Dear Burrillville Families,

Congratulations on the successful completion of another academic year! As you head into your summer vacation, we hope that you will remember to make reading a part of your day, every day.

Students and parents often ask us why we have summer reading assignments. “This is supposed to be vacation,” they say. “Why do we have to read?”

Well, if you are looking at reading as a chore or an unpleasant task, we can understand why you would feel that way. But what if reading were something that you wanted to do? Author J.K. Rowling once said, “If you don’t like to read, you haven’t found the right book.” This summer, we challenge all our students (and their families, too!) to find the “right book” and try to like - maybe even love! - reading. This year, we have made some changes to our summer reading assignments to reflect our belief that choice is a necessary ingredient to developing a lifelong love of reading.

There are so many good reasons to keep reading over the summer. Certainly, as teachers, we want our students to continue to feel connected to school and to a sense of learning, and we want to reinforce the reading skills that they already have. (Did you know that kids who don’t read all summer can lose 4 months of learning during that time?) Summer is also a perfect time to get swept away by an amazing story, or to learn more about hobbies and interests, or to tackle reading something that’s personally challenging for you.

We hope that you and your family will view these assignments not as hardships, but as stepping stones to a world of enjoyment. Best wishes for a wonderful, readingful summer!

Sincerely,

[Signature]

Julie Mayhew
PART I: Burrillville High School Summer Reading 2019

Purpose: To improve reading skills, to raise academic standards including excelling in all academic areas and becoming superior critical and creative thinkers as well as effective communicators, and to assess the reading skills before the school year begins.

Department Policy: If a student moves into the district, or if their schedule has changed in some regard where they aren’t aware of the grade level book required, then the student has until the end of the first quarter to complete the summer reading assignment.

Requirement
- Choose one book from the suggested list (within your grade level) to read over the summer.
- Book suggestions containing mature content are marked with *MC.
- Students should have the book read and one task completed by_____________.
- As a course requirement, proficiency will be factored into each student’s Quarter 1 English average. Scoring a 75 or better on the assessment will earn you two points on your quarter one average in English.
EXPRESSIVE EVALUATION
(Option 1)

Directions: Choose 1 of the Expressive Evaluation options below to fulfill the required summer reading task. Place a check in the box next to the task you chose. Include this cover sheet when you hand in your work to your ELA teacher.

☐ Create a piece of art (painting, drawing, comic strip, sculpture, etc.) that depicts a scene or character from your book. Then, write a 300-word explanation of how this piece of artwork connects to the book you read.

☐ Compose your own original song or rap that corresponds to your book. Then, write a 300-word explanation of how your song connects to your book.

☐ Create a children’s book adaptation of your summer reading novel. The book should be a minimum of 24 pages with age-appropriate text and illustrations. On the back of the book, write a one paragraph explanation of how this storybook connects to the book you read.

RUBRIC

STUDENT NAME _________________________________________

MASTERY LEVEL _____ (Rubric) _____ (Percentage)

Knowledge: Achieve proficiency in all content areas of a standards based curriculum by analyzing and evaluating information

____(4, 100-90) DISTINGUISHED: Effectively assesses and comprehends information through abstract reasoning of content, displaying a thorough and insightful understanding of the work using carefully chosen details

____(3, 89-70) PROFICIENT: Assesses and comprehends information through abstract reasoning of content, displaying a clear understanding of the work using effective details

____(2, 69-60) EMERGING: Limited assessment and comprehension of information by means of abstract reasoning of content, displaying an adequate understanding of the work using some details

____(1, 59-below) UNACCEPTABLE: Ineffective assessment and comprehension of information by means of abstract reasoning of content, displaying little to no understanding of the work using few to no details

Comments:
COMMUNICATING THROUGH WRITTEN RESPONSE

(Option 2)

Directions: Choose 1 of the written response options below to fulfill the required summer reading task. Place a check in the box next to the task you chose. Include this cover sheet when you hand in your work to your ELA teacher. A minimum of four paragraphs is required for whichever prompt you choose.

❑ Writers often highlight the values of a society or a culture by using characters who are alienated (separated) from that culture or society because of race, gender, class or creed (religion). In your book, choose such a character and describe how the character's alienation reveals the surrounding society's assumptions (opinions) and moral values.

❑ It has often been said that what we value can be determined only by what we sacrifice. Consider how this statement applies to a character from your book. Select a character that has deliberately sacrificed, surrendered, or forfeited something in a way that highlights the character's values. Then, write a well-organized essay in which you analyze how the particular sacrifice illuminates (highlights) the character's values and provides a deeper understanding of the meaning of the work as a whole.

