

SUMMER READING

SELECTION AND REQUIREMENTS FOR STUDENTS ENTERING KINDERGARTEN

Choose at least **2** of the following books to read with your child. Feel free to read them all if you like. After reading the stories, have your child retell each story in his/her own words and explain which story they liked most and why. Discuss the characters and talk about why the author chose the animal or food as the main characters in the story. Ask your child, "If you could write your own story using a similar format The Three..., what would you choose?" Help your child develop a storyline and pictures. Below are some guidelines to follow as your child makes his/her own book. You may also preview a short video at <http://video.about.com/childrensbooks/Make-a-Story-Book.htm> to help you along the way. Remember, this is your child's story. It may sound unusual to you, but encourage their creativity. **Pace yourself, this is not a one night project.**

***Project Due Date: September 8, 2010**

Five points will be deducted from the overall grade for each day it is late.

***Projects will not be accepted after September 10, 2010.**

1. Kimmel, Eric A. *The Three Little Tamales*. Marshall Cavendish, 2009. In this variation of "The Three Little Pigs" set in the Southwest, three little tamales escape from a restaurant before they can be eaten, and set up homes in the prairie, cornfield, and desert.
Reading level: Ages 4-8
Hardcover: 40 pages
Publisher: Marshall Cavendish Corp/Ccb (March 1, 2009)
ISBN-10: 0761455191
ISBN-13: 978-0761455196
2. *The Little Hawaiian Pigs and the Magic Shark* by Donivee Laird
This adaptation of *The Three Little Pigs* is set in Hawaii. The Magic Shark (there are no wolves in Hawai'i) tries his wizardry but is foiled by the pigs and ends up in the local dump.
Reading level: Ages 4-8
Hardcover: 37 pages
Publisher: Barnaby Books (September 1990)
ISBN-10: 0940350254
ISBN-13: 978-0940350250
3. *The Three Little Gators* by Helen Ketteman
Readers-particularly from the Lone Star State-who can't get enough of the original Three Little Pigs may enjoy this Texan transformation from the team behind Armadilly Chili. Ketteman's story features three gap-toothed young gators who outwit the Big-bottomed Boar.
Reading level: Ages 4-8
Hardcover: 32 pages

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Publisher: Albert Whitman & Company (March 1, 2009)

ISBN-10: 080757824X

ISBN-13: 978-0807578247

4. **Three Little Fish and the Big Bad Shark** – Will Grace

The tale of "The Three Little Pigs" gets an underwater makeover in this snappy yarn. Three little fish swim out into the deep blue sea to build their homes.

Reading level: Ages 4-8

Hardcover: 32 pages

Publisher: Cartwheel Books (May 1, 2007)

ISBN-10: 0439719623

ISBN-13: 978-0439719629

Each book should contain the following:

- A cover
- Title Page
- 5 pages of written text and pictures (parents, you may write for the child)
- The book must be held together by some type of adhesive, staple or string
- The title of the book should be **The Three (adjective)**, such as little, tall, etc) (**Noun**, such as pigs, fish, tamales) e.g. The Three Tall Cucumbers.
- Date of completion on the back of the book
- About the Author page – picture(s) of child, name (written by the child), date of birth, city of residence, favorite color, favorite food, handprint

Supplies Needed to Make a Book with Kids

To start with, you will need:

- color crayons or markers
- white copy paper
- colored construction paper
- scissors
- glue
- a stapler or yarn

Making a Book with Younger Children

With younger children, you can do the writing and the child can provide the illustrations. If your kids are not into coloring, have them cut pictures out of magazines or coloring books and then let them glue the pictures onto pages that will later be assembled into a book.

Create the Book Cover

Once you have the pages of your storybook made, its time to create a cover. Usually the cover will contain a drawing and of course the story title. Sometimes we decorate the covers with stickers, glitter or some other adornments.

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Assemble the Homemade Book

When your storybook is ready to assemble, line up all the pages and staple them together or you can punch a couple of holes on the left side and have your child thread a piece of yarn through the holes to secure the pages. Do not forget to date your project, too, on the back.

