

# Summer Reading Assignment



## James and the GIANT Peach



By Roald Dahl

Dear Future 3<sup>rd</sup> Grader,

This summer you will be reading the novel James and the Giant Peach by the author Roald Dahl. This beloved novel is one of my favorites, and I hope you enjoy it as much as I did when I was your age.

After you have read the novel, you will complete 5 short activities using the 5 Rs Reading Log. Here is an explanation of the 5 Rs:

1. **Reflect**--Reflect on information in the text, using the information to make a judgement.
2. **Recognize**--Recognize and explain important details from the text.
3. **Review**--Review questions to answer text dependent questions.
4. **Related**--Relate knowledge from the text to new and different situations.
5. **Respond**--Respond to the text in new and creative ways.

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

# The 5 R's Reading Log

## Self-Assessment Rubric

Read the criteria for each section. Check **Always**, **Sometimes**, or **Never** in each section. If you check **Never** or **Sometimes**, please review your work and revise your work to meet the **Always** category.

Criteria	Always	Sometimes	Never
My responses are thoughtful and supported by details from the text.			
I used correct spelling, grammar, and punctuation.			
I checked my work for accuracy.			
My responses are neatly written with my best handwriting.			

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

# The 5 R's Reading Log Assessment Rubric

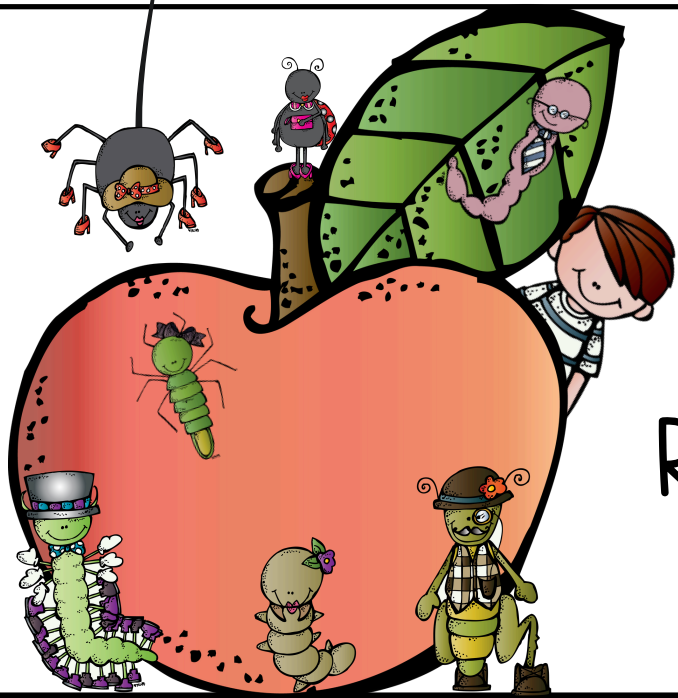
James and the Giant Peach by Roald Dahl

Criteria	3	2	1
1. Responses were thoughtful and supported by details from the text when necessary.	The reader always provides responses which are supported by details from the text in all 5 of the "Rs".	The reader sometimes provides responses which are supported by details from the text in 3-4 of the "Rs".	The reader rarely provides responses which are supported by details from the text in less than 3 of the "Rs".
2. Responses are written using correct spelling, grammar, and punctuation.	All of the reader's responses are written using correct spelling, grammar, and punctuation.	Some (3-4) of the reader's responses are written using correct spelling, grammar, and punctuation.	Less than half (2<) of the reader's responses are written using correct spelling, grammar, and punctuation.
3. Responses are written neatly with the readers best handwriting.	All of the reader's responses are written neatly with the readers best handwriting.		
<b>PointTotal:</b>			

**Comments:**

-----  
-----  
-----  
-----

# 5 R's



## Reading Log

### Reflect

Write about a decision that James makes. Do you agree with his decision? Why or why not?

---

---

---

---

---

---

---

---

---

---

### Recognize

Pick three words from the novel that you think are important. Write the words and definitions.

