

Dear Parents:

For many years, Alvin ISD has required our advanced students to complete a summer reading assignment in order to prepare them for the more rigorous work that awaits them in Pre-AP and AP courses. However, we at Alvin ISD believe that all students should have the opportunity to flex their reading muscles during the summer. Therefore, this year we are offering the traditional Pre-AP assignment to all students. **If your child is enrolled in an on-level, resource, ESL or intervention course, they will receive a special incentive for completing the assignment.** This will include a fun day spent at one of our high schools, a UBU day, and an ice cream social on your child's campus.

The 2018 Alvin ISD Summer Reading assignment will allow students to choose their own novels from a wide range of titles and lists. As a district, Alvin ISD believes that choice reading:

- Promotes a love of reading by allowing students to engage with texts that align with their interests, tastes, and values.
- Encourages students to interact with each other about their books in order to create rich literacy communities.
- Combats the gap in achievement most students incur due to summer reading loss.
- Gives students an incentive to read more which is the best known predictor of high reading success.

Students will be expected to **choose** and **read a grade-level appropriate novel** that has not been previously read. Then, students will **select** and **complete a project from a list of options** and **present this project** to their class at the beginning of the school year.

Students may select a novel from a variety of sources, including:

- The Texas Lone Star list - any year (<http://www.txla.org/groups/lone-star>)
- YALSA Young Adult Fiction list - any year (<http://www.ala.org/yalsa/best-fiction-young-adults>)
- National Book Award Young People's Literature winners and finalists (<http://www.nationalbook.org/nba2016.html#.WOUsp28rLIU>) (at the bottom of the page)
- Printz Young Adult Literature award or other ALA award lists (<http://www.ala.org/yalsa/printz-award#previous>)
- Or any other novel approved by a teacher or campus librarian

Students should make every attempt to choose a novel that challenges them in some way. If you are unsure of whether or not a novel meets this criteria, these tools can help you and/or your student make a grade-level appropriate novel choice:

- Scholastic Book Wizard (<https://www.scholastic.com/teachers/bookwizard/>) (gives grade level range)
- Lexile level <http://www.lexile.com> (middle school/junior high lexile level should be between 860 and 1185)

Please note that this assignment is **not required** for any student in on-level, resource, or intervention Language Arts classes. This is an optional assignment designed to give students more reading practice during the summer.

Thank you for your cooperation and continuing interest in your student's education. If you have any questions or concerns about this optional assignment, please contact your student's current Language Arts teacher.

Sincerely,
Charlotte Liptack
Secondary ELA Director of Curriculum and Instruction

Coylee Harness
Jr. High ELA Curriculum Coordinator

Summer Reading Assignment

The assignment will be broken up into two parts: a project to accompany the book, and a book talk that the student will share with their class in the first weeks of the school year.

Part A - Book Project:

The student will be able to choose any of the following projects to complete, but they will all be assessed with the same rubric. Be sure to carefully read the rubric for specific expectations and elements that need to be included with all projects. Choose one of the following projects to complete:

- *Book Jacket* - Create a new book jacket for the book. Include an attractive cover, an engaging description of the book, information about the author, and other features to help advertise the book.
- *Book Review* - Write a review of the book. Your review should include personal insights about the book as well as two reviews from other sources and your commentary on those reviews.
- *Book Trailer* - Create a digital book trailer advertising the book. The goal of a book trailer, like the goal of a movie trailer, is to make the audience want to read the book. The student can use any technology they feel comfortable with, but it should include video, text, and music in an engaging way.
- *Breaking News Report* - Based on an important and exciting part of the book, create a "Breaking News Report" video acting like a newscaster reporting the event. The news report should reference important characters, background events, and other relevant information.
- *Collage* - Create a collage of a wide range of images connected to characters, events, themes, and other important aspects of the book. The collage should be accompanied by a written description of the piece, explaining the rationale for why different parts were included.
- *Diary/Journal* - From the point-of-view of one of the characters in the book, write several journal entries telling their perspective of the events of the story over time. Entries should be insightful, going beyond simple summaries of the events.
- *Front Page of a Newspaper* - Create a newspaper front page for the book. Creatively develop a name of the paper, date, price, location, articles with headlines, pictures, advertisements, classified ads, and other newspaper elements that relate to the book.
- *Paper Bag Book Report* - Fill a paper bag with at least 10 items that connect to characters, events, themes, or other important aspects of the story. Write a rationale for why each item was included and how it connects to the book.
- *Poetry Collection* - Write or find at least 5 poems which relate to a character, event, theme or other aspect of the book you have read. For each poem, write a one paragraph rationale regarding why you wrote or selected the poem.
- *Soundtrack* - Find at least 10 songs which relate to a character, event, theme or other aspect of the book you have read. For each song, write a one paragraph rationale regarding why you wrote or selected the song.

