



# SCHERTZ-CIBOLO-UNIVERSAL CITY INDEPENDENT SCHOOL DISTRICT

1060 Elbel Road Schertz, Texas 78154 Phone (210) 945-6227 Fax (210) 945-6024  
www.scuc.txed.net

May 5, 2017

Dear Pre-AP Student,

Congratulations on your decision to take Pre-AP English next year! While we are in the process of winding down one school year and looking forward to a break, we are also excited and busy preparing for the upcoming year. The teachers of advanced level English classes across the district have been collaborating over the last several months to build a strong foundational program to help you develop the reading and writing skills that are necessary to be successful on the assessments at every level and to prepare you for the rigors of college.

Just as with athletics and the fine arts, consistent practice is essential to keep your skills sharp. Reading and writing should be a daily habit, both in and out of school. While we understand that summer is a time to rest and relax after many months of hard work, we also know that too much time without practice can result in a loss of proficiency. Summer assignments are designed to maintain and polish skills learned during the last year and prepare for new challenges, but we have been careful to make sure that it does not overwhelm you and that you have plenty of time to enjoy yourself during the break.

As we start the next year, we will be able to hit the ground running with a common reading assignment that will be the focus of class discussion and composition right from the beginning. This will actually result in a less stressful start to the year, since you will already have completed the reading and foundational assignments instead of having to read a major work while adjusting to all of your other classes at the start of the next school year. The reading selections and accompanying assignments at each grade level have been designed to be both entertaining and thought-provoking, while still staying within the expectations of your abilities. You will be able to work at your own pace and will develop the time-management skills you will need not only in school, but in all aspects of your life.

Of course, there are greater expectations of students who elect to take these courses, but the rewards are great as well. Graduates often return to share their experiences after high school and how well prepared they were for college level analysis – both in written assignments and class discussions.

Once again, we are thrilled that you are taking on this very rewarding challenge, and we look forward to seeing you next year!

Sincerely,

SCUC ISD 6<sup>th</sup> Grade Pre-AP English Teachers

## **Contact Information**

|                                |               |  |
|--------------------------------|---------------|--|
| Barbara C. Jordan Intermediate | Heather Davis | <a href="mailto:hdavis@scus.txed.net">hdavis@scus.txed.net</a> |
| Laura Ingalls Wilder           | Dawn Soria    | <a href="mailto:rsoria@scuc.txed.net">rsoria@scuc.txed.net</a> |
| Elaine S. Schlather            | Sarah Stein   | <a href="mailto:sstein@scuc.txed.net">sstein@scuc.txed.net</a> |
| District ELAR Coordinator      | Erin Ryan     | <a href="mailto:eryan@scuc.txed.net">eryan@scuc.txed.net</a>   |

### ***SCUCISD Mission Statement***

*Schertz-Cibolo-Universal City ISD provides a safe, secure and challenging learning environment, through the responsible use of all resources, to afford opportunities for all students to realize their individual potential and to become responsible and productive members of society.*

**Intermediate SCHOOL SUMMER READING  
Incoming Pre-AP 6<sup>th</sup> Grade**

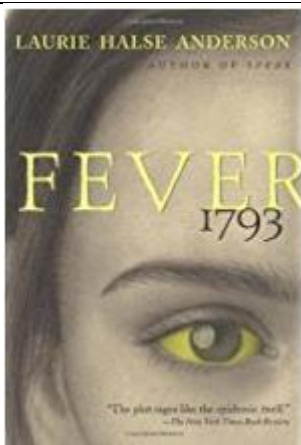
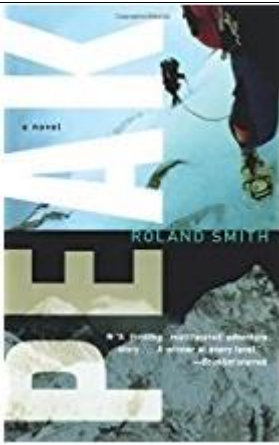
**Summer Reading Novel Selection**

Students are highly encouraged to purchase their own copies of the novel. This will allow you to make notes in the text and annotate while you read. If your child elects to read a digital copy of the novel, on a Kindle or similar device, they will need to have it for in class use as well

| 2017 Summer Reading Novels   |  |   |
|--|--|---|
| <b>*Students will only select one novel to read from the choices given below based on grade and campus for the 2017- 18 school year.</b> |  |   |
| Grade and Campus   | Choice #1  | Choice #2   |
| 6 <sup>th</sup> Grade<br>Jordan  |  <p align="center"><b>Fever 1793</b></p> |  <p align="center"><b>Fablehaven</b></p> |
| 6 <sup>th</sup> Grade<br>Schlather   |  <p align="center"><b>Wonder</b></p>    |  <p align="center"><b>Peak</b></p>      |

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|  |  |   |
|--|--|---|
| <p>6<sup>th</sup> Grade<br/>Wilder</p> |  <p><i>Fever 1793</i></p> |  <p><i>Peak</i></p> |
|--|--|---|