---

---

---

---

---

---

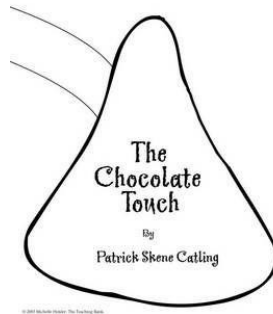
---

---

---

---





A summary highlights the main parts of the story.

A summary should be brief and include:

**Somebody:** Who is the main character?

**Wanted:** What did the main character want?

**But:** What got in the way (problem)?

**So:** How was the problem solved (solution)?

**Then:** How did the story end (conclusion)?

**Directions:**

(1) Write a SUMMARY for the novel The Chocolate Touch.

(2) Draw a picture of the coin John found.

S A I N T  
**MATTHEW'S**  
E P I S C O P A L † S C H O O L

Dear Students and Families,

Greetings from Mr. B! I hope this letter finds you enjoying the start of a relaxing and fun-filled summer. As part of your transition into 5th grade, I'm excited to introduce our **summer reading assignment**: *The Birchbark House* by Louise Erdrich.

This award-winning historical novel follows a young Ojibwa girl named Omakayas as she navigates life on an island in Lake Superior in the mid-1800s. Rich in cultural detail and emotional depth, the story explores themes of family, identity, and resilience. It's the perfect introduction to the kind of thoughtful, engaging literature we'll be exploring in 5th grade.

### Your Summer Reading Assignment

1. **Read** *The Birchbark House* in its entirety by the first week of school.
2. **Take notes** as you read. Jot down important events, interesting characters, and anything you find surprising or meaningful.
3. **AR Test**: All students will take an AR Test in the first week of school. This will count as a reading grade.
4. **Write a short essay** (3–5 paragraphs) responding to the following prompt:

### Essay Prompt:

*Omakayas changes a great deal throughout The Birchbark House. In what ways does she grow or change? What events or experiences help shape her character? Use specific evidence from the book to support your ideas.*

**Rubric for 5th Grade Essay: Character Growth in *The Birchbark House***

<b>Criteria</b>	<b>4 - Exceeds Expectations</b>	<b>3 - Meets Expectations</b>	<b>2 - Approaching Expectations</b>	<b>1 - Needs Improvement</b>
<b>Understanding of Character Change</b>	Clearly explains multiple ways Omakayas grows or changes with insightful analysis.	Explains at least one way Omakayas grows or changes with some clarity.	Mentions Omakayas' change but explanation lacks clarity or is incomplete.	Does not clearly explain how Omakayas grows or changes.
<b>Use of Textual Evidence</b>	Provides detailed and specific evidence from the book to support ideas, citing multiple events or experiences.	Uses appropriate evidence from the book to support ideas, citing at least one event or experience.	Evidence from the book is vague or only somewhat related to the ideas presented.	Little to no textual evidence used or evidence is unrelated to the ideas.
<b>Organization and Clarity</b>	Essay is well-organized with a clear introduction, body, and conclusion; ideas flow logically.	Essay has a clear structure with introduction, body, and conclusion; ideas are mostly logical.	Essay has some organization but parts may be unclear or disjointed.	Essay lacks clear organization; ideas are confusing or hard to follow.
<b>Grammar and Conventions</b>	Uses correct grammar, punctuation, and spelling consistently; very few or no errors.	Contains a few grammar, punctuation, or spelling errors that do not distract from meaning.	Several errors in grammar, punctuation, or spelling that sometimes distract from meaning.	Frequent grammar, punctuation, or spelling errors that make the essay difficult to understand.

 **Due Date:**

Please bring your completed essay to school on the **first Friday of the new school year**. We'll be using your responses as a jumping-off point for our first class discussions and writing workshop.

---

Feel free to read the book together as a family, discuss what's happening in the story, and enjoy the experience. If you have any questions about the assignment over the summer, you're welcome to email me at [brandon.giroir@stmattshouma.org](mailto:brandon.giroir@stmattshouma.org).