❑ A bildungsroman, or coming of age novel, recounts the psychological (shape the way we think) or moral (what we believe is right or wrong) development of its protagonist from youth to maturity, when this character recognizes his or her place in the world. Select a pivotal moment in the psychological or moral development of the protagonist of a bildungsroman. Then write a well-organized essay that analyzes how that single moment shapes the meaning of the work as a whole.

RUBRIC

STUDENT NAME _________________________________________

MASTERY LEVEL ____ (Rubric) ____ (Percentage)

Communication: Communicate successfully by writing clearly, concisely and persuasively

____(4, 100-90) DISTINGUISHED: Thoroughly and independently uses evidence to construct viable, precise writing which makes effective and strategic use of structure, details, and English conventions

____(3, 89-70) PROFICIENT: Effectively and independently uses evidence to construct viable, precise writing which makes effective and strategic use of structure, details and English conventions

____(2, 69-60) EMERGING: Limited use of evidence to construct viable, precise writing which makes little effective and strategic use of structure, details and English conventions

____(I, 59-below) UNACCEPTABLE: Ineffective use of evidence to construct viable, precise writing which makes ineffective and nonstrategic use of structure, details and English conventions

Comments:
TECHNOLOGY INTEGRATION
(Option 3)

Directions: Choose 1 of the Technology Integration options below to fulfill the required summer reading task. Place a check in the box next to the task you chose. Include this cover sheet when you hand in your work to your ELA teacher.

❑ Make a book trailer for your book using a digital tool, such as iMovie, Animoto, MovieMaker, etc. (at least 30 seconds in length). Then, write a 300-word explanation of how this trailer appropriately represents the book you read.

❑ Track your reactions to the book as you read by creating a vlog (video blog) using FlipGrid (or another approved site). Your vlog should have a minimum of 4 sessions (minimum 2-3 minutes each). Reflect on key events in the book, connections you’ve made to the book, and/or characters you love (or love to hate). Your final vlog should be an overall book review--Sell your book to others!

❑ Create a POWTOON analyzing EITHER the theme of the book, the development of a main character, OR the author’s choices (rhetoric, literary devices, word, etc.)

RUBRIC

STUDENT NAME _________________________________________

MASTERY LEVEL _____ (Rubric) _____ (Percentage)

Communication: Communicate effectively by mastering technology as a means of communication.

____(4, 100-90) DISTINGUISHED: Thoroughly communicates ideas by employing appropriate technology and specific details to explore, deepen and enhance understanding of the text

____(3, 89-70) PROFICIENT: Effectively communicates ideas by employing appropriate technology and details to explore, deepen and enhance understanding of the text

____(2, 69-60) EMERGING: Limited integration of appropriate technology and some details as a means of communicating information about the text

____(1, 59-below) UNACCEPTABLE: Ineffective integration of appropriate technology and little to no details as a means of communicating information about the text

Comments:
PART II: CONTEMPORARY AMERICAN BIOGRAPHY, AUTOBIOGRAPHY, OR MEMOIR

Directions: Self-select a biography, autobiography, or memoir about an American figure worthy of discussion. Email thibodeauj@bsd-ri.net your proposed selection by July 1, 2019. In the email, please include the book information in proper MLA citation format and a few sentences about why this book interests you.

Over the summer, read the book and prepare for an in-class assignment on your book to be administered the second week of school. While reading, particularly focus on the figure’s journey and how they represent (or do not represent) the idea of the American Dream. You are encouraged to take notes on your reading, but they are not required.

IMPORTANT INFORMATION ABOUT ENGLISH 11 HONORS SUMMER READING:

All work for these assignments must be original. You are not expected, nor are you encouraged, to consult reference materials. The instructor wishes to evaluate your ability to read, interpret, analyze, and write about the literature. She does not wish to evaluate the work of a professional literary critic or study aids such as gradesaver.com, schmoop.com, or sparknotes.com. Any plagiarism of ideas or exact quotes will result in an automatic zero on the assignment, administrative referral, dismissal from class, and other consequences. Turnitin.com will be utilized as needed.

These assignments are required for the 11 Honors class. Late assignments will not be accepted without contact before the due date. Failure to hand in assignments on time will indicate to me that you do not have the work ethic and/or ability to succeed in the 11 Honors course and will result in possible dismissal from the class. Assignments will be evaluated based on reading skills displayed, quality of content, time and effort invested, neatness and ability to follow directions. Questions should be sent to thibodeauj@bsd-ri.net.