



Georgetown County School District's **SUMMER READING PROGRAM** is an integral part of the Honors ELA curriculum in grades 9-12. The "summer effect" on student achievement is well-documented: students who do not read through the summer suffer serious declines in grade level reading, while students who read on a daily basis increase their comprehension skills, their vocabulary, and their fluency. Based upon these considerations, the Summer Reading Program serves as a vehicle to promote literacy. This year, -students in Honors English II-IV will choose a text from the following lists:

For Students who prefer NONFICTION: Students **will choose** from either the 2017 or 2018 American Library Association's Nominees for Best Young Adult Nonfiction:

<http://www.ala.org/yalsa/2018-nonfiction-award-nominations>

<http://www.ala.org/yalsa/2017-nonfiction-award-nominations>

For Students who prefer FICTION: Students **will choose** from the **South Carolina Young Adult Fiction Nominees** from 2016-2017 through 2018-2019:

<https://www.scasl.net/young-adult-book-award>

ASSIGNMENT: BOOKTALK Students will choose one book to read and prepare a two- three minute presentation that includes the title and author of the book and gives a brief summary, and then explains why he or she liked it and why other students might be interested in it. He/She may also read a short excerpt (maximum one page). **Students should use note cards to cue themselves during the presentation.**

Tips:

1. Start off with an interesting quotation from the book to capture your audience's attention. (Make sure you include an explanation of the quotation!)
2. Be sure to clearly state the title of the book and the author's name at the beginning of your Book Talk.
3. Spend the majority of your time discussing the plot and conflict, but include setting, major characters, and a theme. Do not give away too much of the story!! NEVER tell the ending!
4. Do not just list characters—remember this Book Talk is essentially a persuasive speech—you are convincing your audience to read the book.
5. You may become a character in the book. ("Let me tell you about myself. My name is Harry Potter...")
6. Have the book with you to use as a visual, or use other visual aids. You may use PowerPoint or Prezi if you would like.
7. If you use any video with your presentation, it will not be included in your three-minute time expectation.

8. Work on appropriate presentation skills: make eye contact, do not read your speech, use body language to communicate your message, speak loudly and clearly, etc.
9. Feel free to use different voices or wear a costume. Ham it up! Have fun!

BOOKTALKS will begin the first week of school (School begins August 22, 2018) as assigned by the teacher. These presentations will count as a test grade for the first nine weeks. Please see the RUBRIC included with this assignment

*****AHS AND GHS STUDENTS WHO ARE NOT ENROLLED IN HONORS ENGLISH UNTIL SECOND SEMESTER WILL TURN IN THEIR NOTECARDS FOR THEIR PRESENTATIONS (PLOT, CONFLICT, SETTING, TONE, CHARACTERS AND THEME) TO THEIR ENGLISH TEACHERS ON AUGUST 24, 2018.**

Rubric for Book Talk

Criteria	Excellent	Above Average	Average	Below Average
<i>Introduction attracts audience</i>	Exceptionally creative beginning with an excellent quotation; includes title and author	Creative beginning with a good quotation; includes title and author	Not a very creative or interesting beginning with a quotation; includes title or author	Not a very good beginning with no quotation; does not include title or author
<i>Maintains eye contact</i>	Always maintains eye contact and engages audience	Almost always maintains eye contact	Sometimes maintains eye contact	Never maintains eye contact
<i>Discusses the plot, setting, conflict, tone, and characters</i>	Thorough and interesting summary of these elements	Somewhat thorough and interesting summary of these elements	Average summary of the elements	Does not summarize these elements or is missing a component
<i>Discusses the theme</i>	Discusses theme and makes an educated argument to support and elaborates on the importance	Discusses theme but fails to elaborate on the importance	Discusses theme but is not supported or not very thorough in elaboration	Does not discuss theme or makes a very general statement about the theme
<i>Progression</i>	Presents ideas with logical sequencing and seamless transitions	Presents ideas and information in sequence with clear transitions	Occasional lapses in logical sequencing or lack of transition	Transition between ideas is not evident
<i>Effectiveness/ Projected Audience</i>	Enthusiastically and clearly explains what is enjoyable about the book and the audience most suited for the book	Explains what is enjoyable and identifies the best audience	Does not explain what is enjoyable about the book or the best audience	Does not explain what is enjoyable about the book and does not identify the best audience
<i>Conclusion makes us want to read the book (or not read the book)</i>	Very enticing conclusion – draws the listener to read the book	Somewhat interesting conclusion- listener might want to read the book	Concluded but did not draw the listener to read the book	Very boring conclusion or no conclusion at all

<i>Demonstrates enthusiasm for the book</i>	Very enthusiastic and knowledgeable	Somewhat enthusiastic and knowledgeable	Shows average enthusiasm and understanding	Not enthusiastic at all
<i>Audible/ Presence</i>	Voice is clear, words are pronounced correctly and tempo is good; excellent body language	Voice is mostly clear and audible; pronunciation is mostly correct; body language is not distracting	Sometimes hard to understand; common words mispronounced; body language is occasionally distracting or inappropriate	Speech is too soft, mumbled, or too fast/slow; distracting or inappropriate body language
<i>Visual aid/ Excerpt (optional)</i>	Visual aid is well done, colorful, and very helpful to the presentation. Excerpt is engaging, explained, and of appropriate length	Visual aid is colorful and helpful to the presentation. Excerpt is not engaging, not explained, or too long.	Visual aid is completed. Excerpt is boring and not explained, or too long.	Visual aid is very poorly done. Excerpt is boring, not explained, and too long.
<i>Stays within time limit</i>	Within time limit (2-3 minutes)			Too short or too long