SCORING RUBRIC

	Not Attempted	Mostly Completed	As Expected
____ 1. Book is complete, neatly constructed, and colorful.	0	1-5	6-10
	None	Some	All
____ 2. Book consists of required components: <ul style="list-style-type: none"> • A cover • Title Page • 5 pages of written text and pictures (parents, you may write for the child) • The book must be held together by some type of adhesive, staple or string • The title of the book should be The Three (adjective, such as little, tall, etc) (Noun, such as pigs, fish, tamales) e.g. The Three Tall Cucumbers. • Date of completion on the back of the book • About the Author page – picture(s) of child, name, date of birth, city of residence, favorite color, favorite food, handprint 	0	1-10	11-15
	None	Needs Improvement	As Expected
	0	1-10	11-20

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SUMMER READING

SELECTION AND REQUIREMENTS FOR STUDENTS ENTERING FIRST GRADE

Please choose **one** book from the booklist below to complete the summer reading project. Students should also choose an additional book to read for enjoyment.

These books may be read TO the students.

My Pop Pop and me, by Smalls, I.

My best friend, by Rodman, M. A

The Seven Silly Eaters, Mary Ann Hoberman and Marla Frazee

Leo the Late Bloomer, by Robert Kraus

Ruby Bridges, by Robert Cole

White Socks Only, by Evelyn Coleman

I Like Me!, by Nancy Carlson

Marvin One Too Many, by K. Patterson

A million fish . . . more or less, by McKissack, P. C.

Why mosquitoes buzz in people's ears: A West African tale, Aardema, V.

Make a picture mobile representing the characters and events in your book. Write a descriptive sentence about each character and event. All pictures and writing must be the student's own work.

***Project Due Date: September 8, 2010**

Five points will be deducted from the overall grade for each day it is late.

***Projects will not be accepted after September 10, 2010.**

Each mobile should contain the following:

- A picture representing a total of **five** characters and/or events
- A sentence describing each pictorial representation (sentences should be placed on the back of each picture)
- Child's name
- Title of Book
- Author of Book
- Two sentences telling if he/she liked the book and why or why not.

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Please be sure to adhere to all guidelines, as they will be used to assess an overall grade for the project. A project rubric, which the teacher will use to calculate your child's grade for the assignment is below. **Please note this project will count as a Grammar and Writing test grade for the first quarter.** All writing must be in the child's handwriting. If needed, it is recommended that the child vocalizes the sentence and the parent writes the initial sentence. The child may then copy the sentence for the project.

SCORING RUBRIC

	Not Attempted	Mostly Completed	As Expected
____ 1. Mobile is complete, neatly constructed, colorful, and can be hung	0	1-5	6-10
	None	Some	All
____ 2. Mobile consists of required components: <ul style="list-style-type: none"> • A picture representing a minimum of five characters and events • A sentence describing each pictorial representation • Child's name • Title of Book • Author of Book • Two sentences telling if you liked the book or not 	0	1-10	11-15
	None	Needs Improvement	As Expected
____ 3. Writes using phonetic and formal spelling AND Words are properly capitalized and punctuation is properly used	0	1-10	11-20
	Much parent help	Some parent help	Child's own work
____ 7. Child's Work	1-4	5-9	10

_____ **Total Points/Grade**

_____ **Parent Signature**

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SUMMER READING

SELECTIONS AND REQUIREMENTS FOR STUDENTS ENTERING SECOND GRADE

Please have your child choose one pair of books from the list below and complete the "Book Report in a Bag". Directions and materials needed for this project are below.

These books may be read TO the students, if needed.

