

MARY WHITE OVINGTON PS/IS 30

Mrs. Carol Heeraman, Principal

Mrs. Ama Willock, AP

Mr. Zaher Idriss, AP

Mrs. Calliope Athanasakos, AP

Where LEADERS ROAR!

Respect, Opportunity, Acceptance, and Resilience



2019 Summer Reading and Writing Project for *Incoming 4th grade*

Dear Students and Parents,

Research shows that students who read over the summer do better in school in the fall. To prevent academic loss over the summer, each student will be required to read one assigned book and complete several tasks.

The incoming 4th grade students will be reading **Love to Langston** by Tony Medina.

The purpose of the summer project is to encourage our students to continue reading and thinking, using the literacy skills they've learned over the past school year to give them a head start in September. The summer reading book was carefully chosen to lay a foundation for the first ELA unit of the school year. It is anticipated that the students will be able to use the knowledge gleaned through their summer reading to make the transition to the next grade easier and more pleasurable.

The students must hand in the project to their ELA teacher on **Friday, September 6, 2019**. Their teacher will also conduct an “on demand” in class writing task based on the assigned book to further assess each student’s individual needs.

Attached, please find the information needed for the required reading and writing.

Should you have any questions, please feel free to contact our school office at **(718) 491-8440**. Thank you for your support, and we hope that your family's summer is enjoyable.

Sincerely,

C. Athanasakos
Assistant Principal

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P.S./I.S. 30 Summer Reading and Writing Project

Love to Langston by Tony Medina

Step 1: Borrow the Book from the Brooklyn Public Library or purchase a copy for your home library.

Step 2: Answer the before reading question. Then read the book.

Step 3: Answer the three after reading short response questions that follow. Use evidence and details in your short responses.

Step 4: Read the directions and writing prompt for **TASK #1** and complete the graphic organizer in this packet.

Step 4: Write your final draft for **TASK #1** on the handout in this packet. Refer to the rubric.

Step 5: Read the directions and writing prompt for **TASK #2** and complete the graphic organizer in this packet.

Step 6: Write your final draft for **TASK #2** on the handout in this packet. Refer to the rubric.

Step 7: Ensure all your work (including original packet) is **stapled** neatly together.

Step 8: Hand in all your summer work to your teacher on Friday, September 6, 2019.

Name: _____

Date: _____

P.S. /I.S. 30 Summer Reading and Writing Project

Directions: Read and use the poems in Love to Langston by Tony Medina to answer to questions

Before Reading Question:

1. When something is unjust what can you do or say. Provide examples and details.

After Reading Text Questions:

2. The speaker in the poem “First Grade” has a problem. How does the teacher act in the poem? How does the mother respond? Provide evidence and details from the poem in your answer.

3. What does the speaker think words are for in “Poetry Means the World to Me?”
Provide evidence and details from the poem in your answer.

4. How do the oranges affect the speaker of “A Bag of Oranges?” Provide evidence
and details from the poem in your answer.

Name _____ Date _____

Love to Langston by Tony Medina *(Biography in verse)*

RACE Graphic Organizer for Writing Task #1

Writing Prompt Question	Reread the poem “Poetry Means the World to Me.” What means the world to you? Explain why by giving and explaining at least two reasons.
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<p>Restate and Answer the question</p> <ul style="list-style-type: none">• <i>Did you express a main idea?</i>• <i>Did you include the title of the poem?</i>	
<p>Cite</p> <ul style="list-style-type: none">• <i>Do both your citations (details) address the question?</i>• <i>Did you explain how each citation addresses the question?</i>• <i>Did you use transitional words?</i>	<p>1. <u>Cite Evidence from the text</u></p> <p>Explain the Evidence:</p> <hr/> <p>2. <u>Cite Evidence from the text</u></p> <p>Explain the Evidence:</p>
<p>End</p> <ul style="list-style-type: none">• <i>Restate the main idea of your paragraph</i>• <i>Leave the reader with an interesting final impression</i>	

Name _____ Date _____

Love to Langston by Tony Medina *(Biography in verse)*

RACE Graphic Organizer for Writing Task #2

Writing Prompt Question	Which poem suggests SADNESS?
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<p>Restate and Answer the question</p> <ul style="list-style-type: none"><i>Did you express a main idea?</i><i>Did you include the title of the poem?</i>	
<p>Cite</p> <ul style="list-style-type: none"><i>Do both your citations (details) address the question?</i><i>Did you explain how each citation addresses the question?</i><i>Did you use transitional words?</i>	<p>3. <u>Cite Evidence from the text</u></p> <p>Explain the Evidence:</p> <hr/> <p>4. <u>Cite Evidence from the text</u></p> <p>Explain the Evidence:</p>
<p>End</p> <ul style="list-style-type: none"><i>Restate the main idea of your paragraph</i>	

Short Response Rubric

Category	Level 4	Level 3	Level 2	Level 1
Focus on Topic	It is tightly focused on responding to the prompt. The focus statement or claim uses the prompt. The main idea stands out and is supported by detailed information that demonstrates a deep understanding of key ideas.	It is largely focused on responding to the prompt. The focus statement or claim uses the prompt. The main idea is clear but the supporting information is general. It demonstrates understanding of key ideas.	It is somewhat focused on responding to the prompt (it may stray often and shows difficulty getting back on topic). The focus statement or claim somewhat uses the prompt. The main idea is somewhat clear but there is a need for more supporting information. It demonstrates gaps in understanding main ideas.	It shows no attempt to focus on the prompt or it substitutes a different task. The focus statement or claim somewhat uses the prompt. The main idea is not clear. There is a seemingly random collection of information. It demonstrates little or no understanding of key ideas.
Support for Topic and Elaboration	There are 3 or more relevant, telling, quality details that give the reader important information beyond the obvious or predictable. For each piece of evidence, a perceptive and insightful analysis is given. There is a superior explanation of ideas.	There are 2 - 3 details that give the reader relevant information. At least 2 out of the 3 details are well supported. For 2 out of the 3 pieces of evidence, a logical analysis is given. There is a sufficient explanation of ideas.	There are at least 2 details that give the reader relevant information, but they are poorly supported or unsupported. There is some logical analysis, but there is a somewhat limited explanation of ideas.	There are 1 or 2 details but the information is typically unclear or not related to the topic. The explanation of ideas is illogical. There is little or no attempt at explaining the ideas.
Organization	The ideas are introduced in a mostly logical and effective order and can easily be understood by the reader. There is a powerful and relevant conclusion.	The ideas are introduced in a generally logical and effective order and can be understood by the reader. There is a clear and relevant conclusion.	The ideas introduced are seldom in logical order and can sometimes be understood by the reader. There is a somewhat clear and relevant conclusion.	The ideas introduced are randomly presented or merely listed. The concluding sentence is missing or unclear and not relevant.
Conventions	The writer makes no errors in capitalization, punctuation, grammar, or spelling, so the response is exceptionally easy to read.	The writer makes 1 or 2 errors in capitalization, punctuation, grammar, or spelling, but the response is still easy to read.	The writer makes 3 or 4 errors in capitalization, punctuation, grammar, or spelling that catch the reader's attention and interrupt the flow. It distracts the reader from the content.	The writer makes more than 4 errors in capitalization, punctuation, grammar, or spelling, that catch the reader's attention and greatly interrupt the flow. It distracts the reader from the content.