Enjoy your summer and happy reading!

Warmly,

**Mr. B**

5th Grade ELA Teacher

S A I N T  
**MATTHEW'S**  
E P I S C O P A L † S C H O O L

**Dear 6th Grade Students and Families,**

Welcome to 6th grade! I'm so excited to begin this new school year with you, and I hope you're enjoying a relaxing summer filled with discovery, creativity, and (of course) good books.

As part of our summer reading program, each incoming 6th grader is required to read **Esperanza Rising** by Pam Muñoz Ryan. This beautifully written novel tells the story of Esperanza Ortega, a young girl from a wealthy family in Mexico whose life changes dramatically after a family tragedy forces her to migrate to the United States during the Great Depression.

Through Esperanza's journey, readers explore important themes such as **identity, resilience, hope, and social justice**—themes we'll return to throughout the year in our reading and writing.

 **Your Summer Reading Assignment:**

1. **Read** *Esperanza Rising* by the first full week of school.
2. **Take notes** or use sticky notes to mark parts of the book that stand out—especially moments where Esperanza grows or learns something important.
3. **AR Test:** Each student will take an AR Test the first week of school. This will count as a reading grade.
4. **Complete a short essay** (3–5 paragraphs) based on the prompt below:

 **Essay Prompt:**

*In the beginning of the novel, Esperanza is a privileged girl living a comfortable life. By the end of the story, she has become someone quite different. Describe how Esperanza changes over the course of the novel. What challenges does she face, and how does she grow as a result? Use specific events and quotes from the story to support your response.*

 **Due Date:**

Please bring your completed essay with you on the **first Friday of the school year**. We will use your writing to launch our first literature discussions and writing activities in class.

 **Essay Tips:**

- Begin with an **introduction** that restates the question and previews your answer.
- Use **text evidence** (quotes or examples from the book) in the body of your essay.
- End with a **conclusion** that reflects on how Esperanza’s journey connects to real-life experiences or lessons.

If you need help getting a copy of the book, let me know and I’ll be glad to assist. You can find *Esperanza Rising* at local libraries, bookstores, or as an eBook. I encourage you to talk about the book with your family—reading together or discussing ideas is a great way to deepen your understanding.

I can’t wait to hear your insights and start a great year together.

Happy reading and enjoy the rest of your summer!

Warmly,

**Mr. B**

6th Grade ELA Teacher

### 5th Grade Essay Rubric: Esperanza's Character Change and Growth

Criteria	4 - Excellent	3 - Proficient	2 - Developing	1 - Beginning
<b>Understanding of Character Change</b>	Thoroughly describes how Esperanza changes from the beginning to the end of the novel with clear insights into her transformation.	Clearly describes Esperanza's change with some insights into her transformation.	Describes Esperanza's change but with limited understanding or some inaccuracies.	Shows little to no understanding of Esperanza's change throughout the novel.
<b>Identification of Challenges</b>	Accurately identifies multiple challenges Esperanza faces and explains their impact on her growth in detail.	Identifies some challenges Esperanza faces and explains their impact with some detail.	Identifies few challenges with minimal explanation of their effects on Esperanza's growth.	Fails to identify challenges or explain how they affect Esperanza's growth.
<b>Use of Specific Events and Quotes</b>	Uses several specific events and direct quotes from the novel effectively to support all points made.	Uses some specific events and quotes to support most points.	Uses few events or quotes; support is vague or only somewhat connected to points.	Does not use specific events or quotes, or the support is irrelevant or missing.
<b>Organization and Clarity</b>	Essay is very well organized with clear, logical progression of ideas; writing is clear and easy to follow.	Essay is organized with logical progression; writing is mostly clear and understandable.	Some organization is present but ideas may be unclear or poorly connected; writing is somewhat unclear.	Essay lacks clear organization; ideas are confusing or hard to follow; writing is unclear.
<b>Grammar, Spelling, and Mechanics</b>	Writing is free of grammar, spelling, and punctuation errors.	Writing has few minor errors that do not distract from meaning.	Writing has several errors that occasionally distract from meaning.	Writing has many errors that make it difficult to understand.

