

## 4<sup>th</sup> Grade Summer Reading Project Guidelines

Welcome to Fourth Grade Mudbugs!

You will be responsible for putting together a presentation about a book you read this summer. Presentations will be scored using the attached rubrics, and will count as an ELA test grade in the first quarter.

The criteria for the project is simple, you should read one (or a few 😊) of the following books this summer. Choose your favorite, and prepare a presentation for your classmates.

Your presentation should include one of the following: a five slide (minimum) Power Point or a poster board. The power point or poster should contain visuals (either printed or drawn) representing the story elements (plot, characters, setting, problem/solution, theme) present in the book.

You should also include a written summary of the book. Summaries should be at least one 8 sentence paragraph, but may be more. Summaries should be written in your own handwriting and voice.

Presentations will begin the first week of school. All elements of the project (written summary and visual) are due on the first day you are present in class. No projects will be accepted late.

The book choices are as follows:

- ***Holes***, by Louis Sachar
- ***Bud Not Buddy***, by Christopher Paul Curtis
- ***Number the Stars***, by Lois Lowry
- ***The Giver***, by Lois Lowry
- ***The Lion, the Witch, and the Wardrobe***, by C.S. Lewis
- ***A Cricket in Times Square***, by Garth Williams

## Summer Reading Presentation Project Rubric

	<b>Exceeds Expectations 3 points</b>	<b>Meets Expectations 2 points</b>	<b>Unsatisfactory 1 point</b>
<b>Content</b>	The presentation includes a description of all required story elements (setting, plot, theme, characters, problem and solution).	The presentation is missing one of the required story elements (setting, plot, theme, characters, problem and solution).	The presentation is missing two or more of the required story elements (setting, plot, theme, characters, problem and solution).
<b>Presentation</b>	Student presents confidently and uses the images as a visual aid. Student makes good eye contact during the presentation and speaks loudly and clearly.	Student presents using the images as a visual aid. Eye contact is sometimes made. The student usually speaks loudly and clearly, with some exceptions.	Student presents, relying solely on the visual as a script. Eye contact is not consistent. It is often difficult to hear the student.
<b>Images</b>	All five required elements are represented visually.	Missing visual representation of one of the required elements.	Missing visual representation of two or more of the required elements.
<b>Neatness</b>	Neat; no distracting errors. Appears student spent a lot of time getting things just right.	Presentable; few distracting errors.	Many distracting errors; does not reflect effort.
<b>Length</b>	2-3 minutes	1-2 minutes	Less than a minute

Comments:

Score \_\_\_\_/15

Name: \_\_\_\_\_

### PARCC Scoring Rubric for Written Summary

<b>Construct Measured</b>	<b>Score Point 4</b>	<b>Score Point 3</b>	<b>Score Point 2</b>	<b>Score Point 1</b>
<b>Narrative Elements</b>	Is effectively developed with narrative elements and is consistently appropriate to the task.	Is developed with some narrative elements and is generally appropriate to the task.	Is minimally developed with few narrative elements and is limited in its appropriateness of the task.	Is undeveloped and/or inappropriate to the task;
<b>Style</b>	Demonstrates effective coherence, clarity, and cohesion; appropriate to the task.	Demonstrates coherence, clarity, and cohesion; appropriate to the task.	Demonstrates limited coherence, clarity, and/or cohesion; appropriate to the task.	Lacks coherence, clarity, and cohesion; not appropriate to the task.
<b>Voice</b>	Uses language effectively to clarify ideas, attending to the norms and conventions of the discipline.	Uses language to clarify ideas, attending to the norms and conventions of the discipline.	Uses language that demonstrates limited awareness of the norms of the discipline.	Uses language that demonstrates no clear awareness of the norms of the discipline.
<b>Writing Knowledge of Language and Conventions</b>	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.	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.	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.	The student response to the prompt demonstrates very little or no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.

Comments:

Score: \_\_\_\_\_/16