Summer Reading Requirements   **6th Grade IB**   **Mrs. Yelkovich**

1. All Magnet students are required to choose **one book** from the Junior Tome Society Middle School (Grades 6-8) list.
   http://www.tomesociety.org/

2. Students will complete one activity from the Junior Tome Society book. (see activity list). All activities are based on the Junior Tome Society Competitions http://www.tomesociety.org/competitions.html Students will present their Junior Tome Society activity to the class. Ms. Moxley, the Richards Middle School Librarian, will choose the students' activities that will be entered in the Junior Tome Society Competitions.

3. The completed activity will be uploaded to Canvas in August and assessed using the Junior Tome Society Middle School Rubric. **After students receive their Chromebook, students will be taught how to upload their completed activity to Canvas.**

Junior Tome Society Middle School (Grades 6-8)

1. Blood Mountain, James Preller
2. Each Tiny Spark, Pablo Cartaya
3. Fire & Heist, Sarah Beth Durst
4. Sweep: The Story of a Girl and Her Monster, Jonathan Auxier
5. The Door to the Lost, Jaleigh Johnson
6. The Memory Keeper, Jennifer Camiccia
7. The Revenge of Magic, James Riley
8. The Season of Styx Malone, Kekla Magoon
9. The Storm Runner, JC Cervantes
10. Words on Fire, Jennifer Nielsen

Competition List for Junior Tome Society Middle School (Grades 6-8)
Choose 1

Choice 1   IT List Book Trailer (Individual or Partner)

Choice 2   It List Book Review Blog Article (Individual)

Choice 3   It List Promotional Book Flyer (Individual)

Choice 4   It List Book Review Vlog (Individual or Partner)

Choice 5   Student Book Choice Character to Author Letter (Individual) ** Any fiction book of your choice**

Choice One: IT List Book Trailer and Rubric It List Book Trailer Guidelines

Objective: Students will create a book trailer based on one of the current Junior Tome Society It List nominees from the appropriate chapter level.

Anchor Standards:

CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Method of creation:

Any video program can be used. The finished product will need to be in a format that can be linked to a public URL, such as YouTube or Animoto if student's book trailer is chosen for competition.

Product should include:

1. be between 30 seconds and 3 minutes in length.
2. include book title
3. include author of book
4. include an image of the cover of the book
5. follow all Fair Use/copyright guidelines
6. hook the viewer and promote the book, but not give away the ending
7. strive to have seamless, engaging, and professional quality
8. include any other artistic or promotional elements student wants to add for creativity

Product does NOT have to be live action. Please research publisher released book trailers online for inspiration.

*Fair Use Guidelines - *Transformativeness.* Is my use of a copyrighted work transformative? Am I using the material for a different purpose than that of the original? Or am I just repeating the work for the same intent and value as the original?

Also review the *Code of Best Practices for Online Video*, which applies to the creation of new videos that are distributed online. People can use copyrighted material:

- To comment on or critique copyrighted material
- To use copyrighted material for illustration or example
- When capturing copyrighted material incidentally or accidentally

- When reproducing, re-posting, or quoting in order to memorialize, preserve, or rescue an experience, an event, or a cultural phenomenon
- For copying, re-posting and re-circulating a work or part of a work for purposes of launching a discussion
- When quoting in order to recombine elements to make a new work that depends for its meaning on the (often unlikely) relationships between the elements.

See more at: http://mediaeducationlab.com/new-model-school-copyright-policy-using-copyrighted-materials-digital-media-production

