

## Lowell High School: Summer Reading 2020 Extra Credit Options

*We hope you enjoyed the book(s) you chose to read this summer!*

You are invited to complete an extra credit assignment to help you process, reflect on, and share what you read. Choose one of the six assignments below and submit your work to your ELA teacher at the start of the school year. Did you read multiple books? You may complete multiple assignments.

*Application of extra credit will be determined when the LHS return-to-school grading policy is finalized.*







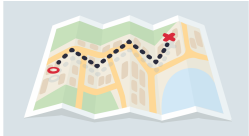

### Option #1: Make a Soundtrack for your Book

<p>The Task</p> A yellow hard hat icon, representing a task or assignment.	<p>Set your book to music. Choose songs that represent the characters, conflicts, settings, themes, recurring ideas, or plotline of the book you have read. Your soundtrack should include:</p> <ul style="list-style-type: none"><li>• A minimum of <b>five</b> songs</li><li>• The title and artist</li><li>• A 4-5 sentence explanation of each song's connection to the book, including specific lyrics that reinforce this connection</li></ul>
<p>Purpose &amp; Audience</p> An icon showing a group of diverse people, representing an audience.	<p>Your work will be presented to a team of filmmakers who are considering a screen adaptation of the book. The team will be looking closely at your rationale -- how the songs fit and why they are appropriate.</p>
<p>Due Date</p> An icon of a calendar, representing a due date.	<p>Submit your work to your ELA teacher by Friday, September 11th.</p>
<p>Criteria for Success</p> An icon of a checkmark inside a circle, representing success or criteria.	<p>Five songs with detailed explanations of the connection each has to the book you read.</p> <p>See grading rubric below.</p>
<p>Logistics and Specifics</p> An icon of a map with a path, representing logistics or specifics.	<p>This soundtrack should take the form of an annotated list. You may include links to the songs and images if you would like.</p> <ul style="list-style-type: none"><li>• "Song Title" (song titles are presented in quotation marks)</li><li>• The Artist's Name(s)</li><li>• Your explanation for the choice, including specific lyrics.</li></ul>
<p>Resources</p> An icon of a magnifying glass over an 'i' symbol, representing resources or information.	<p>Here's an example of an <a href="#">annotated playlist</a></p>

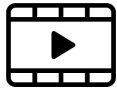
## Lowell High School: Summer Reading 2020 Extra Credit Options









### Option #2: Write a Letter of Endorsement of your Book

<p>The Task</p> 	<p>Write a letter to the members of the LHS English Department, expressing your support for adding your book to the LHS reading list. (Or write a letter to warn <i>against</i> adding it.) Your letter should be 300-400 words. Be specific in your correspondence.</p> <ul style="list-style-type: none"><li>• What are the merits (or drawbacks) of the book?</li><li>• How will LHS students benefit from (or be harmed) by it?</li><li>• What grade or course would this be a good/poor fit for and why?</li></ul>
<p>Purpose &amp; Audience</p> 	<p>Your letter is intended for a team of professional educators. You aim to promote (or to warn against) the book you read and to convince teachers and administrators to add it to the LHS inventory and curriculum. If your book did not have merit, argue that LHS should not purchase it or use it in courses.</p>
<p>Due Date</p> 	<p>Submit your work to your ELA teacher by Friday, September 11th.</p>
<p>Criteria for Success</p> 	<p>Use of a formal letter structure. Inclusion of specific information about the book to demonstrate that you have read it closely and reflected on it thoughtfully.</p> <p>See grading rubric below.</p>
<p>Logistics and Specifics</p> 	<ul style="list-style-type: none"><li>• Set up your response as a formal letter.</li><li>• Adopt the tone of someone making a formal request.</li><li>• Include reasons for including (or not including) your book on the Lowell High School reading list.</li><li>• Be specific - explaining how the contents of the novel are (or are not) appropriate for teen readers and a learning community.</li></ul>
<p>Resources</p> 	<p>Review how to set up a formal letter <a href="#">here</a>.</p>

