

Summer Writing Plan 2017 - For Incoming 5th Graders

All students will be choosing one of the two summer reading selections to read over the summer. After reading the book, each student will complete a writing assignment about the story. The assignments will be due on the first day of school and will be a portion of the Language Arts grade for the first trimester. The writing assignment is intended to be the initial stages of the writing process, just as we do in school. The reading and writing assignment listed below will help students work toward mastery of the following Common Core Standards (CCSS) restated as "I can" statements.

— CCSS:RL 5.3: I can compare and contrast characters, setting, and events using details in the text to support my comparison.

Fifth Grade Reading Selections - please choose one book to read:

George Washington's Socks by Elvira Woodruff or Fever 1793 by Laurie Halse Anderson

★ ASSIGNMENT:

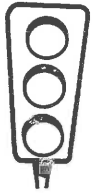
1. Students must highlight in the book, a minimum of ten unknown or interesting vocabulary words. Write the words, the page numbers, and the definitions on binder paper.
2. Use post-it notes to summarize each chapter. Write a short summary of the chapter on the post-it note and leave the post-its in the book.
3. While reading, students must underline or highlight the text evidence that supports their writing prompt below. Read the prompt first to identify what to highlight in the book. Students should write notes in the margins (annotate) the book.
4. **WRITING PROMPT:** You are to write a draft paragraph, minimum eight sentences, comparing and contrasting two characters, using details from the text to support your comparisons and contrasts. You must compare and contrast CHARACTER traits, not physical traits. Number 3 above will be your text evidence to use in your writing. Remember, focus on comparing CHARACTER traits, NOT physical traits. Use the following steps to help you write.

Total points for the Summer Reading/Writing Assignment: 35

1. **PREWRITING:** *15 points for completion*
 - a. Annotating the book
 - b. Complete the Comparing/Contrasting T-Chart or Comparing/Contrasting Venn Diagram"
 - c. Complete the Paragraph Practice Guide
2. **DRAFTING:** *15 points for completion*
 - a. Complete the first draft (no less than 8 sentences) which includes: A Topic and Conclusion Sentences, key ideas and supporting details, explanations, or examples with TEXT EVIDENCE.
3. **COLOR CODE DRAFT:** *5 points for completion*
 - a. **Topic Sentence-** Underline or shade GREEN
 - b. **Key Ideas** - Underline or shade YELLOW
 - c. **Explanation/example** - Underline or shade RED (include text evidence)
 - d. **Conclusion Sentence** - Underline or shade Green

Character Traits

| | | | |
|-------------|-------------|--------------|---------------|
| ambitious | caring | selfish | disrespectful |
| cautious | active | immature | lazy |
| brave | mean | pushy | honest |
| cowardly | fearless | impolite | gullible |
| grouchy | loving | mature | helpful |
| charming | childish | clever | devious |
| intelligent | gentle | moody | obnoxious |
| emotional | humble | generous | confident |
| clumsy | tricky | friendly | lonely |
| quiet | dependable | bossy | calm |
| cruel | fearful | affectionate | critical |
| faithful | obedient | adventurous | imaginative |
| rowdy | rude | sneaky | stubborn |
| dishonest | energetic | talented | daring |
| kind | messy | careless | tolerant |
| trustworthy | wise | sly | serious |
| evil | giving | warm | dull |
| spoiled | shy | sweet | lucky |
| mysterious | noisy | picky | pleasant |
| funny | easygoing | arrogant | depressed |
| positive | proud | neat | curious |
| independent | cooperative | thoughtful | respectful |



Traffic Light Colors for Accordion Paragraphs

GO!

green

GO!

Write a topic sentence.

**SLOW
DOWN!**

yellow

SLOW DOWN!

Give a reason, detail, or
fact. Use a transition.

STOP!

red

STOP!

Explain. Give an example.

**GO
BACK!**

green

GO BACK!

Remind the reader
of your topic.

Writing a Paragraph

The three colors of the traffic light help me remember how to write a simple paragraph. First, I use green to get me going. My topic sentence is green; it tells the reader what I am going to prove, going to explain, going to describe, or going to share. Next, yellow reminds me to slow down and support my topic with good reasons, interesting facts, or well-described details. I introduce my reasons, details, or facts with transitions. Finally, I see red and it reminds me to stop. Red examples, explanations, evidence, and events bring my paragraph to life. My conclusion, of course, is green because I go back to my topic and use my last sentence to remind the reader of the topic.

Comparing/Contrasting

Think of the elements of a novel. Such as characters. Choose two different characters within the same story.

Compare and contrast these characters

Character: _____ Text evidence and page number

Character: _____ Text evidence ^{and} page number

characters
traits
1.

characters
traits
1.

2.

2.

3.

3.

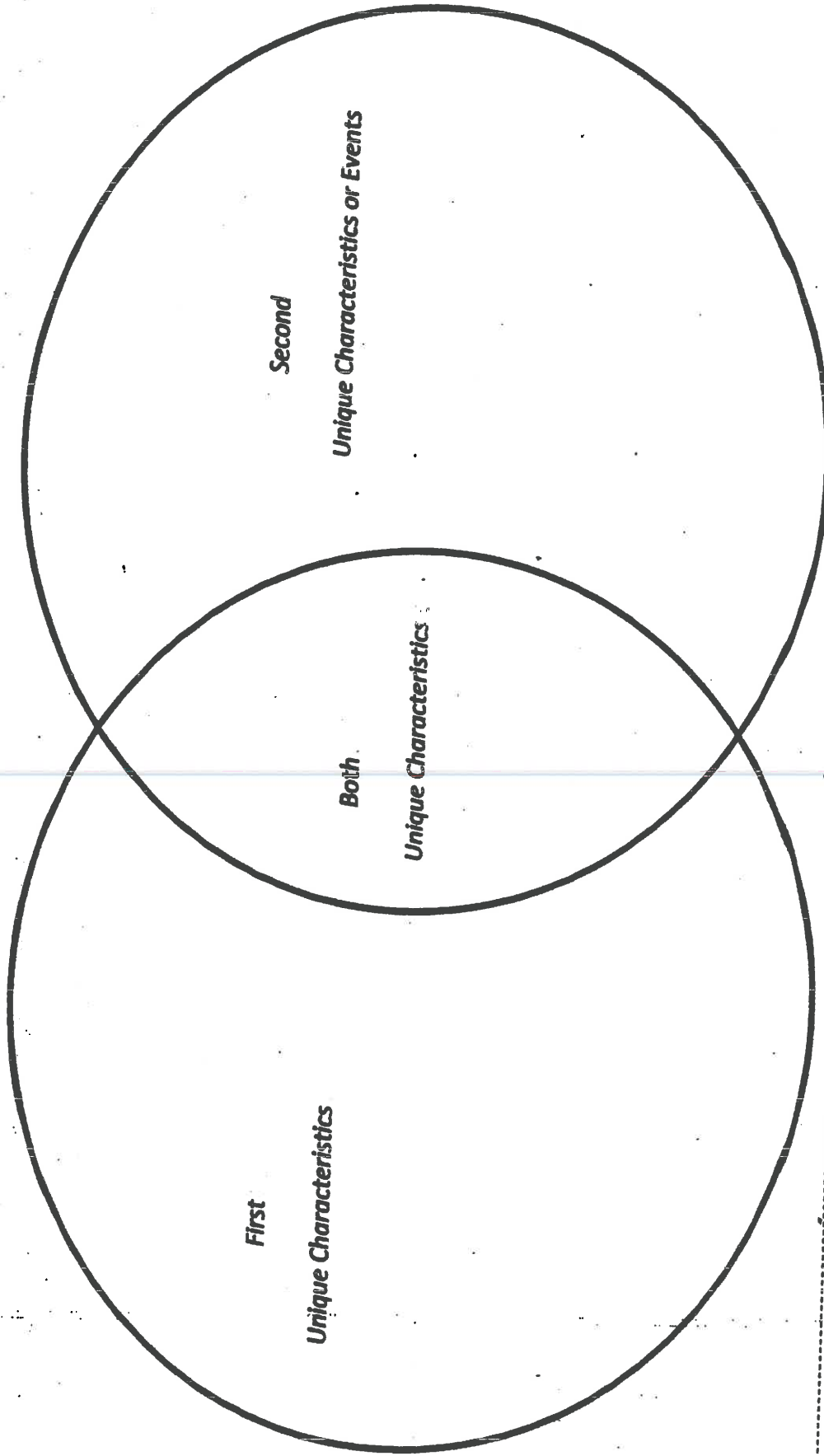
4.

4.

5.

Transfer the information to a Venn diagram.

Comparing/Contrasting



Extension Questions:

1. What did you discover from your comparison? Are the characters or situations more alike or more different? Explain your reasoning.
2. Which character is most like someone else you know? Explain.
3. How does the Venn diagram help you to make your comparison?
4. Why is comparing and contrasting an important thinking skill?

Use this guide to write your draft paragraph on a separate piece of binder paper.

Paragraph Practice Guide

| | |
|-----------------------|--|
| TOPIC SENTENCE | |
| | |
| KEY/STAR IDEA | |
| | |
| | |
| EXPLAIN | |
| | |
| | |
| EXPLAIN | |
| | |
| | |
| KEY/STAR IDEA | |
| | |
| | |
| EXPLAIN | |
| | |
| | |
| EXPLAIN | |
| | |
| | |
| CONCLUSION | |
| | |
| | |