Summer Reading for students entering grade 9 honors will consist of **TWO** tasks: first, you will complete the school-wide summer writing assignment as follows; second, you will complete the summer reading project as described here. **Students who neglect to complete summer reading or do poorly may not belong in honors and placement may be reconsidered.**

### Part One: Summer Writing

**Topic:** Students will reflect upon **one** meaningful, interesting and/or memorable aspect of their summer experience (i.e. an internship; a job experience; a vacation; a sports tournament; a dance competition; taking care a family member(s); a camp adventure; a move; neighborhood activities, a summer school experience, a community service experience, etc.). This essay should be classroom appropriate.

**Task:** Write a 2-3 page reflection in MLA format on one of your summer experiences. (MLA format= 12 point font, Times New Roman, double-spaced, and a proper heading and page numbers). You are encouraged to include pictures of this experience as well (but it isn't required). The photos would not count towards the length of the essay. The writing will be done exclusively out of class. Please consult the [rubric](#) before writing and submitting your reflection; your teacher will use it to assess this task. In order to get ideas and writing assistance, you will find a helpful site with samples: [here](#)

**Assessment:** The final draft of this reflective essay will be worth a formative assessment grade.

**Deadline:** This is due on the first regular day of school in your English class and will be submitted via Google Classroom using the classroom code listed above as well as turnitin.com; your English teacher will provide login information for that site once school starts.

IN ADDITION TO completing the Summer Writing Assignment, **9H students must also complete these tasks:**

### Part Two: Summer Reading Book Trailer Project

1. Read a book from the [RI Teen Book Award 2019 Nominees](#) list.
2. Create a trailer for your book using WeVideo, Animoto, iMovie, or another video creation tool.
3. Write an explanatory essay following the requirements below about your trailer and book.

**Assessment:** The grades on each part of this assignment (book trailer and essay) will be averaged together to make one proficiency-based assessment grade (the first test grade of the year).

**Deadline:** This is due on the first regular day of school in your English class and will be submitted via Google Classroom; please use the classroom code above to submit your work.

You are able to submit your work at any point during the summer to your English teacher. Submitting your paper early doesn’t mean that it will be graded over the summer. Please contact your teacher with any clarifying questions.
Book Trailer Requirements
Your video should be between 60 seconds and 3 minutes long and include:

- The title and author of the book
- A beginning, middle, and end
  - The beginning should hook the viewer and introduce the characters and/or setting
  - The middle should outline the conflict (without giving anything away)
  - The end should encourage others to read the book
- A tone that suits the book
  - What feeling do you want to convey to your audience?
  - Choose colors, fonts, images, and videos that fit the tone
- Concise text or narration
  - Use short phrases or sentences either on screen or as a narrative voice-over
  - Be sure that text/narration enhances instead of distracts from the trailer
- A soundtrack carefully chosen to enhance the tone of the trailer
- Works Cited (including pictures) at the end of the trailer
- Appropriate images and/or video clips
  - Images/videos should help to convey the plot, setting, or tone of your book
  - Be sure to select images/videos that you have permission to use

Sources for images and video clips:
- Media included in WeVideo, Animoto, iMovie, etc.
- Public domain sites such as Pexels (images only) or Pixabay (images and video)
- Pictures/videos you take yourself

Explanatory Essay Requirements
You will submit an essay along with your book trailer that should contain the following information:

- An explanation of how the pictures/video and soundtrack you included in the trailer relate to the novel's plot/characters/setting/theme
- A discussion of the parts of the novel you left out of the trailer (including the end of the novel), explaining why you eliminated them from your trailer
- A personal review of the novel as a whole
  - What did you enjoy about it? What left you unsatisfied as a reader?
  - Would you recommend it to others (why or why not-- giving evidence)?
  - Does it deserve to be the winner of the RI Teen Book Award (why or why not)?

- Be sure to follow MLA guidelines for style and formatting (see summer writing above)

Please note: Your trailers will be uploaded to the BHS Media Center website for other students at the school to support the reading of the Rhode Island Teen Book Award Nominees.

Department Policy: If a student moves into the district, then the student has until the end of the first quarter to complete the summer writing/reading assignments.