IT Book List Book Trailer Rubric　　　　　　　　　　　　　　Name _____

Element	Exemplary	Proficient	Unsatisfactory	Points
Content (15)	Video promotes a current It List title (15)		Video does not promote a current It List Title (0)	
Length (5)	Video is at least 30 seconds long and no more than 3 minutes long (5)		Video is not 30 seconds long or is longer than 3 minutes (0)	
Title (2)	Video includes the title of the book (2)		Video does not include the title of the book, or an incorrect title (0)	
Author (2)	Video includes the name of the author of the book (2)		Video does not include the author's name, or the name is spelled incorrectly (0)	
Cover (5)	Video includes an image of the cover of the book (5)		Video does not include an image of the cover of the book (0)	
Copyright/Fair Use* (5)	Fair Use guidelines* for images, videos, or text are followed. (5)	Some elements do not follow Fair Use guidelines. (1-4pts)	Video does not conform to Fair Use guidelines (0)	
Promotion of Book (10)	Video hooks the viewer and makes them want to know more about the book, without giving away the ending (10)	Video leaves the viewer slightly confused about the content of the book (1-9 pts)	Video is uninteresting and/or does not make the viewer interested in knowing more about the book and/or gives away the ending (0)	
Quality (10)	Video is well made, has perfect grammar/spelling, seems professional (10)	Video lacks professional quality but is still a good product and/or has some grammar/spelling errors (1-9 pts)	Video is poorly made and/or has several grammar/spelling mistakes (0)	
Creativity (10)	Video is thoughtful and creative; it is clear that the student planned out the elements of the video. (10)	Video is somewhat creative but includes more generic elements and/or could benefit from more organization. (1-9 pts)	Video is generic and lacks creativity. (0)	
Submission (1)	Video is an acceptable format and is easily accessible for judging (1)		Video is not submitted in an acceptable format/is not easily accessible for judging (0)	
Total				_____/65

Choice Two: IT List Review Blog Article and Rubric [It List Book Review Blog Article Guidelines](#)

Objective: The student will create a blog article discussing one of the current Tome Society It List nominees that they have personally read for use on the Tome Society blog.

Anchor Standards:

[CCSS.ELA-Literacy.CCRA.W.2](#) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

[CCSS.ELA-Literacy.CCRA.W.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.CCRA.W.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

[CCSS.ELA-Literacy.CCRA.W.6](#) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

[CCSS.ELA-Literacy.CCRA.W.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Method of creation:

Document (must be PC compatible) Recommend **MS Word** or **PDF Format. (File will be uploaded to Tome through submission form)**

Guidelines:

1. Should be written in formal language (i.e. no LOL's, etc.)
2. Should have perfect grammar and spelling
3. 500 words or less

Product should include in any order:

1. A title for this blog post
2. Image of book cover
3. Book title
4. Author of book
5. Description of book (no spoilers!)
6. Personal review of book
7. Best audience for the book (i.e. guys, girls, anyone, etc.)
8. If you like this book, you might also like….and why (at least 2 other recommendations)
9. Point reader to other online resource(s) related to this book (i.e. author website, trailer, etc.) with links
10. Other books, media or information related to this book (i.e. other books in series, movie, etc.)
11. Any other personal additions to make it your own

IT List Review Blog Article Rubric

Name _____

ELEMENT	Exemplary	Proficient	Unsatisfactory	POINTS
Blog Post Title (5)	The post includes an appropriate, descriptive title for the blog. (5 points)	The post includes a title, but it is inappropriate and/or non-descript (1-4 points)	There is not title for the blog included (0 points)	
Book Title (5)	The blog post includes the title of the novel, preferably at the beginning of the post so that readers can quickly identify the novel. *(5 points)*	The blog post includes the title of the novel, but it is unclear at the beginning of the post what book the blog is about. *(1-4 points)*	The title of the book is not included in the blog (0 points)	
Book Cover Image (5)	The post includes a correct image of the book as well as a link for the image. (5 points)	An image of the book is included, but not a link to the original image location (3 points)	No image is included (0 points)	
Author (5)	The blog post correctly identifies and names the author of the book. (5 points)	The author's name is included but misspelled. (2 points)	The author's name is not included (0 points)	
Description (20)	The blog includes a short description of the book without revealing any plot surprises or extra details. (20 points)	The blog's description of the book gives away the main plot surprise or the description is lacking and unengaging. (1-19 points).	No description of the storyline is included (0 points).	
Review (20)	The blog will include a personal, reflective review of the book. (20 points)	The blog's review of the book is not personal, engaging and/or reflective (1-19 points).	No review of the book is given (0 points).	
Audience (10)	The blog identifies the intended audience for the book (10 points)	The blog's identified audience for the book is incomplete or inappropriate (1-9 points).	No recommended audience is included (0 points).	
Recommendations (10)	The blog includes other book recommendations for students who enjoyed the book. (10 points)	The blog includes minimal and/or inappropriate book recommendation. (1-9 points)	No book recommendations are included (0 points).	
Online Resources (10)	The blog includes online resources for potential readers with usable, appropriate links. (10 points)	The blog includes minimal and/or inappropriate online resources for potential readers. And/or some links are broken. (1-9 points)	No online resources included (0 points)	
Other Resources (5)	The blog includes other relevant information for the book such as other novels in the series or by the author. (5 points)	The blog includes minimal and/or inappropriate other relevant information for the book (1-4 points)	No other relevant information is included (0 points).	
Creativity/ Personal Touches (15)	The blog includes detail, language, and other details that make it creative and unique to the submitter. (15 points)	The blog post is not creative, engaging and/or in a unique style of the writer (1-14 points)	The blog is repetitive, unengaging, and rote (0 points)	
Grammar/Format (20)	The blog post has perfect grammar and spelling in formal language (no LOL's). Blog is less than 500 words. (20 points).	The blog has 1-4 grammar/spelling/language errors and/or is more than 500 words (1-19 points).	The blog has more than 5 grammar/spelling/ language errors (0 points)	
			TOTAL	____/135

