



# New Brunswick Public Schools

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## 2017 Summer Reading Program

### Grades 6 – 12

The New Brunswick Summer Reading Program seeks to not only support literacy and learning over the summer, but to also foster the love of reading. The National Council of Teachers of English (NCTE) explains that students who read over the summer “retain and sharpen literacy skills during the months that they are out of the classroom.” Students worked hard during the school year to develop the academic skills they need for the future. Summer reading helps students retain those skills and even advance them.

New Brunswick Middle Grade and High School students (Grades 6-12) are expected to read at least one book over the summer. Honors and AP students will be given additional readings by their teachers. To demonstrate they have read a book, students are to complete **one** of four possible assignments listed below. Students will turn their work in to their English Teacher on or before September 30, 2017.

Books are to be chosen from the extensive selection of Young Adult and Literary titles, either Fiction or Non-Fiction. Books are also available at no cost through your local public library. Titles can also be purchased from a local book store. The key is to choose a topic or subject that is of interest to the student. All genres are acceptable ( narrative, memoir, historical fiction, science fiction, suspense and detective, graphic novels, informational, short story collections, etc.). A list of suggestions will be posted on the district web site, but these are **only suggestions**--student choice is greatly encouraged.



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## **PICK ONE**

### **1. Written Essay**

After reading your book selection, answer the following questions with specific details from the book and your own experiences. Your essay should be at least 350 words long and please proofread your work before submitting. To receive full credit, you must answer each of the questions in full sentences, using Standard English. You must also include specific details from the text. Your grade will depend on your ability to clearly answer the questions in an essay format. Teachers will be using the Informative/Explanatory Writing Rubric, to guide their grading.

- A. What is the message or life lesson (the theme) the author is trying to send the reader? In what way is this message relevant to your life? [Answer in at least one paragraph]
- B. Choose two quotes from the book and explain their significance [why are they important?] to the text. Explain why you chose these quotes. [Answer in at least two paragraphs]
- C. Would you recommend this book to your friends? Why or why not? Be specific, citing the characters, plot, and/or themes. [Answer in at least one paragraph].

### **2. Significant Quotations**

After reading your selected summer reading book, locate five (5) significant quotations within your book. These quotes should relate to your life or the message the author is sending in the chapter or throughout the novel. Quotation lines should not be limited to dialogue. A significant quotation may be a statement or observation by the narrator, author or a specific character. Remember, quotes chosen should have meaning relevant to the novel and/or yourself. You must write out the quotation and give the page number. Next, rewrite the quote in your own words. Then, write a paragraph explaining significance of each quotation chosen to yourself or the message of the novel. Why is it significant?



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	Poor- 1	Fair-2	Good -3	Very Good-4
<b>Rewriting the Quote</b>	Quote is simply rewritten in its original words	The writer broke the quote down but lacks understanding of quote	The writer has attempted to put the quote in their own words but is missing part of the translation	The writer has put the quote in his/her own words and displays an understanding of text and vocabulary
<b>Deeper meaning. Connection to self and/or themes</b>	The writer has no understanding of deeper meaning and made no connections to self and/or theme	The writer shows some understandings to deeper meaning but makes no self and/or theme.	The writer shows understanding of the deeper meaning and makes connections but lacks details and examples	The writer has a deeper meaning to the quote and connects self and/or themes. Details and examples included
<b>Sentence Structure</b>	Writer makes more than 4 errors in sentence structure	Writer makes 3-4 errors in sentence structure	Writer makes 1 - 2 errors in sentence structure	Writer makes no errors in sentence structure
<b>Grammar &amp; Spelling</b>	Writer makes more than 6 errors in grammar & spelling	Writer makes 5-6 errors in grammar and/or spelling	Writer makes 3-4 errors in grammar and/or spelling	Writer makes 1-2 errors in grammar and/or spelling

- A. Each step should be taken for each quote. Separate rubric score will be given for each quote and averaged for a final score.
- B. Each quote should have its own paragraph (Five Paragraphs Total).



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## 3. Graphic Novel

Develop an original 12-frame 'graphic novel' that reflects a message or theme that the original (summer reading) book conveys. In preparation for this assignment, watch the YouTube video 'How to Write Comics and Graphic Novels: Which Stories Make Good Comic Books?' At [http://www.youtube.com/watch?v=ji-Hj\\_eie7g](http://www.youtube.com/watch?v=ji-Hj_eie7g). Also look at [http://www.ehow.com/video\\_2374330\\_stories-make-good-comic-books\\_.html](http://www.ehow.com/video_2374330_stories-make-good-comic-books_.html)

This will help you better understand how to create a proper graphic novel.

Pick a theme conveyed in your summer reading book. Examples include:

Religion	Love	Patriotism	Violence
Politics	Sacrifice	Alienation	Revenge
Family	Good vs. Evil	Community	

Next, brainstorm your idea(s). Then write a paragraph (for your own usage) where you describe the event. What happened? Who was there? Where did it happen? Think of as many examples you can in order to better shape the story and form an image in your head. Then:

- A. Create a timeline of what happened and put all of the events that occurred in chronological order. This will assist you when you begin to develop the frames for the graphic novel.
- B. Plan your graphic novel using the blank frames provided (**see attached**). How can you show what happened using images? What details can you include in each frame that help your reader understand what is going on? Sketch a few ideas.
- C. Create a first draft for the graphic novel using paper or the website [www.storyboardthat.com](http://www.storyboardthat.com). After, utilize the 'Comic Editing Rubric' (see attached) in order to better understand what you might need to add or remove before publishing a final product.

Create your 12-frame graphic novel. Your graphic novel must discuss one of the themes from the summer reading text through a story from your own personal experience. It must also have images that are hand drawn and not computer generated.



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## 4. Book Trailer

Digital book trailers are short videos that promote a book. Their purpose is to motivate others to read the book. There are various ways to create book trailers using various technologies. Book trailers are short and can be compared to film trailers that you see at the movies. Some trailers include voice-overs and music. The trailer must be at least 3 minutes long and have at least 10 edits.

While not required, you may want to use Wevideo to create your trailer. **Wevideo** is a simple way to create professional-quality videos, and the “Lite” version is available for free. It uses uploaded images and video clips and sets them to music, creating a video that is paced to the beat of the music. Go to <https://www.wevideo.com/hub> or type “Wevideo” into Google for more information on using this program. You may also want to type “sample book trailers” into Google to see an example of what is expected.

CATEGORY	<i>Advanced Proficient (AP) [10]</i>	<i>Proficient (PR) [7]</i>	<i>Developing (DE) [4]</i>	<i>Emerging (EM) [1]</i>
<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 in order 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>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	The music is adequate and does not distract but not much was added to the story	The music is distracting, inappropriate or was not used.



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		storyline.	either.	
<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 (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>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.