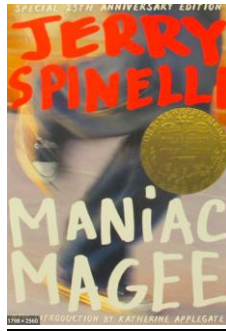


Name: _____ Class: _____

Summer Reading Assignment
"Maniac Magee" by Jerry Spinelli
Mrs. Poggi, Mrs. Bossert & Mrs. Hillary



Assignment due September 30, 2022

Standards:

- *I can write opinion pieces on topics or texts, supporting a point of view with reasons and information (W.5.1).
- *I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (W.5.4).
- *With guidance and support from peers and adults, I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (W.5.5).
- *I can draw evidence from literary or informational texts to support analysis, reflection, and research (W.5.9).
- *I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (L.5.2).

Student Choice Prompts:

- * Which way of living do you believe is better: Living on the run like Maniac or living in one specific home? Include examples to explain why your choice is better than the other.
- * Of all the things Maniac loves about his new life with the Beale family, which would be most important to you? Include examples to support your choice.
- * Which character do you think is more of a troublemaker- Mars Bar Thompson or Maniac Magee? Include examples from the text that support your choice.

***Choose one prompt from the choices above. Your response should be a well-developed essay that includes an introduction, 2-3 body paragraphs, and a conclusion.

4 Advanced (6th Grade)	3 Proficient (5th Grade)	2 Close to Proficient (4th Grade)	1 Working Toward Proficient (3rd Grade)
I can write arguments to support claims with clear reasons and relevant evidence (W.6.1).	I can write opinion pieces on topics or texts, supporting a point of view with reasons and information (W.5.1).	I can write opinion pieces on topics or texts, supporting a point of view with reasons and information (W.4.1).	I can write opinion pieces on topics or texts, supporting a point of view with reasons (W.3.1).
I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W.6.4).	I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (W.5.4).	I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (W.4.4).	With guidance and support from adults, I can produce writing in which the development and organization are appropriate to task and purpose (W.3.4).
With some guidance and support from peers and adults, I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (W.6.5).	With guidance and support from peers and adults, I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (W.5.5).	With guidance and support from peers and adults, I can develop and strengthen writing as needed by planning, revising, and editing (W.4.5).	With guidance and support from peers and adults, I can develop and strengthen writing as needed by planning, revising, and editing (W.3.5).

I can draw evidence from literary or informational texts to support analysis, reflection, and research (W.6.9).	I can draw evidence from literary or informational texts to support analysis, reflection, and research (W.5.9).	I can draw evidence from literary or informational texts to support analysis, reflection, and research (W.4.9).	STANDARD DOES NOT APPLY UNTIL GRADE 4
I can engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics and texts</i> , building on others' ideas and expressing their own clearly (SL.6.1).	I can engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly (SL.5.1).	I can engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly (SL.4.1).	I can engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly (SL.3.1).
I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking (L.6.1).	I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking (L.5.1).	I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking (L.4.1).	I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking (L.3.1).
I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (L.6.2).	I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (L.5.2).	I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (L.4.2).	I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (L.3.2).

I can use knowledge of language and its conventions when writing, speaking, reading, or listening (L.6.3).	I can use knowledge of language and its conventions when writing, speaking, reading, or listening (L.5.3).	I can use knowledge of language and its conventions when writing, speaking, reading, or listening (L.4.3).	I can use knowledge of language and its conventions when writing, speaking, reading, or listening (L.3.3).
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