**Where to Purchase**

|   |  |   |
|---|--|---|
| <p>Barnes and Noble<br/>321 NW Loop 410 #104<br/>San Antonio, TX 78216<br/>210-342-0008</p> | <p>Barnes and Noble<br/>18030 Hwy 281N #140<br/>San Antonio, TX 78232<br/>210-490-0411</p> | <p><a href="http://www.barnesandnoble.com">www.barnesandnoble.com</a><br/><a href="http://www.amazon.com">www.amazon.com</a><br/><a href="http://www.alibris.com">www.alibris.com</a></p> |
|---|--|---|

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**Assignments**

Students will complete **TWO** of the following assignments after reading their novel. The written part of the assignments should be typed or neatly handwritten. Both assignments are due **WEDNESDAY, AUGUST 30, 2017.** **Both assignments will count as grades for the first grading period.**

|   |  |
|---|--|
| <p style="text-align: center;"><b><u>Theme</u></b></p> <p>At the end of the novel, come up with 1 possible life lesson that you think you were being taught through the story. What did you learn from this story as the reader? List that 1 lesson on a separate sheet of paper and explain why you thought that. Use evidence from the story and your response should be at least a page.</p> | <p style="text-align: center;"><b><u>Alternate Conclusion</u></b></p> <p>What events might have changed how the story ended? Change at least one key event to write an alternate ending. Your response should be at least one page.</p>  |
| <p style="text-align: center;"><b><u>Synthesis</u></b></p> <p>This book has been banned. Write a letter to the school board convincing them to allow it back in schools. Include information about why the book is valuable and important to society. Also, how would society be affected if the novel was banned? Your letter should be at least one page and in letter format.</p>            | <p style="text-align: center;"><b><u>Creative</u></b></p> <p>Create a newspaper about the entire novel that includes such things as classified ads, obituaries, news items, sports articles, cartoons, etc. Your newspaper must be front and back of the page.</p> <p style="text-align: center;"><b>Or</b></p> <p>Make a diorama illustrating one of the major scenes from the story. You will also need to include a one page paper discussing why it is considered a major scene and how it effects the elements of plot.</p> |

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| Scoring Rubric                     |  |  |   |   |
|------------------------------------|--|--|---|---|
| Category                           | Exceptional<br>20-18   | Admirable<br>17-15   | Needs Improvement<br>14-10  | Inadequate Completion<br>9-0  |
| <b>Content</b>                     | The reader covers the topic in-depth with multiple details and examples. Knowledge of the novel is excellent.  | The reader includes essential knowledge about the topic. Knowledge of the novel is good.   | The reader includes some information about the topic, there are factual errors.   | The reader demonstrates a weak understanding of the topic and novel.  |
| <b>Book Knowledge</b>              | The reader shows deep understanding of the novel.  | The reader shows good understanding of the novel.  | The reader shows some understanding of the novel, but lacks important details.  | The reader only show minimal understanding of the novel.  |
| <b>Theme Only</b>                  | The reader shows a deep understanding of theme and provides evidence from the novel to support the theme.  | The reader shows a good understanding of theme and provides evidence from the novel to support the theme.  | The reader attempts to understand theme and provides limited evidence from the novel to support the theme.  | The read shows limited understanding of theme and provide little to no evidence from the novel.   |
| <b>Alternative Conclusion Only</b> | Climax, falling action, and resolution are creative. Connections to the story are present and clear. The alternate ending has a clear theme connected to the text. | Climax, falling action, and resolution are present and there is vague connection to the story. The alternate ending has a clear theme connected to the text. | Climax, falling action and resolution are apparent but undeveloped. The alternate ending has a vague theme connected to the text.   | No climax, falling action and/or resolution. The alternate ending has no theme.   |
| <b>Synthesis Only</b>              | The readers provides 3 or more excellent reasons with strong support.  | The readers provides 3 or more good reasons with some support.   | The reader provides two reasons but with weak arguments.  | The reader provides less than two reasons with little or no arguments.  |
| <b>Newspaper Only</b>              | The newspaper shows considerable originality and creativity. The content and ideas presented are unique and interesting.   | The newspaper shows some originality and creativity. The content and ideas presented are unique and interesting.   | The newspaper shows an attempt at originality and creativity in some areas.   | The newspaper is a reflection of other people's ideas and graphics, and shows very little original thought.<br>(Copy and paste from the internet)                         |
| <b>Diorama Only</b>                | The project has an excellent use of color, graphics, and organization which showcase the reader's understanding of the book's components.                          | The project has good use of color, graphics, and organization which showcase the reader's understanding of the book's components.                            | The project uses color, graphics, and organization, but occasionally these detract from providing a clear picture of the reader's understanding of the book's components. | The project uses some color, some graphics, and has little organization. It does not provide a clear illustration of the reader's understanding of the book's components. |
| <b>Mechanics</b>                   | The project has 0-3 misspellings or grammatical errors.  | The project has 4-6 misspelling or grammatical errors.   | The project has 7-10 misspellings or grammatical errors which interfere with understanding the reader's thoughts.   | The project has 11+ misspellings or grammatical errors which greatly interfere with understanding the reader's thoughts.  |
| <b>Requirements/Format</b>         | The assignment was completed using MORE than the minimum requirements.   | The assignment was completed using ONLY the minimum requirements.  | The assignment was completed using LESS than the minimum requirements.  | The assignment does not meet any of the requirements.   |

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