



CASTLE ROCK SCHOOL DISTRICT

SUMMER READING REQUIREMENTS for students entering 10th, 11th, and 12th grades

Dear Parent(s) and/or Guardian(s):

Summer has arrived, and with it comes the opportunity to build your child's literacy. Our summer reading selections are listed on the back of this letter. A copy of the new project-based choices and rubric along with a novel of choice were provided to each student prior to the end of the school year in June 2015. It is the responsibility of the student to retain the novel and any materials provided for the summer. The CCSS for Reading is #10: "By the end of grade 9-10, 11, read and comprehend literature...in the grade level text complexity band independently and proficiently."

All students entering 10th through 12th grade are expected to:

1. Read their choice of novel during the summer (not previously read or read in class; minimum 100 pages). Grade 11 must read an American author.
2. Complete their project choice (for points) during the summer.
3. Write an in-class Informative-Explanatory essay from a novel-related prompt.

Both AP English Language (11) and AP English Literature (12) have a separate assignment and have been given the materials.

Within the first two weeks of school in September, students will present their choice of projects to the class that will become part of their Language Arts grade for the first grading term. The September writing task for grades 10-12 (essay) will be scored based upon the Smarter Balanced Assessment writing rubric. The essay may be re-written for full credit within the first quarter grading period (around Nov. 1).

It is recommended that students not wait until the last minute to complete the work.

Should students and parents have questions regarding the assignment, the high school library will be open on Tuesdays from 3:30 p.m. to 6:30 p.m. beginning July 7 through August 25 (excluding July 28). Books, some audio books, project choices, and computers will be available. A Special Education teacher is usually available also during that time.

Thank you for making literacy a priority this summer and always. Parent concerns should be addressed to the school principal as soon as possible.

Sincerely,

Sue Strickland
sstrickland@crschools.org
C.R. School District Literacy Team Chair



2015 SUMMER READING REQUIRED NOVELS

Incoming 1 st grade	Any picture book of choice
Incoming 2 nd grade	<i>The Mixed-Up Chameleon</i>
Incoming 3 rd grade	<i>Freckle Juice</i>
Incoming 4 th grade	<i>Sarah, Plain and Tall</i>
Incoming 5 th grade	<i>Hatchet</i>
Incoming 6 th grade	<i>Touching Spirit Bear</i>
Incoming 7 th grade	<i>Artemis Fowl</i>
Incoming 8 th grade	<i>The Contender</i>
Incoming 9 th grade	<i>The Call of the Wild</i> and a quilt extension project.
Incoming 10 th grade Honors	<i>The Adventures of Tom Sawyer</i> and an extension project of choice.
Incoming 10 th grade	Any appropriate choice book of a minimum of 100 pages (not previously read or read in class) and an extension project
Incoming 11 th grade-*A.P. Language	<i>Nickel and Dime</i> d reading packet plus an American author choice book and extension project.
Incoming 11 th grade	Choose any American author or from “100 American Authors” list (not previously read or read in class) and an extension project.
Incoming 12 th grade-*A.P. Literature	<i>The Grapes of Wrath</i> plus one from the College Board list provided. See packet for specific details.
Incoming 12 th grade	Choose any appropriate choice book of a minimum of 100 pages (not previously read or read in class) and an extension project.

A.P. requirements will be different from what is listed in the letter. Extra packets can be found in the high school library for all titles, at the District Office, or online at www.rocketrealm.com



SUMMER READING EXTENSION PROJECTS

<p>CLASS of 2018</p>	<p>Students going in to 10th Grade English Extension Project:</p> <p>After you have chosen your summer read (a minimum 100 page choice book not previously read), you will select an extension project from 10 choices to complete and present during the first two weeks of school. You will also be assessed on a writing prompt.</p> <ol style="list-style-type: none">1. Cube2. Accordion Book3. ABC4. Soundtrack Project5. Jackdaw6. Diorama7. Mural8. Travel Brochure9. Graphic Novel/Comic Book10. Story Quilt
	<p>Students going into Pre A.P. English 10:</p> <p>You will be reading Mark Twain's <i>Tom Sawyer</i>. You will be completing an Extension Project from the above list on this book. You will also be presenting your extension project within the first two weeks of school, and assessed with a writing prompt.</p>
<p>CLASS of 2017</p>	<p>Students going into American Literature Extension Project:</p> <p>After you have chosen your summer read (a minimum 100 page choice book from American Literature not previously read), you will select an extension project from 15 choices to complete and present during the first two weeks of school.</p> <ol style="list-style-type: none">1. Cube2. Accordion Book3. ABC4. Soundtrack Project5. Jackdaw6. Diorama7. Mural8. Travel Brochure9. Graphic Novel/Comic Book10. Story Quilt11. Sculpture12. Website13. Digital Story/Photo Essay14. Board Game15. How it Should Have Ended (Storyboard/Video)
	<p>Students going into AP Language and Composition:</p> <p>You will be reading a Nonfiction selection, <i>Nickel and Dimed</i>, in addition to reading a choice book (from American Literature not previously read). You will be completing a reading packet while you read <i>Nickel and Dimed</i>. You will also be completing an Extension Project from the above list on your chosen book. You will be given a writing assessment on <i>Nickel and Dimed</i> within the first two weeks of school. You will also be presenting your extension project within the first two weeks of school.</p>



SUMMER READING EXTENSION PROJECTS

CLASS of
2016

Students going into English 12 or Bridge to College English 12 Extension Project:

After you have chosen your summer read (a minimum 100 page choice book not previously read), you will select an extension project from 15 choices to complete and present during the first two weeks of school.