Part B - Book Talk:

During the first several weeks of school, the student will be expected to do a book talk for their class. With students presenting their book talks a couple at a time over these early weeks, all students will get to hear about a wide range of books that may interest them and lead to further reading. The book talk assignment will be described in further detail by the classroom teacher at the beginning of the year, but all book talks will include basic information about the book, what makes it worth reading, and the type of reader it would appeal to. The goal of an effective book talk is to make others want to read the book without spoiling it. For many students, sharing their book projects will be an effective way to also accomplish their book talk.

Due Date: September 4th, 2018

Summer Reading Rubric

	10 points or lower	15 points	20 points	25 points
Persuasive Purpose Achieved	The project shows no attempt to be persuasive, and it will need to be re-submitted for a grade.	The final project, when shared with other students, will persuade some of them to want to look into the book for themselves. The product demonstrates no consideration for their intended audience.	The final project, when shared with other students, will persuade most of them to want to look into the book for themselves. The product demonstrates some consideration for their intended audience.	The final project, when shared with other students, will persuade them to want to look into the book for themselves. The product demonstrates consideration for their intended audience.
Shows Knowledge of the Entire Book's Story Elements	The project does not directly refer to any of the bullet listed at right, and it will need to be re-submitted for a grade or receive a zero.	From the book, the final project shares interesting and important details about one of the following, or it provides only simple information about more than two: <ul style="list-style-type: none"> ● Setting ● Characters ● Conflicts from plot ● Theme/Message ● Writing style of the author 	From the book, the final project shares interesting and important details about three of the following, or it provides only simple information about more than three: <ul style="list-style-type: none"> ● Setting ● Characters ● Conflicts from plot ● Theme/Message ● Writing style of the author 	From the book, the final project shares interesting and important details about all five of the following: <ul style="list-style-type: none"> ● Setting ● Characters ● Conflicts from plot ● Theme/Message ● Writing style of the author
Presentation Delivery	<ul style="list-style-type: none"> ● No audience interest; ● no engagement ● No development of ideas present ● Could not determine point of presentation 	<ul style="list-style-type: none"> ● Loses audience interest; mostly presented without engagement ● Uneven pace; scattered ideas (reads from report) ● Unclear points of presentation 	<ul style="list-style-type: none"> ● Maintains audience interests throughout some of the presentation ● Some development of ideas present ● Clear on some points, but not as polished 	<ul style="list-style-type: none"> ● Maintains audience interests throughout presentation ● Clearly developed flow of ideas ● Clear and evident points of presentation
Polished Final Product	The project contains more than 10 conventional mistakes and no planning is evident. It will need to be re-submitted for a grade.	The final project features between 4 and 10 mistakes in these areas: <ul style="list-style-type: none"> ● Follows general grammar conventions ● Correct use of challenging and appropriate vocabulary words ● Book titles are always underlined. ● Little planning is evident throughout entirety of product. 	The project shows almost flawless conventional skills in these areas: <ul style="list-style-type: none"> ● Follows general grammar conventions ● Correct use of challenging and appropriate vocabulary words ● Book titles are always underlined. ● Some planning is evident throughout entirety of product. 	The project shows flawless conventional skills in these areas: <ul style="list-style-type: none"> ● Follows general grammar conventions ● Correct use of challenging and appropriate vocabulary words ● Book titles are always underlined ● Clear planning is evident throughout entirety of product.

Please sign and return to your student's current English teacher if you are interested in this **optional** assignment.

*My child and I have received notice of the **optional** summer reading assignment. We understand that the assignment is not a requirement, but if my child decides to participate, the completion date for this assignment is September 4th, 2018.*

In the fall of 2018, my child will attend:

_____ Alvin Jr. High _____ Fairview Jr. High _____ Harby Jr. High _____ McNair Jr. High

_____ Manvel Jr. High _____ Nolan Ryan Jr. High _____ Rodeo Palms Jr. High

Parent Printed Name _____

Parent Signature _____

Student Printed Name _____

Student Signature _____

Date _____

Current English Teacher's Name _____

Current Campus _____

*** NOTE: If you wish to have your child enrolled in Pre-AP or AP English Language Arts, please contact the guidance counselor at your child's school. Please note, however, that when your child enrolls in an advanced course, this summer reading assignment becomes a requirement and the incentive will be included only if they read an additional book and prepare an additional book talk.