You are able to submit your work at any point during the summer to your English teacher
Submitting your paper early doesn’t mean that it will be graded over the summer.
Please contact your teacher with any clarifying questions.
<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Your score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hook / Plot</strong></td>
<td>Hook grabs the attention of viewer and keeps it. Plot is revealed just enough to make viewer want to read the book.</td>
<td>Hook grabs the attention of the viewer. One point of the plot is a little too revealing.</td>
<td>Hook does not grab viewer’s attention OR more than one scene reveals too much of the plot, thus causing viewer to feel like they already know plot without having to read the book.</td>
<td>There is no hook OR plot is completely revealed, not allowing for suspense. Viewer does not need to read the book because the trailer told them the entire story.</td>
<td></td>
</tr>
<tr>
<td><strong>Text / Narration</strong></td>
<td>Text/narration fully enhances other elements of trailer and does not overwhelm presentation.</td>
<td>Text/narration is appropriate and supports the images/soundtrack.</td>
<td>Text/narration distracts from other elements of trailer.</td>
<td>Text/narration does not relate to images/soundtrack, thus confusing the viewer.</td>
<td></td>
</tr>
<tr>
<td><strong>Images</strong></td>
<td>Images were carefully chosen to represent elements of plot.</td>
<td>1-2 images were not carefully chosen/appropriate.</td>
<td>More than two images do not relate to other elements of trailer.</td>
<td>None of the images correlate with other elements of trailer.</td>
<td></td>
</tr>
<tr>
<td><strong>Soundtrack</strong></td>
<td>Soundtrack sets the mood for trailer, fully complementing text/images.</td>
<td>Soundtrack is appropriate and supports text/images.</td>
<td>Soundtrack is distracting OR sets the wrong mood.</td>
<td>Soundtrack does not correlate whatsoever with other elements of trailer OR is inappropriate for school.</td>
<td></td>
</tr>
<tr>
<td><strong>Documentation / Respecting copyright law &amp; intellectual property</strong></td>
<td>All sources (including title and author of book) are cited completely and all copyrighted material is identified and used with permission.</td>
<td>1 source (including title and author of book) is not cited properly OR 1 copyrighted piece of material is not identified properly/used with permission.</td>
<td>2 sources (including title and author of book) are not cited properly OR 2 copyrighted pieces of material are not identified properly/used with permission.</td>
<td>More than 2 sources (including title and author of book) are not cited properly OR more than 2 copyrighted pieces of material are not identified properly/used with permission.</td>
<td></td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>Trailer is between 60 seconds and 3 minutes long. Images/text remain on screen long enough to peak/keep interest.</td>
<td>Trailer is between 60 seconds and 3 minutes long. Images/text remain on screen long enough to be read/comprehended.</td>
<td>Trailer is shorter than 60 seconds or longer than 3 minutes. Most images/text are on screen for right amount of time, but some are not.</td>
<td>Trailer is more than 30 seconds over or under time constraints. Images/text are on screen too quickly to be read or too long to keep interest.</td>
<td></td>
</tr>
</tbody>
</table>

Additional comments from Mrs. Blissmer:

**Total score:**
<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>The student’s reflection about the topic is explained in clear language; immediately interesting and supported with detail. All parts of the prompt are addressed in great detail.</td>
<td>The entire paper’s content relates to the prompt or topic; the student explains his/her reflections about the topic. All parts of the prompt are addressed.</td>
<td>Student does not clearly identify his/her reflections about the topic OR may take a rereading to understand; not all parts of the prompt are addressed.</td>
<td>The topic of the paper is not addressed at all; Fails to stick to the topic therefore fails to meet this criteria</td>
</tr>
<tr>
<td>Organization/Development</td>
<td>Each paragraph has a central idea; ideas are connected and paragraphs are developed with details; paper is easy to read and “flows” naturally in an organized pattern. Uses inventive, varied transitions.</td>
<td>Each paragraph has a central idea that is supported with details; ideas are connected and important points make sense. Uses smooth, logical transitions.</td>
<td>Paragraphs are disorganized; ideas are included which do not relate to the main idea; ideas are not connected and have little or no supporting details; paragraphs are not developed. Uses few transitions.</td>
<td>Is incomplete, illogical, rambling, or unclear in order. Contains few or no ideas without supporting details. One paragraph in length. Uses no transitions.</td>
</tr>
<tr>
<td>Voice</td>
<td>Author’s individuality is evident and enriches the overall effectiveness. Distinctive tone is appropriate to purpose and engages the audience. Uses fluent, precise, vivid, and/or creative word choice. Makes effective, appropriate use of descriptive or figurative language.</td>
<td>Author’s individuality is evident and contributes to the overall effectiveness. Tone is mature and appropriate to purpose. Uses mostly clear, careful word choice. Includes some descriptive or figurative language.</td>
<td>Tone is impersonal, vague, uncertain, or inconsistent. Meaning is not hidden. Word choice is generally clear, but at times imprecise, awkward, wordy, repetitive, elementary, or inappropriate. Little descriptive or figurative language.</td>
<td>Tone is uncertain or inappropriate. Meaning is unclear at times. Word choice is repetitive, elementary, or inappropriate. No descriptive or figurative language.</td>
</tr>
<tr>
<td>Syntax / Grammar</td>
<td>Uses varied and sophisticated sentence structure. Uses correct word forms. Has no grammatical errors.</td>
<td>Generally varied, clear sentence structure. Mostly correct word forms. Very few grammatical errors.</td>
<td>At times repetitive, awkward, or faulty sentence structure. Mostly simple but complete sentences. Several significant errors in grammar or word forms.</td>
<td>Little sentence variety. Often awkward sentence structure. Several or many significant errors in grammar, or word forms.</td>
</tr>
<tr>
<td>Mechanics / Style</td>
<td>No errors in spelling, punctuation, etc. (≤1 per ¶). Precisely follows MLA format.</td>
<td>Few errors in spelling, punctuation, etc. (1-2 per ¶). Closely follows MLA format.</td>
<td>Several minor but intrusive errors of spelling, punctuation, etc. (2-4 per ¶) Inconsistent with MLA format.</td>
<td>Several intrusive errors of spelling, punctuation, etc. (4+ per ¶). Fails to follow MLA format.</td>
</tr>
</tbody>
</table>