

Bishop's 2016 Summer Reading Challenge

Basic Information
Grades 3-5

Elementary School Students Grades 3-5

√ The Challenge – What to Do!

- During the summer months, you are to read as many biographies of great African Americans as you can.
- Write a book report on each book read.
- You will type your book reports using the information found below. (It is suggested that you use this as a checklist for each report)

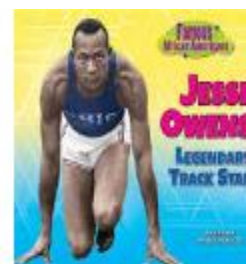
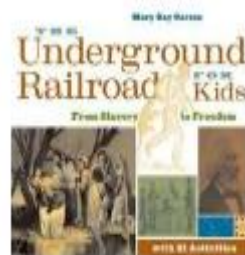
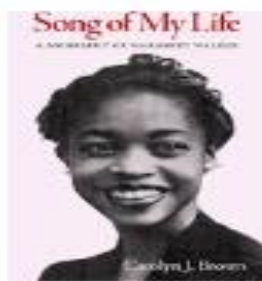
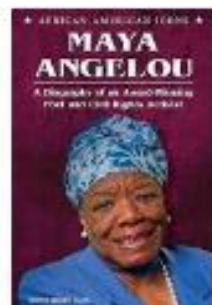
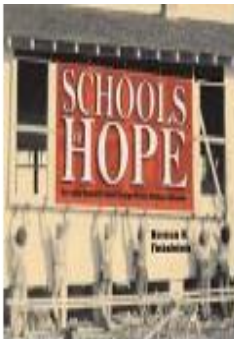
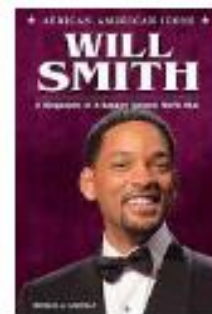
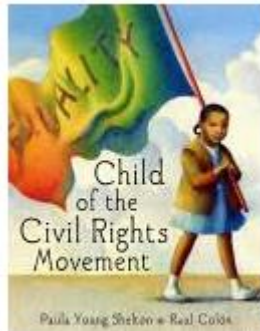
Book Report Requirements

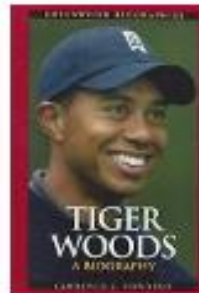
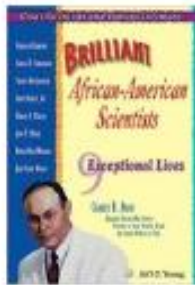
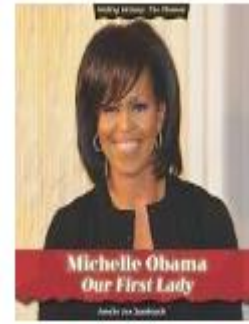
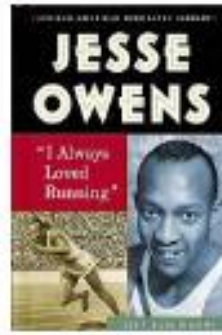
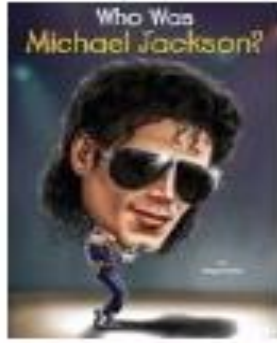
- Book reports must contain the title and the author.
- You must write a brief summary of the book in **no less than** three paragraphs.
- Each summary must include the following:
 - A description about the person's early years (where the person was born, how the person grew up, what problems (if any) the person had while growing up).
 - A description of how the person overcame problems in their life.
 - A description of the person's important contribution to society.
 - Your recommendation about the book. Would you tell others to read about this person? Why or why not?
- Please **do not** copy and paste from websites. You are to (1) read for information and then (2) write about the person using your own words.
- All reports must be double spaced and written in 12 pt. font.
- The student with the greatest number of **well written** book reports will win a special prize.
 - Send all book reports completed in **one email submission** to Bishop's Summer Challenge webpage at www.newpsalmist.org.
 - Select "Click here to make your submission."

√ A few suggested websites

1. <http://www.factmonster.com/spot/bhmbios1.html> - This website provides a list of famous African Americans.
2. <http://www.greatblackheroes.com/> - This website shares information about great African American heroes in many different fields.
3. <http://www.enchantedlearning.com/books/aframer/africanamericans2/>. This website (for a fee of \$20) provides printable books about great African American people. The site provides books for early (kindergarten – 1st grade) and fluent (2nd-4th) readers.
 - a. Sample book titles include:
 - Bios of African Americans in History
 - Bios of African American Women
 - Bios of African American Inventors

√ A few sample book titles





Sample Book Report

Bishop's 2016 Summer Reading Challenge

Submitted by

Jacqueline D. Gaines

Grade 3

Summer Elementary School

A Long Walk to Water

By Linda Sue Parks

Salva Dut was born in Sudan, Africa in 1974. He had three brothers and two sisters. Salva and his family were part of the Dinka tribe. The Dinka believed that if you had a lot of cattle, you were rich. While the times were bad in Sudan because they did not have clean drinking water, Salva's father was considered to be successful because he owned a lot of cattle.