Mufaro's Beautiful Daughters, by John Steptoe and *The Korean Cinderella*, by Shirley Climo

OR

The Wolf Who Cried Boy, by Bob Hartman and *Never Cry Woof!* retold and illustrated by Jane Wattenberg

***Project Due Date: September 8, 2010**

Five points will be deducted from the overall grade for each day it is late. ***Projects will not be accepted after September 10, 2010.**

Materials:

brown paper bag (from grocery store)
crayons, paint, or colored pencils
notebook paper
glue or tape

Procedure:

Read one pair of books. Choose which version you like best and create a "Book Report in a Bag". On the front side of the bag, you will use colored pencils, paint, or crayons to draw a picture representing the main idea or plot of the book. You will need to compare and contrast the two versions of the story on the back of the paper bag using a Venn Diagram. A paragraph comparing and contrasting the two stories should also be attached to the back of the bag, concluding with at least two sentences about why you liked one version better. The summary should be written on notebook paper, first and then glued or taped to the paper bag. The title of the book and the

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SUMMER READING

SELECTIONS AND REQUIREMENTS FOR STUDENTS ENTERING THIRD GRADE

Please choose **one** book from the list below.

Got a Job to Do? , Rent a Third Grader, by B.B. Hiller

Busybody Nora, by Johanna Hurwitz

Amber Brown Wants Extra Credit, by Paula Danziger

Flossie and the Fox, by Patricia McKissack

Students will design a "book float" for their chosen book. They will decorate the shoe box to go with the book, and it will be like a float in a parade.

Please be sure to adhere to all guidelines, as they will be used to assess an overall grade for the project. A scoring guideline form, which the teacher will use to calculate your child's grade for the assignment is on the reverse. Please note this project will count as a Writing and Grammar test grade for the first quarter.

***Project Due Date: September 8, 2010**

Five points will be deducted from the overall grade for each day it is late. ***Projects will not be accepted after September 10, 2010.**

Materials:

empty shoe box

construction paper or gift wrap paper

scissors

crayons

pencil

paper

miscellaneous natural materials (rocks, sand, leaf clippings, etc., as needed)

other miscellaneous materials (craft sticks, etc., as needed)

Procedure:

Each student is asked to decorate an upside down shoe box to correspond with a scene from the book or the book's general theme (planets, pioneers, biography, horses, etc.) The students need to visualize this as a "float" in a

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parade—a book parade. Each project will be graded according to the following instructions and requirements:

1. All advertisement on the shoe box should be covered.
2. The title of the book should be neatly displayed on one side of the "float". This title should be written in correct form with the proper words capitalized and the whole title underlined (for example: Little House on the Prairie). The author's name should also be written after the title.
3. A neat and brief summary of the book should be on the other side of the "float" (5 sentences minimum/paragraph). The summary should end with the student telling if he/she liked the book and why or why not.
4. The student's name should be written neatly on the back of the "float".
5. Natural materials or student-made decorations should be used to build the scene on the shoe box. Purchased materials should be used sparingly.

SCORING GUIDELINE

	Not Attempted	Mostly Completed	As Expected
___ 1. Box Is Covered	0	1-5	6-10
	None	Information is There	Neatly Done
___ 2. Title and Author on Side Neatly and Underlined	0	1-8	9-15
	None	Needs Improvement	As Expected
___ 3. Summary (5 sentences/paragraph) <ul style="list-style-type: none"> • Capitalization and punctuation rules followed • Handwriting neat and legible • Correct Spelling 	0	1-10	11-20
	Half or Less	Mostly	All Natural or Made
___ 4. Natural/Made Materials	0-5	6-15	16-20
	Much parent help	Some parent help	Child's own work
___ 7. Child's Work	1-4	5-9	10

_____ **Total Points**

_____ **Parent Signature**

_____ **Grade**

SUMMER READING

SELECTIONS AND REQUIREMENTS FOR STUDENTS ENTERING FOURTH GRADE

Choose **one** book from the book list below.

Sarah Plain and Tall by Patricia MacLachlan

Frindle by Andrew Clements

Hatchet by Gary Paulsen

Fourth Grade Rats by Jerry Spinelli

The Gold Cadillac, by Mildred Taylor

Please be sure to adhere to all guidelines, as they will be used to assess an overall grade for the project. A scoring guideline form, which the teacher will use to calculate your child's grade for the assignment is on the reverse. Please note this project will count as a Writing and Grammar test grade for the first quarter.