Choice Three: IT List Promotional Book Flyer and Rubric It List Promotional Book Flyer Guidelines

Objective: The student will create a flyer advertising one of the current Tome Society It List nominees from the appropriate chapter level.

Anchor Standards:

CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently

Method of creation:

Any desktop publishing software. Finished product should be saved as a **.pdf file** and be the equivalent of 1 printed 8 ½" x 11" page. Book Flyer should be printed in color.

Product should include:

1. Image of book cover
2. Book title
3. Author of book
4. Book Call Number
5. Short teaser description of book
6. Best audience for the book (i.e. guys, girls, anyone, etc.)
7. Rating out of 5 (can use any symbol - i.e. stars, thumbs up, hotdogs, etc.)
8. QR code to an online resource (i.e. review, blog, trailer, author website, etc.)
9. Any other artistic or promotional elements student wants to add for creativity
10. Perfect grammar and spelling

IT Book List Promotional Book Flyer Rubric   Name _____

ELEMENT	Exemplary	Proficient	Unsatisfactory	POINTS
Content (10)	Flyer promotes a current It List (10)		Flyer does not promote a current It List or Jr It List Title (0)	
Title (1)	Flyer includes the title of the book (1)		Flyer does not include the title of the book, or an incorrect title (0)	
Author (1)	Flyer includes the author of the book (1)		Flyer does not include the author's name, or the name is spelled incorrectly (0)	
Cover (5)	Flyer includes an image of the cover of the book (5)		Flyer does not include an image of the cover of the book (0)	
Call Number (1)	Flyer includes the Call Number of the book appropriate for the student's library (1)		Flyer does not include the Call Number of the book, or an incorrect Call Number is provided (0)	
Audience (5)	Flyer suggests a group of people who would most enjoy this book, suggestion is accurate and clear with concise reasoning (5)	Flyer suggests a vague audience for this book (1-4)	Flyer does not suggest an audience for this book (0)	
Rating (2)	Flyer includes an image-based rating for this book out of 5, rating symbols are clever and appropriate to the book. (2)	Flyer includes a generic rating system for the book out of 5, such as stars, or flyer only states the rating, but has no image included. (1)	Flyer does not include a rating for this book. (0)	
QR Code (1)	Flyer includes a working QR code linking viewers to an online resource for the book (book trailer, website, online review/summary, etc.) (1)		Flyer does not include a QR code or the QR code link is broken or the QR code does not link to an appropriate resource. (0)	
Grammar & Format (5)	The flyer is written with correct grammar and there are no spelling errors and is submitted in the correct format and dimensions. (5)	The flyer has a few errors in spelling, grammar, or other writing mechanics. And/or the flyer may not be submitted in the correct format or dimensions. (1-4 pts)	The flyer has several errors in spelling, grammar, or other writing mechanics. And/or the flyer was not submitted in the correct format or dimensions. (0)	
Creativity/ Visual Appeal (15)	Flyer is very visually appealing, neat, and creative (15)	Flyer lacks some organization or visual appeal (1-14pts)	Flyer does not reflect time or care in creation (0)	
			Total	_____/45

Choice Four: IT Book Review Vlog and Rubric **It List Book Review Vlog Guidelines**

Objective:
Students will create a vlog discussing one of the current Tome Society It List nominees for their grade level that they have personally read.

