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,

Julie Mayhew
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**
- Students entering Grades 9, 10, 11, & 12 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 **FRIDAY, August 30th**. Teachers will instruct you as to how to turn in your work when you first meet.
- 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.**

**For Honors and AP classes,** students **must complete specific teacher-designed projects and/or papers based on their readings. Teachers of these classes will post their assignments separately, most of which specify texts not on the general reading lists. The grading system for those courses will be specified on the assignment given by the honors/AP teachers.**
Summer Reading for students entering English 9 Honors for the Fall of 2020 will consist of **TWO tasks**: first, you will complete the 9 Honors summer reading project as described here, and second, you will complete the grade 9/10 summer reading assignment given to all students.

**PLEASE UNDERSTAND THE FOLLOWING APPLIES:**

1. **If students do both tasks**, and earn a 75% or better, they get the formative grade of 75+ and earn the extra 2 points on their quarter average.

2. **If a student chooses to do only the honors-specific task**, then they forfeit the extra two points on their 1st quarter average- like the CP1 students.

3. **If a student chooses to NOT do the honors-specific task, but they do the general assignment**, then they get a zero on the formative, and get only ONE point on their quarter average.

4. **If a student doesn't do either assignment**, they earn a zero on the formative and get no points on the quarter average.

**Part One: Summer Reading Book Trailer Project**

2. Create a trailer for your book using WeVideo, Animoto, iMovie, or another video creation tool.
3. Turn it in via Google Classroom to the correct assignment by Friday, August 30th.

**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

*The rubric for this assignment can be found at the end of this packet*

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.

Part Two: School-Wide Summer Reading Project for Grades 9/10

1. Read a book from the attached Grades 9/10 list.
2. Choose one of the three following options to complete.
3. Turn it in via Google Classroom to the correct assignment by Friday, August 30th.
### Summer Reading Choices: Grades 9 and 10

Pick one of the following books to read.

<table>
<thead>
<tr>
<th>Category</th>
<th>Title</th>
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| Realistic Fiction, Novel in Verse | **Long Way Down** by Jason Reynolds  
Fifteen-year-old Will, immobilized with grief when his older brother Shawn is shot and killed, slowly comes to mull "The Rules" in his head. There are three: don't cry, don't snitch, and "if someone you love / gets killed, / find the person / who killed / them and / kill them." So Will locates Shawn's gun, leaves his family's eighth-floor apartment, and on each floor of the descending elevator, Will is joined by yet another victim or perpetrator in the chain of violence that took his brother's life, each one with his or her perspective on The Rules. |
| Realistic Fiction | **The Summer of Jordi Perez (And the Best Burger in Los Angeles)** by Amy Spalding  
Seventeen, fashion-obsessed, and gay, Abby Ives has always been content playing the sidekick in other people's lives. While her friends and sister have plunged headfirst into the world of dating and romances, Abby's been happy to focus on her plus-size style blog and her dreams of taking the fashion industry by storm. When she lands a great internship at her favorite boutique, she's thrilled to take the first step toward her dream career. Then she falls for her fellow intern, Jordi Perez. Hard. And now she's competing against the girl she's kissing to win the coveted paid job at the end of the internship. |
| Science Fiction | **Insignia** by S.J. Kincaid  
More than anything, Tom Raines wants to be important, though his shadowy life is anything but that. For years, Tom's drifted from casino to casino with his unlucky gambler of a dad, gaming for their survival. Keeping a roof over their heads depends on a careful combination of skill, luck, con artistry, and staying invisible. Then one day, Tom stops being invisible. Someone's been watching his virtual-reality prowess, and he's offered a place at the Pentagonal Spire, an elite military academy. There, Tom's instincts for combat will be put to the test, and if he passes, he'll become a member of the Intrasolar Forces, helping to lead his country to victory in World War III. Finally, he'll be someone important: a superhuman war machine with the tech skills that every virtual-reality warrior dreams of. Life at the Spire holds everything that Tom’s always wanted—friends, the possibility of a girlfriend, and a life where his every action matters—but what will it cost him? |
| Historical Fiction | **Salt to the Sea** by Ruta Sepetys  
World War II is drawing to a close in East Prussia and thousands of refugees are on a desperate trek toward freedom, many with something to hide. Among them are Joana, Emilia, and Florian, whose paths converge en route to the ship that promises salvation, the Wilhelm Gustloff. Forced by circumstance to unite, the three find their strength, courage, and trust in each other tested with each step closer to safety. Just when it seems freedom is within their grasp, tragedy strikes. Not country, nor culture, nor status matter as all ten thousand people—adults and children alike—aboard must fight for the same thing: survival. |
**The Night She Disappeared** by April Henry

Gabie drives a Mini Cooper. She also works part-time as a delivery girl at Pete's Pizza. One night, Kayla—another delivery girl—goes missing. To her horror, Gabie learns that the supposed kidnapper had asked if the girl in the Mini Cooper was working. Gabie can't move beyond the fact that Kayla's fate was really meant for her. She becomes obsessed with finding Kayla and teams up with Drew, who also works at Pete's. Together they set out to prove that Kayla isn't dead—and hopefully to find her before she is.

**Being Jazz: My Life as a (Transgender) Teen** by Jazz Jennings

Jazz Jennings is one of the youngest and most prominent voices in the national discussion about gender identity. In her memoir, Jazz reflects on these very public experiences and how they have helped shape the mainstream attitude toward the transgender community. But it hasn't all been easy. Jazz has faced many challenges, bullying, discrimination, and rejection, yet she perseveres as she educates others about her life as a transgender teen. Through it all, her family has been beside her on this journey, standing together against those who don’t understand the true meaning of tolerance and unconditional love. Now Jazz must learn to navigate the physical, social, and emotional upheavals of adolescence—particularly high school—complicated by the unique challenges of being a transgender teen. Making the journey from girl to woman is never easy—especially when you began your life in a boy's body.

**Spill Zone** by Scott Westerfeld and Alex Puvilland

Three years ago, an event destroyed the small city of Poughkeepsie, forever changing reality within its borders. Uncanny manifestations and lethal dangers now await anyone who enters the Spill Zone. The Spill claimed Addison's parents and scarred her little sister, Lexa, who hasn't spoken since. Addison provides for her sister by photographing the Zone's twisted attractions on illicit midnight rides. Art collectors pay top dollar for these bizarre images, but getting close enough for the perfect shot can mean death—or worse. When an eccentric collector makes a million-dollar offer, Addison breaks her own hard-learned rules of survival and ventures farther than she has ever dared. Within the Spill Zone, Hell awaits—and it seems to be calling Addison's name.

**Of Mice and Men** by John Steinbeck

An unlikely pair, George and Lennie, two migrant workers in California during the Great Depression, grasp for their American Dream. They hustle work when they can, living a hand-to-mouth existence. For George and Lennie have a plan: to own an acre of land and a shack they can call their own. When they land jobs on a ranch in the Salinas Valley, the fulfillment of their dream seems to be within their grasp. But even George cannot guard Lennie from the provocations, nor predict the consequences of Lennie's unswerving obedience to the things George taught him.
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

_____ (1, 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, WeVideo, 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 or a Google Sites page, 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:
<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>
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</tbody>
</table>

Additional comments from Mrs. Blissmer: