

# HISD | Innovation & Postsecondary Programming

## Pre-AP English 1 Summer Reading Assignment Summer 2019 (entering 9<sup>th</sup> graders)

Congratulations on your decision to take Pre-AP English 1. In this class, you will develop the reading, writing, and thinking skills necessary for success in all English courses and on future Advanced Placement exams. Completing the summer reading assignment will help you become familiar with the practice of close reading and will build a common understanding of literature so we can begin the fall semester quickly.

For your summer reading, it is suggested (not mandated) that you purchase your books so that you can highlight, take notes, and reflect as you read. If you are unable to purchase a book, be sure to visit your local library or find it online. Inability to purchase a book does not negate this assignment.

### Summer Reading

There are three parts to your summer reading:

Select one book from the list below
<ul style="list-style-type: none"><li>- <i>The Illustrated Man</i>, Ray Bradbury</li><li>- <i>Barbed Wire Baseball</i>, Marissa Moss</li><li>- <i>The Bean Trees</i>, Barbara Kingsolver</li><li>- <i>The Matchbox Diary</i>, Paul Fleischman</li><li>- <i>Unwind</i> (Unwind Dystology Book 1), Neal Shusterman</li><li>- <i>Spanking Shakespeare</i>, Jake Wizner</li><li>- <i>Drums, Girls, and Dangerous Pie</i>, Jordan Sonnenblick</li><li>- <i>Uglies</i>, Scott Westerfeld</li><li>- <i>Little White Duck: A Childhood in China</i>, Na Liu and Andrés Vera Martínez</li><li>- <i>Code Talker</i>, Joseph Bruchac</li><li>- <i>The Grand Mosque of Paris: A Story of How Muslims Saved Jews During the Holocaust</i>, Karen Gray Ruelle and Deborah Durland DeSaix</li><li>- <i>Dark Water Rising</i>, Marian Hale</li><li>- <i>We Should Hang Out Sometime</i>, Josh Sundquist</li><li>- <i>The Port Chicago 50: Disaster, Mutiny, and the Fight for Civil Rights</i>, Steve Sheinkin</li></ul>

**Part One:** (While Reading) While reading the novel, annotate or use post-it notes to assist with your understanding of the text. (A dialectical journal template can be found on p. 2)

- Annotations should be frequent and consistent throughout the text. I am not interested in a simple summary of events or information that can be found on Shmoop. Develop your own ideas and interpretations. Don't be afraid to make a leap!
- Keep a dialectical journal where you identify and explain meaningful passages or parts of the story, impactful quotes, or how the author uses literary devices to strengthen the story. Specifically, track the following:
  - Plot development (beginning, middle, end or non-linear plot)
  - Character development
  - Conflict(s) – man vs. man, man vs. nature, man vs. self, man vs. society
  - Irony

**Part Two:** (After Reading) After you have completed the text, critically reflect on the text and how the author presented it to write a book review (A book review template can be found on p. 3).

**Part 3:** (After Reading) You will now create a photo story of the book to share.

1. View sample book trailers at [this web site](#).
2. Plan your script
3. Find images to illustrate your script and begin building the book trailer using
4. Add text, narration, music, visual effects, etc. to fully explain the book (but never tell the ending for a fiction book!).
5. Use the Checklist (p. 4) to ensure you included all pertinent information.
6. Review the Rubric (p.5) to check that your book trailer is ready for publication.

## **Pre-AP English 1 Summer Reading Assignment Summer 2019 (entering 9<sup>th</sup> graders)**

### **Dialectical Journal Notetaking Template**

Column 1: Direct quote from the text

Column 2: page number, paragraph number

Column 3: Explain why you selected this quote. Why is it important? What do you not understand? Or what did it make you think? Consider referring to Foster's excerpts.

Quotation from the text	Page Number	Response

**\*\*Recreate this chart in your dialectical journal.**

# Book Review Template

- Introduce the book:
- Tell about the book, but don't give away the ending of a fictional story!
- Tell about your favorite part of the book or make a connection.
- Give a recommendation(e.g., I recommend this book to anyone who likes...