1. Cube
2. Accordion Book
3. ABC
4. Soundtrack Project
5. Jackdaw
6. Diorama
7. Mural
8. Travel Brochure
9. Graphic Novel/Comic Book
10. Story Quilt
11. Sculpture
12. Website
13. Digital Story/Photo Essay
14. Board Game
15. How it Should Have Ended (Storyboard/Video)

Students going into AP Literature and Composition:

You will be reading John Steinbeck's American classic, *The Grapes of Wrath*. During the reading process, you will be completing a reading journal. In addition, you will be reading a choice book from The College Board 101 Recommendations list. You will be given a writing assessment on *The Grapes of Wrath* within the first two weeks of school. You will also be presenting your extension project within the first two weeks of school.

More information on each project (description/example photos) is available on www.rocketrealm.com and you can email Mrs. Judd at mjudd@crschools.org



EXTENSION Project Presentation

PRESENTATION TASK

Present your book and project to your classmates. Your job as a presenter is to create interest in the book—make them want to read it!

REQUIREMENTS:

- Show the book
- Title
- Author and a unique fact about him/her
- A short, but interesting, summary of the book that creates interest without giving away the ending—no spoilers!
- Show off your project
- Explain how you made your project
- Explain how your project represents your book
- Choose a passage from the book and read it out loud to your audience. Choose a passage that is intriguing yet doesn't give away the ending (think movie trailer). Reading aloud is difficult to do well because you have to maintain eye contact and read with prosody (sounding like a natural conversation, not like a robot or a clunky old car starting). You **MUST** practice before you do your presentation.

Common Core State Standards:

- Present information and supporting evidence conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; and the organization, development, substance, and style are appropriate to purpose, audience S&L.9-12.4
- Make strategic use of media to enhance reasoning and add interest S&L.9-12.5
- Adapt speech to context and task; demonstrate a command of formal English S&L.9-12



Presentation Rubric

Name:

Book:

Project:

Common Core State Standards

- Present information and supporting evidence conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; and the organization, development, substance, and style are appropriate to purpose, audience S&L.9-12.4
- Make strategic use of media to enhance reasoning and add interest S&L.9-12.5
- Adapt speech to context and task; demonstrate a command of formal English S&L.9-12

Check the boxes that apply to this extension project, then mark an “X” in the top bar to indicate approximate placement on a continuum.

ADVANCED	PROFICIENT	BASIC	BELOW BASIC
presentation clearly creates interest in the book	presentation adequately creates interest in the book	presentation partially creates interest in the book	presentation does not create interest in the book
Requirements are well organized—seamless, whole and complete	Requirements are generally organized—overall sense of wholeness and completeness	Attempts to organize requirements—the listener may have to make inferences to understand presentation	no organization evident—missing requirements create confusion
thorough attention to details: <ul style="list-style-type: none"> • clearly well-rehearsed • volume can be heard by all listeners consistently • maintains natural eye contact • appears relaxed and confident 	strong attention to details: <ul style="list-style-type: none"> • could have rehearsed a little more • volume is adequate most of the time • occasionally loses eye contact • appears nervous at times 	slight attention to details: <ul style="list-style-type: none"> • clearly lacking rehearsal • volume is too soft most of the time • some eye contact • appears nervous 	little attention to details: <ul style="list-style-type: none"> • does not appear prepared • volume is inappropriately soft or loud • avoids eye contact • nervousness impedes presentation

Comments:



EXTENSION PROJECT RUBRIC

Name:

Book:

Project:

Common Core State Standards

- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RL 2

Check the boxes that apply to this extension project, then mark an “X” in the top bar to indicate approximate placement on a continuum.

ADVANCED	PROFICIENT	BASIC	BELOW BASIC
project clearly communicates meaning of book	project adequately communicates meaning of book	project partially communicates meaning of book	project does not convey meaning of book
well organized	generally organized	lacks organization	no organization evident
visually creative and artistic	visually appealing to audience	some visual appeal	lacks appeal
thorough attention to details	strong attention to details	slight attention to details	little attention to details
convincingly draws audience to book	project somewhat attracts audience to book	may or may not draw audience to book	minimal response from audience

Comments: