and easy to read. The paragraph meets or exceeds five sentences in length.</td>
<td>I can understand your print. The paragraph is at least five sentences long.</td>
<td>The handwriting is difficult to read. The paragraph is shorter than five sentences.</td>
<td></td>
</tr>
</tbody>
</table>

**Teacher comments:**

Total points: _______
Parents: Below you will find a list of engaging and well-written stories that represent a variety of genres. Your student should choose to read two novels from the list below. While we endeavor to choose books that are representative of appropriate content, age level, and maturity, we recommend each family research the suggested selections. You may find sites such as www.squeakycleanreviews.com, www.commonsensemedia.org, or www.thrivingfamily.com helpful as you discern the best publication for your student.

Please note: Some of these titles are available as Great Illustrated Classics. Please ensure your child takes the AR quiz for the Great Illustrated Classic version of the book, a condensed version of the original classic, if appropriate.

Little Women
Sounder
True Confessions of Charlotte Doyle
The Indian in the Cupboard
Turn Homeward, Hannalee
The Shakespeare Stealer
Caddie Woodlawn
A Little Princess
The Secret Garden
The Incredible Journey
The Summer of the Swans
The Family Under the Bridge
Dear Mr. Henshaw
Leif the Lucky
The House of Sixty Fathers
Because of Winn Dixie
The Tale of Despereaux
Hardy Boys series
The Twenty One Balloons
Thimble Summer
Inkheart
The Thief Lord
The Snow Goose
Blue Willow
My Side of the Mountain
Old Yeller
The Reluctant Dragon
The Wind in the Willows
The Winter of Red Snow: Abigail Stewart
Soul Surfer
Two Mighty Rivers: Sons of Pocahontas
King of the Wind: The Story of the Godolphin Arabian
The Fourteenth Goldfish
Book of the King series
Red Rock Mystery series
Raiders From the Sea
Nancy Drew series
Big Red
Lassie Come Home

Alcott, Louisa May
Armstrong, William
Avi
Banks, Lynne Reid
Beatty, Patricia
Blackwood, Gary
Brink, Carol
Burnett, Frances H
Burnett, Frances H
Burnford, Sheila
Byars, Betsy
Carlson, Natalie
Cleary, Beverly
D'Aulaire, Ingrid
DeJong, Meindert
DiCamillo, Kate
DiCamillo, Kate
Dixon, Franklin
du Bois, William Pene
Enright, Elizabeth
Funke, Cornelia
Funke, Cornelia
Gallico, Paul
Gates, Doris
George, Jean C.
Gipson, Fred
Grahame, Kenneth
Grahame, Kenneth
Gregory, Kristina
Hamilton, Bethany
Hanes, Mari
Henry, Marguerite
Holm, Jennifer L.
Jenkins, Jerry
Jenkins, Jerry
Johnson, Lois
Keene, Carolyn
Kjelgaard, Jim
Knight, Eric
From the Mixed-Up Files of Mrs. Basil E. Frankweiler
Left Behind series
Ben and Me: ...Ben Franklin and His Good Mouse Amos
Carry On, Mr. Bowditch
A Wrinkle in Time
Prairie School
Strawberry Girl
Ella Enchanted
Fairest
Chronicles of Narnia series
Gifted Hands, Kid’s Edition: Ben Carson
Snow Treasure
Gentle Ben
Shiloh
Mrs. Frisby and the Rats of NIMH
Tom’s Midnight Garden
The Copper Kids Adventure
Pollyanna
Rats, Bulls & Flying Machines:...the Renaissance
Summer of the Monkeys
Trouble at Silver Pines Inn
Henry Reed, Inc.
The Best Christmas Pageant Ever
The Little Prince
The Cricket in Times Square
The Good Master
The White Stag
Starry Messenger: Galileo Galilei
The Sign of the Beaver
Heidi
The Mysterious Benedict Society
All-of-a-Kind-Family
Many Moons
Banner in the Sky
Thunderstorm in Church
The Trumpet of the Swan
Stuart Little
Little House on the Prairie series (not adapted)
Leepike Ridge

Konigsburg, E. L.
LaHaye & Jenkins
Lawson, Robert
Lathan, Jean
L’Engle, Madeline
Lenski, Lois
Lenski, Lois
Levine, Gail Carson
Levine, Gail Carson
Lewis, C. S.
Lewis, Greg & Deborah
McSwigan, Marie
Morey, Walt
Naylor, Phyllis
O’Brien, Robert
Pearce, Phillipa
Peretti, Frank
Porter, Eleanor
Prum, Deborah
Rawls, Wilson
Repp, Gloria
Robertson, Keith
Robinson, Barbara
Saint-Exupery, Antoine de
Selden, George
Seredy, Kate
Seredy, Kate
Sis, Peter
Speare, Elizabeth
Spyri, Johanna
Stewart, Trenton Lee
Taylor, Sydney
Thurber, James
Ullman, James
Vernon, Louise
White, E. B.
White, E. B.
Wilder, Laura Ingalls
Wilson, N.D.
Rising fourth grade students will read two (2) books from the summer list over the summer break. Students will take an AR quiz on the book of their choice and write a two-paragraph response about the other book (directions below). The AR component will count toward the first quarter point requirements; the writing component will count as a separate grade. Please record information about those books below.

Name _______________________________

Keep a record of the books you read; please return this form and the paragraph to your 4TH grade language arts teacher when you arrive to school on the first full day of school, Monday, August 8, 2016.

#1 Book from the Fourth/Fifth Grade List of Books:
Title:_________________________________________________________
Author: _____________________________________________________________________
Pages: _____ AR Book level___________ (you can find this at www.arbookfind.com)

#2 Book from the Fourth/Fifth Grade List of Books:
Title:_________________________________________________________
Author: _____________________________________________________________________
Pages: _____ AR Book level___________ (you can find this at www.arbookfind.com)

Writing Assignment:

Using the book you will not use for an AR quiz, write two paragraphs, no less than five sentences each, about the second book. The first paragraph should be a summary of the book; the second paragraph should reflect your recommendation (with specific examples) to read (or not read) the book. Your paragraphs will be assessed on the following qualities:
- content: summary and recommendation paragraphs
- style: sentence structure and word choice
- capitalization/ punctuation/ spelling
- penmanship (must be in cursive handwriting)

Parent Signature____________________________________________________
5TH GRADE SUMMER READING RECORD AND ASSIGNMENT

Rising fifth grade students will read two (2) books from the summer list over the summer break. Students will take an AR quiz on the book of their choice and write a two-paragraph response about the other book (directions below). The AR component will count toward the first quarter point requirements; the writing component will count as a separate grade. Please record information about those books below.

Name ______________________________

Keep a record of the books you read; please return this form and the paragraphs to your 5TH grade language arts teacher when you arrive to school on the first full day of school, Monday, August 8, 2016.

#1 Book from the Fourth/Fifth Grade List of Books:
Title:_________________________________________________________
Author: _______________________________________________________ 
Pages: _____ AR Book level___________ (you can find this at www.arbookfind.com)

#2 Book from the Fourth/Fifth Grade List of Books:
Title:_________________________________________________________
Author: _______________________________________________________ 
Pages: _____ AR Book level___________ (you can find this at www.arbookfind.com)

Writing Assignment:

Using the book you will not use for an AR quiz, write two paragraphs, no less than five sentences each, about the second book. The first paragraph should be a summary of the book; the second paragraph should reflect your recommendation (with specific examples) to read (or not read) the book. Your paragraphs will be assessed on the following qualities:
  content: summary and recommendation paragraphs
  style: sentence structure and word choice
  capitalization/ punctuation/ spelling
  penmanship (must be in cursive handwriting)

Parent Signature____________________________________________________
4th and 5th Grade Summer Paragraph Rubric

<table>
<thead>
<tr>
<th>Topic</th>
<th>25 Points</th>
<th>20 Points</th>
<th>15 Points</th>
<th>Your score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Paragraph 1 is a summary. Paragraph 2 is a recommendation. Your comments and thoughts are insightful and make sense. The writing is about the topics and includes interesting details.</td>
<td>Paragraph 1 is a summary. Paragraph 2 is a recommendation. Your comments are about the topics, make sense, and include good details. The sentences are in logical order.</td>
<td>One or more paragraphs do not follow the content guideline. Comments do not make sense. There are no details. The sentences are not in good order.</td>
<td></td>
</tr>
<tr>
<td>Style: sentence structure and word choice</td>
<td>Many sentences are complete, interesting, and start in different ways; some are long and some are short. You have used several strong words correctly.</td>
<td>Most sentences are complete and start in different ways. The writer uses a few strong words correctly.</td>
<td>There are fragments and run-on sentences. Most of the sentences start the same way. Many of the words don’t make sense.</td>
<td></td>
</tr>
<tr>
<td>Capitalization Punctuation Spelling</td>
<td>There are no mistakes. Capitals and punctuation marks are perfect. Spelling is perfect.</td>
<td>There are only a few mistakes. Most of the capitals and end marks are correct. Most words are spelled correctly.</td>
<td>There are many mistakes. Many capitals and/or end marks are missing. Many spelling mistakes are evident.</td>
<td></td>
</tr>
<tr>
<td>Penmanship Length</td>
<td>Your cursive is neat and easy to read. Both paragraphs meet or exceed five sentences in length.</td>
<td>I can understand most of your cursive writing. Both paragraphs are at least five sentences long.</td>
<td>The handwriting is not cursive or it is too difficult to read. Any paragraph is shorter than five sentences.</td>
<td></td>
</tr>
</tbody>
</table>

Teacher comments:________________________  Total points: _______