S A I N T  
**MATTHEW'S**  
E P I S C O P A L † S C H O O L

**Dear 7th Grade Students and Families,**

Welcome to 7th grade! I hope you're enjoying a well-deserved summer break and finding time to relax, explore new interests, and—of course—read a great book or two.

This summer, all incoming 7th grade students are required to read **Restart** by Gordon Korman. This fast-paced and thought-provoking novel tells the story of Chase Ambrose, a middle school student who falls off a roof, loses his memory, and must figure out who he really is—and who he wants to become. As Chase pieces together his past and redefines his future, readers are invited to explore powerful themes like **identity, redemption, bullying, and personal growth.**

 **Your Summer Reading Assignment:**

1. **Read *Restart*** in full before the first full week of school.
2. **Mark important passages** that show changes in Chase's character or how others react to him.
3. **AR Test:** All students will take an AR Test the first week of school. This will count as a reading grade.
4. **Write a 4–6 paragraph essay** in response to the prompt below:

 **Essay Prompt:**

*Restart* explores how people can change—and whether second chances are possible.

**In your essay, explain how Chase Ambrose changes from the beginning to the end of the novel.** What causes these changes? How do others respond to the “new” Chase? Use specific examples and quotes from the novel to support your analysis.

 **Due Date:**

Your completed essay is due on the **first Friday of the school year.** Please bring a typed or neatly handwritten copy to class. We'll use your responses to kick off our first unit on character analysis and personal narrative writing.

**7th Grade Essay Rubric: Analysis of Chase Ambrose’s Change in *Restart***

<b>Criteria</b>	<b>4 - Exceeds Expectations</b>	<b>3 - Meets Expectations</b>	<b>2 - Approaching Expectations</b>	<b>1 - Needs Improvement</b>
<b>Understanding of Change</b>	Clearly explains Chase Ambrose’s transformation with depth and insight, showing full understanding of his character development from beginning to end.	Explains Chase’s change with adequate understanding, addressing key aspects of his transformation.	Describes Chase’s change but with limited understanding or some confusion about his development.	Minimal or inaccurate description of Chase’s change; lacks understanding of character development.
<b>Causes of Change</b>	Thoroughly identifies and analyzes multiple causes of Chase’s change, supported by detailed reasoning.	Identifies causes of Chase’s change with some explanation and examples.	Mentions causes but provides limited explanation or unclear reasoning.	Fails to identify or explain causes of Chase’s change.
<b>Response of Others</b>	Insightfully explains how others respond to the “new” Chase with specific examples and varied perspectives.	Describes how others respond with relevant examples from the text.	Mentions others’ responses but lacks detail or specific examples.	Does not address or inaccurately describes others’ responses.
<b>Use of Textual Evidence</b>	Integrates multiple specific quotes and examples effectively to	Uses relevant quotes and examples to support points, though	Uses few quotes or examples; support is weak	Little to no use of textual evidence or examples from the novel.

<b>Criteria</b>	<b>4 - Exceeds Expectations</b>	<b>3 - Meets Expectations</b>	<b>2 - Approaching Expectations</b>	<b>1 - Needs Improvement</b>
	support analysis throughout the essay.	integration may be uneven.	or not clearly connected.	
<b>Organization &amp; Clarity</b>	Essay is well-organized with clear introduction, body, and conclusion; ideas flow logically and are easy to follow.	Essay is organized with a clear structure; most ideas are clear and coherent.	Some organization present but ideas may be unclear or loosely connected.	Lacks clear structure; ideas are disorganized or confusing.
<b>Grammar &amp; Conventions</b>	Writing is free of grammar, spelling, and punctuation errors; demonstrates strong command of language conventions.	Few minor errors in grammar, spelling, or punctuation that do not interfere with meaning.	Multiple errors that occasionally interfere with readability or meaning.	Frequent errors that significantly interfere with understanding.