Project Due Date: September 8, 2010

Five points will be deducted from the overall grade for each day it is late. Projects will not be accepted after September 10, 2010.

Be a literary agent. Pretend you are a literary agent representing the author of your book. Write to Harry Decision, editor of young adult fiction at Bantam Books, explaining why you feel he should publish your author's book. A summary of the story should be included in the letter along with a brief description of at least two main characters. The letter should be a **minimum of one typed page** and proper letter format is required. Create a book jacket, which includes an illustration for the front cover to go along with your letter.

OR

Imagine that you are the author of the book you have just read. Suddenly, the book becomes a best seller. Write a letter to a movie producer trying to get that person interested in making your book into a movie. Explain why the story, characters, conflicts, plot, etc., would make a good film. Suggest a filming location and the actors to play the various roles. A summary of the story should be included in the letter along with a brief description of at least two main characters. The

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letter should be a minimum of **one typed page** and proper letter format is required.
Create a poster advertisement for your movie.

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SUMMER READING

SELECTIONS AND REQUIREMENTS FOR STUDENTS ENTERING FIFTH GRADE

Please choose one book from the list below.

The Red Rose Box, by Brenda Woods

The Year of Impossible Goodbyes, by Sook Nyul Choi

The Broken Bike Boy and the Queen of 33rd Street, by Sharon G Flake

Paint the Wind, by Pam Munoz Ryan

No Talking, by Andrew Clements

Night of the Howling Dogs by Graham Salisbury

Please be sure to adhere to all guidelines, as they will be used to assess an overall grade for the project. A scoring guideline form, which the teacher will use to calculate your child's grade for the assignment is on the reverse. Please note, this project will count as a Writing and Grammar test grade for the first quarter.

Project Due Date: September 8, 2010

Five points will be deducted from the overall grade for each day it is late. Projects will not be accepted after September 10, 2010.

A.) Pretend you are making a movie of your book and are casting it. Choose the actors and actresses that you would like to play the main characters. Write separate letters to a minimum of three actors/actresses asking them to star in your movie. The letter must include a character sketch or description of the character that they will portray and a reason why they are the best choice to portray the character. Proper letter format is required. Each letter should consist of two typed paragraphs.

OR

B.) Construct a diorama (three dimensional scene) of one of the main events of the book. A large shoe box or something comparable is sufficient. Include a written description of the scene/event (minimum of two paragraphs - each paragraph should have five sentences). This description should be glued to the box cover. A 3-4 paragraph summary of the book should also be included which gives along with a brief description of at least 4 characters. The summary and description should be typed.

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How to Make a Diorama

A diorama is a mini-world - an entire landscape in a box, carry case, or window. Here's how to build your own.

🕒 Steps:

1. Decide on a scale. This is key, because a diorama becomes believable to the extent that it looks "real." If you've got a focus (a Barbie doll, a particular plastic dinosaur), use that scale. If not, try 1 foot to 1 inch - it's pretty standard.
2. Collect your materials - human and/or animal figures, palm trees or sugar cubes to build an igloo, dollhouse furniture and miniature foods for an interior scene.
3. Decide on a background - you can paint or draw your own or use wallpaper or wrapping paper (or anything else you can find). Remember, though, that the background images should be consistent with the scale you've chosen.
4. Choose a container. Many children's school projects use cardboard boxes or shoe boxes, but you can use just about anything. It should be light but fairly sturdy, especially if you will need to move the diorama around.
5. Build your diorama working from the back to the front - start with the background (don't forget the sky/ceiling and ground/floor). Then place large objects such as trees. The smallest objects should go farthest forward. Use glue or putty to secure the objects.

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SUMMER READING

SELECTIONS AND REQUIREMENTS FOR STUDENTS ENTERING SIXTH GRADE

Assigned Reading: Elijah of Buxton, by Christopher Paul Curtis

Please be sure to adhere to all guidelines, as they will be used to assess an overall grade for the project. Please note this project will count as an English test grade for the first quarter.

Project Due Date: September 8, 2010

Five points will be deducted from the overall grade for each day it is late. Projects will not be accepted after September 10, 2010.