## Lowell High School: Summer Reading 2020 Extra Credit Options







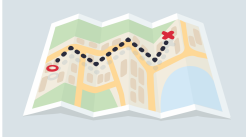

### Option #3: Record a Book Talk

<p>The Task</p> 	<p>Create a 2-3 minute “book talk” to convince others to read your book.</p> <p>The purpose of a book talk is to create interest in and excitement about a book. It is similar to a trailer for a film, which shows you just enough information to convince you that you should watch the movie.</p>
<p>Purpose &amp; Audience</p> 	<p>Your talk should be directed at your peers and fellow teen readers.</p> <p>Be sure to use specifics from the book to demonstrate your careful reading and reflection - but do not spoil the ending for future readers!</p>
<p>Due Date</p> 	<p>Submit your work to your ELA teacher by Friday, September 11th.</p>
<p>Criteria for Success</p> 	<p>Include enough specific information about your book to make it evident that you read and thought about it.</p> <p>See grading rubric below.</p>
<p>Logistics and Specifics</p> 	<p>Record yourself talking about your book, your experience reading it, and why others should consider reading it.</p> <p>Practice in front of a friend (or the mirror) before you record.</p> <p>Consider using props to enhance your message.</p> <p>Listen to some great advice about making book talks <a href="#">here</a>.</p>
<p>Resources</p> 	<p>Consider answering some of <a href="#">these questions</a> during your talk.</p> <p>Listen to more advice about making a book talk <a href="#">here</a>.</p> <p>Watch a sample book talk <a href="#">here</a>.</p> <p><a href="#">Here</a> is a list of possible platforms for filming your work.</p>

## Lowell High School: Summer Reading 2020 Extra Credit Options









### Option #4: Create a Digital Scrapbook Page

<p>The Task</p> 	<p>Use a combination of pictures, poems, song lyrics, newspaper articles, symbols, videos, and/or audio links to create a collage representing the book you read. You must include at least 6 items.</p> <p>Underneath, next to, or linked to each item, write a 2-3 sentence explanation of the significance of the pieces of your collage. (Why did you choose to include them? What's the connection to the book, character or theme?)</p>
<p>Purpose &amp; Audience</p> 	<p>This page is for you - to help you remember the experience of this book.</p> <p>(It is also for your teacher - so be sure to include items and descriptions that use school-appropriate language.)</p>
<p>Due Date</p> 	<p>Submit your work to your ELA teacher by Friday, September 11th.</p>
<p>Criteria for Success</p> 	<p>A minimum of six items with clear explanations as to how they connect to your reading.</p> <p>See grading rubric below.</p>
<p>Logistics and Specifics</p> 	<p>Use GoogleDocs or GoogleSlides to create your work. Scrapbooks are colorful and creative - design your page in that spirit.</p> <p>If you do not have access to technology, you may make a pencil/paper cut/paste page to submit to your teacher.</p>
<p>Resources</p> 	<p><b>New to scrapbooking? <a href="#">25 Scrapbook Ideas for Beginner (and Advanced!) Scrappers:</a></b></p>

## Lowell High School: Summer Reading 2020 Extra Credit Options



### Option #5: Make a Book Club Guide

<p>The Task</p> 	<p>Create 8-10 discussion questions to guide a book club's discussion of your book. Provide suggested answers to your questions.</p>
<p>Purpose &amp; Audience</p> 	<p>Your questions should be open-ended and invite reflection, analysis, debate and thought. Your audience is a group of people (peers, your class, your teacher) who have also read your book.</p>
<p>Due Date</p> 	<p>Submit your work to your ELA teacher by Friday, September 11th.</p>
<p>Criteria for Success</p> 	<p>8-10 higher-order thinking questions that promote reflection and discussion.  See grading rubric below.</p>
<p>Logistics and Specifics</p> 	<p>Present your questions in a list. Each should be followed with a 3-4 sentences suggested answer that YOU provide.  <i>You will not earn credit for using already established questions/answers related to your book.</i></p>
<p>Resources</p> 	<p><a href="#"><u>REVISED Bloom's Taxonomy Action Verbs</u></a>  <a href="#"><u>The Best Book Club Questions For Every Kind of Discussion</u></a></p>

## Lowell High School: Summer Reading 2020 Extra Credit Options



### Option #6: Create Your Own Assignment



*Propose an alternative means of sharing your reading experience.*

Would you rather paint, sketch or sculpt a response to your reading?

Want to try your hand at writing a song, a comicstrip or series of poems connected to the book?

Interested in interviewing someone with a connection to the book's theme, conflict or character?

Prefer to visit a location, museum or landmark connected to your book - and write about that experience?

*Send your idea to Mrs. Keefe for pre-approval: [skeefe@lowell.k12.ma.us](mailto:skeefe@lowell.k12.ma.us)*

## Extra Credit Grading Rubric

**Completion and Effort:** *The work reflects thoughtful consideration of the topic and thorough engagement with the assignment.*

100	85	70
<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Partially Meets Expectations</b>
<p>You demonstrate <i>thoughtful</i> engagement with and reflection on your reading.</p> <p>You share specific information, examples and connections to the text.</p> <p>Your response is thorough, appropriate and creative.</p> <p>Your response meets or exceeds the expectation for careful presentation..</p>	<p>Your work reveals that you have engaged with your book and reflected on what you have read.</p> <p>The response shares some information, ideas, and/or connections to the text but falls short of full, thoughtful presentation of these.</p>	<p>You demonstrate some engagement with your reading but your response is not complete or does not demonstrate thoughtful reflection.</p> <p>The response falls significantly short of the expectation for content and length.</p>