Anchor Standards:
CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Method of creation:
 6-10 minute video blog book review.
Recommendation: Students should preview some book reviews on YouTube by other vloggers. Here is an example: https://youtu.be/727CWpgKAVc

Vlog should include in any order:

1. Book title
2. Author of book
3. Description of book-----Include hook, content, and cliffhanger (no spoilers)
4. Personal review of book (what you liked and what you did not like)
5. Best audience for the book (i.e. guys, girls, anyone, etc.)
6. If you like this book, you might also like….and why
7. Other books, media or information related to this book (i.e. other books in series, movie, etc.)
8. Any other personal additions to make it your own

NOTE: A vlog is normally a very casual video without added graphics. It mainly focuses on the thoughts of the person(s) sharing.

Guidelines:

1. Should be engaging
2. 6-10 (minutes) total video time

3. Performance quality of presentation should be high quality and professional.

    1. Delivery is natural, confident, and enhances the message; posture, eye contact, smooth gestures, facial expressions, volume, and pace, indicate confidence and a willingness to communicate.
    2. Speaking style is expressive, clear, audible, and well-paced.
    3. Vocal tone, facial expressions, clothing, and other nonverbal expressions are consistent with the message.
    4. Limited filler words ("um," "like," "you know") utilized.
    5. Delivery should be engaging.

Name _____

Vlog Rubric	Exemplary	Proficient	Unsatisfactory	Points Earned
Book Title (5)	The vlog includes the title of the novel at the beginning of the talk in a natural point so that readers can quickly identify the novel. (5 points)	The vlog includes the title of the novel but not at the beginning or the title did not flow as a natural part of the talk. (1-4 points)	The vlog does NOT include the title of the novel. (0 points)	
Author (5)	The vlog correctly identifies and names the author of the book. And some background info is given about the author. (5 points)	The vlog correctly identifies and names the author of the book. But no background info is given about the author. (1-4 points)	The vlog does NOT correctly identify and name the author of the book. (0 points)	
Description (20)	The vlog includes a short description of the book without revealing any plot surprises or extra details. Including hook, content, and cliffhanger (15-20 points)	The vlog includes a description of the book but either reveals plot surprises and/or extra details or the description is not enough to engage the listener. The talk does not include a hook, content, and cliffhanger. (6-14 points)	The vlog does NOT include a description of the book or includes a minimal description. (0-5 points)	
Review (20)	The vlog includes a personal, reflective review of the book.(15-20 points)	The vlog includes a review of the book, but it is not personal or reflective. (6-14 points)	The vlog does not include review of the book or the review is minimal. (0-5 points)	
Audience (10)	The vlog identifies recommended intended audience for the book and explains why this group would like the book (10 points).	The vlog identifies recommended intended audience for the book but does not or not adequately explain why this group would like the book (1-9 points).	The vlog does NOT identify the recommended intended audience for the book (0 points).	
Recommendations (10)	The vlog includes other book recommendations for students who enjoyed the book and explains why these recommendations match this book (10 Points).	The vlog includes other book recommendations for students who enjoyed the book and explains why these recommendations match this book (1-9 points).	The vlog does NOT include other book recommendations for students who enjoyed the book (0 Points).	
Other Resources (5)	The vlog includes other relevant information for the book such as other novels in the series or by the author. (5 points)	The vlog includes other information for the book, but it did not tie in well with the overall content (1-4 points)	The vlog did NOT include other relevant information for the book such as other novels in the series or by the author. (0 points)	
Personal Touches (5)	The vlog included great detail, language, and other details that make it unique to the submitter. (5 points)	The vlog included some detail, language, and other details that make it unique to the submitter. (1-4 points)	The vlog did NOT include detail, language, and other details that make it unique to the submitter. (0 points)	
Presentation Length (10 points) Total Time: _____	The total vlog is between 6-10 minutes in length. The length was appropriate for the information covered and the vlog content was engaging throughout and not repeated to	The total vlog is between 6-10 minutes in length. But the length presentation did not match the information covered; or the pace felt too slow or too rushed; or it felt like the presenter was dragging	The total vlog was NOT between 6-10 minutes in length. (0 points)	

	build time. The pace did not feel too slow or too rushed. (10 points).	to add time; or the presentation may have ended abruptly. (1-9 points)		
Performance (50)	· Delivery is natural, confident, and enhances the message; posture, eye contact, smooth gestures, facial expressions, volume, and pace, indicate confidence and a willingness to communicate. · Speaking style is expressive, clear, audible, and well-paced. · Vocal tone, facial expressions, clothing, and other nonverbal expressions are consistent with the message. · Limited filler words ("um," "like," "you know") utilized. · Optional -- Presentation aids are well suited to an oral presentation and add considerably to overall audience engagement. (35-50 points)	· Overall delivery is natural, confident, and enhances the message; posture, eye contact, smooth gestures, facial expressions, volume, and pace, indicate confidence and a willingness to communicate with some issues. · Overall speaking style is expressive, clear, audible, and well-paced with limited issues. · Overall vocal tone, facial expressions, clothing, and other nonverbal expressions are consistent with the message with some issues · Some filler words ("um," "like," "you know") utilized. · Optional -- Presentation aids did not add considerably to overall audience engagement but instead distracted. (10-34 points)	· Delivery is not natural, confident, and enhances the message; posture, eye contact, smooth gestures, facial expressions, volume, and pace, indicate confidence and a willingness to communicate. · Speaking style is not expressive, clear, audible, and well-paced. · Vocal tone, facial expressions, clothing, and other nonverbal expressions are not consistent with the message. · Many filler words ("um," "like," "you know") utilized. (0-9 points)	
			Total	_____ / 140

Choice Five: Student Book Choice Character to Author Letter and Rubric

Objective:
Students will create a letter from a character of a book of their choice to the author of that book.
Anchor Standards:
CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Method of creation:
Document (must be PC compatible) Recommend **MS Word** or **PDF Format. (File will be uploaded to Tome through submission form)**

Guidelines:

1. Should be written in proper letter format
2. Should be written in formal language (i.e. no LOL's, etc.)
3. Should have perfect grammar and spelling
4. 500 words or less

Product should include in any order:

1. Proper letter format---Include all parts of a letter: date, address of recipient, salutation, body, complimentary closing, and signature
2. Description of events in book that involved chosen character
3. Reflection of the events from the perspective of the chosen character
4. Question(s) to the author from the character
5. Suggestions for the author about what the character would change about the book
6. Any other personal additions to make it your own

IT Book List Promotional Book Flyer Rubric   Name _____

ELEMENT	Exemplary	Proficient	Unsatisfactory	POINTS
Proper Letter Format (10)	The letter is written in proper letter format. Includes date, address, salutation, body, complimentary closing, and signature. (5 points)	The letter includes some of the proper parts of a letter but not all.t (1-4 points)	Letter is not written in proper letter format and does not include necessary parts of a letter. (0 points)	
Reflection of the Events from the Perspective of Chosen Character (20)	The letter includes a detailed reflection (positive or negative) on the main events that involve the chosen character from that character's perspective (20 points)	The letter includes a reflection on some of the main events that occur in the book, but the reflections are not detailed or some of the events are not reflected upon. (1-19 points)	The letter does not include a reflection on the main events of the book from the perspective of the chosen character. (0 points)	
Questions to the Author from the Character (20)	The letter includes at least 3 appropriate questions from the character to the author. (15 points)	The letter includes 1-2 appropriate questions from the character to the author. (1-14 points)	The letter does not include questions to the author, or the questions are not appropriate. (0 points)	
Suggestions to the Author (20)	The letter includes at least 2 appropriate suggestions for changes the character would make to the book. (15 points)	The letter includes 1 appropriate suggestion for changes the character would make to the book. (1-14 points).	The letter does not include any suggestions for changes, or suggestions are not appropriate. (0 points).	
Creativity/ Personal Touches (15)	The letter includes detail, language, and other details that make it creative and unique to the character. (10 points)	The letter is not creative, engaging and/or in a unique style of the character. (1-9 points)	The letter is repetitive, unengaging, and rote (0 points)	
Grammar (20)	The letter has perfect grammar and spelling in formal language (no LOL's). (20 points)	The letter has 1-4 grammar/spelling/language errors (1-19 points).	The letter has more than 5 grammar/spelling/ language errors (0 points)	
			TOTAL	____/105