Choose one of the following book report formats.

Create a mini-comic book retelling a chapter of the book. A **one page typed** summary of the book should also be submitted.

Make three posters about the book (representing the beginning, middle, and end) using two or more of the following media: paint, crayons, chalk, paper, ink, real materials. Write **two typed** paragraphs describing each poster.

Pretend you are making a movie of your book and are casting it. Choose the actors and actresses that you would like to play the main characters. Write separate letters to each of the actors/actresses (at least 3) asking them to star in your movie. The letter must include a brief summary of the book along with a character sketch or description of the character they will portray and a reason why they are the best choice to portray the character. Proper letter format is required. Each letter should consist of **two** paragraphs. Each paragraph should have a minimum of 5 sentences. All letters must be typed.

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Grading Rubric 6th Grade Summer Reading

	4	3	2	1
Overall Presentation	Student went above requirement for assignment. Student showed creativity and imagination in presentation.	Student included all components of assignment. Work is neat and legible.	Student included most of the components of the assignment; however directions were not fully followed.	Student included little to no required components. OR Student wrote a basic book report
Grammar	Capitalization and Punctuation Rules followed No spelling errors Good sentence structure Writing is fluid	Capitalization and Punctuation rules followed (a few mistakes) Minimal spelling errors Good sentence structure Writing is fluid	Capitalization or punctuation rules are inconsistently followed Spelling errors Writing is choppy	Fragment or run-on sentences Many spelling errors No paragraph structure Many capitalization and spelling errors
Written Criteria (Comic Book)	More than one page typed summary	One page typed summary	Less than one page typed summary	Summary is not typed
Written Criteria (Poster)	More than two typed paragraphs describing each poster	Two typed paragraphs describing each poster	Less than two typed paragraphs describing each poster	Paragraphs are not typed
Written Criteria Movie Letter – 6th grade)	Separate letter for each main character including: Brief summary of the book, character sketch or description of the character they will portray, reason why they are the best choice to portray character. Each letter is typed and contains more than two paragraphs. Proper letter format including: address, date, greeting, salutation, and	Separate letter for each main character including: Brief summary of the book, character sketch or description of the character they will portray, reason why they are the best choice to portray character. Each letter is typed and contains two paragraphs. Proper letter format including: address, date, greeting, salutation, and signature are included	Separate letter for each main character; however one component is missing: Brief summary of the book, character sketch or description of the character they will portray, reason why they are the best choice to portray character. OR Each letter is typed, but contains less than two paragraphs. Letter format is	Does not meet the requirement of a 2 .

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	signature are included		somewhat followed	
Visual Criteria (Comic Strip)	Comic strip vividly tells the main events in the selected chapter. Pictures correspond to word bubbles. Pictures are neatly drawn and colorful. Layout is easy to follow	Comic strip tells the main events in the selected chapter. Pictures are neatly drawn. Words are included. Layout is easy to follow.	Pictures are included, but do not follow the format of a comic strip. Subtitles are used.	Does not meet the criteria of a 2 OR no visual representations.
Visual Criteria (Posters)	Three different posters – representing the beginning, middle, and ending of the book. More than two types of media are used. Pictures are neatly drawn or displayed.	Three different posters – representing the beginning, middle, and ending of the book. Two types of media are used. Pictures are neatly drawn or displayed.	Three different posters; however it is not clear which poster represents the beginning, middle, or ending of the book. Less than two types of media are used. Pictures are haphazardly drawn or displayed.	Does not meet the criteria of a 2 OR no visual representation.

Total: _____/_____

Name: _____

SUMMER READING

SELECTIONS AND REQUIREMENTS FOR STUDENTS ENTERING SEVENTH GRADE

Assigned Reading: The Skin I'm In, by Sharon G. Flake

Please be sure to adhere to all guidelines, as they will be used to assess an overall grade for the project. Please note this project will count as an English test grade for the first quarter.

Project Due Date: September 8, 2010

Five points will be deducted from the overall grade for each day it is late. Projects will not be accepted after September 10, 2010.