In 1985, while at school, Salva's life changed forever. One day, soldiers attacked his village and most of his tribe died. Salva was only 11 years old when he had to learn how to survive on his own while escaping in the desert. From 1985 to 1996, Salva led thousands of "Lost Boys" to refugee camps in Ethiopia and Southern Sudan. Salva used his memories of his family to keep him going through this horrible time. Finally in 1996, Salva was allowed to come to America where he lived with his host family, finished school, and went to college.

While Salva is known for leading thousands of "Lost Boys" to safety, he is best known for starting the "Water for South Sudan" foundation. In 2002, Salva finally found out that his father was still alive and was in a hospital in Sudan. He went back to Sudan to visit with him. Salva's father was very sick because he had to drink dirty and muddy water. In 2003, Salva brought the first equipment back to Sudan to drill for clean water for the Sudanese people. Salva helped to save many people by making sure that they have clean drinking water.

I really enjoyed reading about Salva and how he used his memories of his family to keep going no matter what happened to him. Salva was a very brave boy who grew up to be a caring man. I think all students should read this book about Salva because he proves that as long as you try, things will work out somehow. Salva never gave up hope.

Bishop's 2016 Summer Reading Challenge – Informational/Expository Text-Based Rubric, Grades 3-5

| | 4 | 3 | 2 | 1 |
|---|---|---|---|--|
| Focus/ Information CCSS*: > RIT – 1 > W – 2 | <ul style="list-style-type: none"> • Responds skillfully to all parts of the prompt • Demonstrates a strong understanding of topic/text(s) | <ul style="list-style-type: none"> • Responds to all parts of the prompt • Demonstrates an understanding of topic/text(s) | <ul style="list-style-type: none"> • Responds to most parts of the prompt • Demonstrates limited understanding of topic/text(s) | <ul style="list-style-type: none"> • Responds to some or no parts of the prompt • Demonstrates little to no understanding of topic/text(s) |
| Organization CCSS: > W – 2a > W – 2c > W – 2e > W – 4 | <ul style="list-style-type: none"> • Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion • Logically groups related information into paragraphs or sections, including formatting • Uses linking words, phrases, and clauses skillfully to connect ideas within categories of information | <ul style="list-style-type: none"> • Organizes ideas and information into logical introductory, body, and concluding paragraphs • Groups related information into paragraphs or sections, including formatting (e.g., headings) • Uses linking words and phrases appropriately to connect ideas within categories of information | <ul style="list-style-type: none"> • Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion • Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive) • Attempts to use some simplistic linking words to connect ideas | <ul style="list-style-type: none"> • Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion • Does not group related information together • Uses no linking words |
| Support/ Evidence CCSS: > RIT – 1 > W – 2b > W – 8 > W – 9b | <ul style="list-style-type: none"> • Skillfully uses relevant and substantial text support from the resources with accuracy • Uses credible and varied sources • Develops the topic with well integrated facts, definitions, concrete details, quotations, or other information and examples | <ul style="list-style-type: none"> • Uses relevant and sufficient text support from the resources with accuracy • Uses credible sources • Develops the topic with facts, definitions, or other information and examples | <ul style="list-style-type: none"> • Uses mostly relevant text support but may lack sufficient evidence and/or accurate use • Uses mostly credible sources • Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples | <ul style="list-style-type: none"> • Does not use relevant or sufficient text support from the resources with accuracy • Uses few to no credible sources • Does not support opinion with facts, details, and/or reasons |
| Language CCSS: > L – 1 > L – 2 > W – 2d | <ul style="list-style-type: none"> • Uses purposeful and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance readability • Utilizes precise and domain-specific vocabulary accurately throughout student writing | <ul style="list-style-type: none"> • Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and do not interfere with the readability • Utilizes precise language and domain-specific vocabulary | <ul style="list-style-type: none"> • Uses some repetitive yet correct sentence structure • Demonstrates some grade level appropriate conventions, but errors may interfere with the readability • Utilizes some precise language and/or domain-specific vocabulary but minimally and/or inaccurately | <ul style="list-style-type: none"> • Does not demonstrate sentence mastery • Demonstrates limited understanding of grade level conventions, and errors interfere with the readability • Does not utilize precise language or domain-specific vocabulary |

*CCSS – Common Core State Standards alignment (“W” = Writing strand; “RIT” = Reading – Informational Text; “L” = Language strand)