## **Checklist for Book Trailer Script**

*Check for the following in your partner's script:*

- ☐ Title of the book
- ☐ Author's name
- ☐ Genre
- ☐ Main character described
- ☐ Problem main character has told
- ☐ If the main character is successful at solving the problem is not explained.
- ☐ Some details about the action present
- ☐ Favorite part or connection told
- ☐ Recommendation given
- ☐ Ends with a question or scene that makes you want to know more

## Pre-AP English 1 Summer Reading Assignment Summer 2019 (entering 9<sup>th</sup> graders)

### Book Trailer Rubric

CATEGORY	High Performance (10)	At or Above Average (7)	At or below Average (4)	Low performance (1)
<b>Content (Storyline or plot)</b>	Key scenes or themes from the book have been creatively presented. These make the content of the book clear to the viewer	There is one key scene or theme from the book represented in the trailer. This makes the viewer generally aware of the content of the book.	An attempt has been made to depict some aspect of the book, however from the content of the book has not been made clear to the viewer.	There is no scene in the trailer that suggests that the student has read the book. The viewer also has no idea of what the book is about.
<b>Images</b>	Images create a distinct atmosphere or tone that matches the different parts of the story.	The images create an atmosphere or tone that match some parts of the story	An attempt was made to use images that create an atmosphere or tone, but it needed more work. The choice of images is logical.	Little or no attempt has been taken to use images to create an appropriate atmosphere or tone.
<b>Voice (Soundtrack)</b>	The voice track is clean and fully understandable. The pace fits the storyline. The viewer is always engaged.	The voice track is occasionally too fast/slow for the storyline. The pacing is relatively engaging for the viewer.	Tries to use pacing and rhythm but it is often noticeable that it does not fit the storyline. The viewer is not engaged consistently.	No attempt to match the pace of the storytelling to the storyline. The viewer was not engaged.
<b>Audio (Soundtrack)</b>	The music stirs an emotional response that matches the storyline.	The music stirs and emotional response that somewhat matches the storyline.	The music is adequate and does not distract but not much was added to the story either.	The music is distracting, inappropriate or was not used.
<b>Video Editing</b>	Editing demonstrates a full working knowledge of the software. Many effects were incorporated and used effectively.	Editing demonstrates a good working knowledge of the software. Some effects were incorporated and used effectively.	Editing demonstrates a fair knowledge of the software. Limited special effects were incorporated into the video.	Editing shows a lack of understanding of the software. No special effects were used in the making of the video.
<b>Reflection (Awareness of Audience)</b>	Strong awareness of the audience in the design. Can clearly explain why they chose the vocabulary, audio, and graphics to fit the target audience.	An awareness of the audience in the design. Can explain why they chose the vocabulary, audio, and graphics to fit the target audience.	Some awareness of audience in the design. Some difficulty in explaining the choice of vocabulary, audio, and graphics for the target audience.	Limited awareness of the needs and interests of the target audience.
<b>Presentation (Duration/length)</b>	The presentation was the right length to keep/get the viewer involved.	The presentation was the right length to keep/get the viewer involved.	The length of the presentation was too long/short to keep/get attention of the viewer	The length of the presentation was too long/short to keep/get attention of the viewer.
CATEGORY	High Performance (15)	At or Above Average (10)	At or below Average (5)	Low performance (1)
<b>Presentation (Persuasion)</b>	The trailer flows very smoothly and captivates the attention of the audience. It compels the viewer to read the book.	The trailer flows smoothly and holds the attention of the audience. The viewer is left interested in the book.	The trailer flows reasonably but there are some transitions that need improvement for the viewer to be persuaded to read the book.	The scenes from the trailer are choppy and the transitions seem abrupt. The viewer may be left confused and not inclined to read the book
<b>Presentation (Interest level)</b>	A very exciting presentation. It grabbed the attention of the viewer with suspense, humor or intrigue from the beginning.	A good presentation that used suspense, humor or intrigue well and caught the attention of the viewer from the beginning.	A passable presentation. Some suspense, humor or intrigue but no real "hook" present at the start.	Flat presentation. Little or no suspense, humor or intrigue to capture the attention of the viewer.
<b>Total:</b>				