Choose one of the following book report formats.

Create a mini-comic book retelling a chapter of the book. A **1 ½** typed summary of the book should also be submitted.

Make three posters about the book (representing the beginning, middle, and end) using two or more of the following media: paint, crayons, chalk, paper, ink, real materials. Write **three typed** paragraphs describing each poster.

Pretend you are making a movie of your book and are casting it. Choose at least 4 actors and actresses that you would like to play the main characters. Write separate letters to each of the actors/actresses asking them to star in your movie. The letter must include a brief summary of the book along with a character sketch or description of the character they will portray and a reason why they are the best choice to portray the character. Proper letter format is required. Each letter should consist of **four** typed paragraphs. Each paragraph should have a minimum of 5 sentences.

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Grading Rubric 7th Grade

	4	3	2	1
Overall Presentation	Student went above requirements for assignment. Student showed creativity and imagination in presentation.	Student included all components of assignment. Work is neat and legible.	Student included most of the components of the assignment; however directions were not fully followed.	Student included little to no required components. OR Student wrote a basic book report
Grammar	Capitalization and Punctuation Rules were followed No spelling errors Good sentence structure Writing is fluid	Capitalization and Punctuation rules followed (a few mistakes) Minimal spelling errors Good sentence structure Writing is fluid	Capitalization or punctuation rules are inconsistently followed Spelling errors Writing is choppy	Fragment or run-on sentences Many spelling errors No paragraph structure Many capitalization and spelling errors
Written Criteria (Comic Book)	More than 1 ½ page typed summary	1 ½ page typed summary	Less than 1 ½ page typed summary	Summary is not typed
Written Criteria (Poster)	More than three typed paragraphs describing each poster	Three typed paragraphs describing each poster	Less than three typed paragraphs describing each poster	Paragraphs are not typed
Written Criteria (Movie Letter)	More than three separate two paragraph letters for three main characters including: Brief summary of the book, character sketch or description of the character they will portray, reason why they are the best choice to portray character. Each letter is typed and contains more than two paragraphs. Proper letter format including: address,	Three separate three paragraph letters for three main characters including: Brief summary of the book, character sketch or description of the character they will portray, reason why they are the best choice to portray character. Each letter is typed Proper letter format including: address, date, greeting, salutation, and signature are included OR Does not meet the	Three separate three paragraph letters for three main characters; however one component is missing: Brief summary of the book, character sketch or description of the character they will portray, reason why they are the best choice to portray character. OR Each letter is typed, but contains less than two paragraphs.	Does not meet the criteria of a 2 .

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	date, greeting, salutation, and signature are included	criteria of a 4	Letter format is somewhat followed	
Visual Criteria (Comic Strip)	Comic strip vividly tells the main events in the selected chapter. Pictures correspond to word bubbles. Pictures are neatly drawn and colorful. Layout is easy to follow	Comic strip tells the main events in the selected chapter. Pictures are neatly drawn and colorful. Words are included. Layout is easy to follow.	Pictures are included, but do not follow the format of a comic strip. Subtitles are used.	Does not meet the criteria of a 2 OR no visual representations.
Visual Criteria (Posters)	Three different posters – representing the beginning, middle, and ending of the book. More than two types of media are used. Pictures are neatly drawn or displayed.	Three different posters – representing the beginning, middle, and ending of the book. Two types of media are used. Pictures are neatly drawn or displayed.	Three different posters; however it is not clear which poster represents the beginning, middle, or ending of the book. Less than two types of media are used. Pictures are haphazardly drawn or displayed.	Does not meet the criteria of a 2 OR no visual representation.

Total: _____/_____

Name: _____

SUMMER READING

SELECTIONS AND REQUIREMENTS FOR STUDENTS ENTERING EIGHTH GRADE

Assigned Reading: Romiette and Julio, by Sharon M. Draper

Please be sure to adhere to all guidelines, as they will be used to assess an overall grade for the project. Please note this project will count as an English test grade for the first quarter.

Project Due Date: September 8, 2010

Five points will be deducted from the overall grade for each day it is late. Projects will not be accepted after September 10, 2010.

Choose one of the following book report formats.

Pretend you are making a movie of your book and are casting it. Choose the actors and actresses that you would like to play the main characters. Write separate letters to at least four actors/actresses asking them to star in your movie. The letter must include a brief summary of the book along with a character sketch or description of the character they will portray and a reason why they are the best choice to portray the character. Proper letter format is required. Each letter should be one page typed. Each paragraph should have a minimum of 5 sentences. All letters must be typed.

Students may give a video critique of the book. Included in the critique should be a summary of the book, a list of the main characters, author's name, and whether or not others should read the book. Students should also give their favorite chapter in the book and explain why it is appealing. A written transcript (everything said on the video should be written) of the clip should also be included. The video clip must be a minimum of 2 minutes and should not exceed 5 minutes.

Video clips must be submitted on dvd or uploaded to snapfish.com. A link of the clip should be sent to kia.jenkins@blairchristianacademy.com. Please familiarize yourself with the uploading process. This should not be done at the last minute.

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Grading Rubric 8th Grade

	4	3	2	1
Overall Presentation	Student went above requirements for assignment. Student showed creativity and imagination in presentation.	Student included all components of assignment. Work is neat and legible.	Student included most of the components of the assignment; however directions were not fully followed.	Student included little to no required components. OR Student wrote a basic book report
Grammar	Capitalization and Punctuation Rules were followed No spelling errors Good sentence structure Writing is fluid	Capitalization and Punctuation rules followed (a few mistakes) Minimal spelling errors Good sentence structure Writing is fluid	Capitalization or punctuation rules are inconsistently followed Spelling errors Writing is choppy	Fragment or run-on sentences Many spelling errors No paragraph structure Many capitalization and spelling errors
Written Criteria (Movie Letter)	More than four one page letters for three main characters including: Brief summary of the book, character sketch or description of the character they will portray, reason why they are the best choice to portray character. Each letter is typed. Proper letter format including: address, date, greeting, salutation, and signature are included	Four separate one page letters for three main characters including: Brief summary of the book, character sketch or description of the character they will portray, reason why they are the best choice to portray character. Each letter is typed Proper letter format including: address, date, greeting, salutation, and signature are included OR Does not meet the criteria of a 4	Three separate one page letters for three main characters; however one component is missing: Brief summary of the book, character sketch or description of the character they will portray, reason why they are the best choice to portray character. OR Each letter is typed, but contains less than two paragraphs. Letter format is somewhat followed OR Does not meet the criteria of a 3	Does not meet the criteria of a 2 .
Visual (Video Clip)	Video moves smoothly from shot to shot. A variety of	A variety of transitions are used. Good pacing and	No editing evident. Recording was done in one shot.	Not all of the components are included. Recording is sloppy or the

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	<p>transitions are used to assist in communicating the main idea and smooth the flow from one scene to the next. Shots and scenes flow seamlessly. Digital effects are used appropriately for emphasis. All shots are clearly focused and well framed. The camera is held steady with few pans and zooms. The graphics and/or animation assist in presenting an overall theme that appeals to the audience and enhances concepts with a high impact message. Graphics explain and reinforce key points during the presentation. Extra ideas are included, such as music, credits, and pictures. Video is within the time limit. Written transcript is included.</p>	<p>timing. The audio is clear and assists in communicating the main idea. More than one recording is evident. The graphics or animation visually depict material and assist the audience in understanding the flow of information or content. All components are included. Video is within the time limit. Written transcript is included.</p>	<p>OR Transitions from shot to shot are choppy. There are many unnatural breaks and/or early cuts. The audio is inconsistent in clarity (too loud/too soft/garbled) at times and/or the background audio overpowers the primary audio. Some of the graphics and/or animations seem unrelated to the topic/theme and do not enhance concepts. Video is within the time limit. Written transcript is included</p> <p>OR</p> <p>Does not meet the criteria of a 3.</p>	<p>recording is under 2 minutes OR Written transcript is NOT included OR Does not meet the criteria of a 2</p>
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