

The School of Saints Faith, Hope and Charity Summer Reading 2017

compassionate
educated
imaginative creative
happy vibrant smart
READING MAKES YOU
bold kind mindful
well-versed thoughtful informed
alive aware intelligent
interesting considerate
enlightened inventive
knowledgable

“Reading for pleasure increases children’s general knowledge of the world, which benefits them right across the curriculum. It increases verbal reasoning and vocabulary and that gives benefits right across the curriculum. That is why it is a worry that kids are not doing as much reading for pleasure.”

~Sue Ellis, literacy expert

The TRUTH: We know that as a whole, today’s youth spend much less time reading for pleasure and a greater amount of time playing on electronic devices. Teachers are working harder than ever to prepare students to meet the standards of a rigorous curriculum, but this has become increasingly more challenging with a growing number of children no longer reading outside of school. We need parents to partner with us to help students develop a habit of reading for pleasure.

The DATA: Educators have long known of the importance of reading on student performance. Research tells us that children who read for pleasure perform better on standardized tests. For example, many students who read 20 minutes per day score in the 90th percentile on standardized tests, while students who spend 5 minutes per day reading score in the 50th percentile. Students who spend 1 minute per day reading score in the 10th percentile.

Our GOALS: Numerous studies indicate that students who don’t read or read infrequently during their summer vacation see their reading abilities stagnate or decline. This effect becomes more pronounced as students get older and advance through the school system. The best ways to keep your child from becoming a “rusty reader” over the summer are:

- Encourage your children to read books they enjoy for at least 30 minutes per day. Your child will likely be more engrossed in material they choose rather than material that is forced.
- Provide incentives for reluctant readers. For example, if your child enjoys basketball, agree to take him to the local court if he does his “daily reading.”
- Make reading a social act. Establish a time during the day when all members of the family gather and read on their own, or take turns reading the same book aloud.
- Connect your reading to family outings. If you take your kids to an aquarium, consider reading a book about fish or the ocean with them later that day. The outing can help place the reading into a broader context.

2017 SUMMER READING ASSIGNMENT: We will continue focusing on reading for pleasure. There will be more flexibility in reading material and no summer reading packets for junior high students. However, we are expecting parents to partner with us to ensure students are reading for pleasure. Below, you will find the guidelines for summer reading expectations.

K-3: Students in grades K-3 will be awarded points for reading for pleasure. Minutes can be recorded on The Summer Reading Challenge Sheets to earn out-of-uniform and no homework passes. Teachers, bookstores, and libraries can provide lists of recommended reading.

4-5: Students in grades 4 and 5 should read at least one book from the required lists below. They must complete one option from the book report template. This will be provided to them on the last day of the school, as well as available on Mrs. LaLonde’s classroom website. Additionally, they should choose one book of their choice. In August, students will be completing an assignment on their choice book.

If a child reads beyond the required two books he/she will receive 2 extra credit points in to be applied to his/her literature grade for the first trimester.

| Incoming 4th grade required list | Incoming 5th grade required list |
|--------------------------------------------------------------|----------------------------------------------------|
| <i>Indian in the Cupboard</i> by Lynne Reid Banks | <i>Where the Red Fern Grows</i> by Wilson Rawls |
| <i>The One and Only Ivan</i> by Katherine Applegate | <i>Bridge to Terabithia</i> by Katherine Paterson |
| <i>Mrs. Frisby and the Rats of NIMH</i> by Robert C. O’Brien | <i>Tuck Everlasting</i> by Natalie Babbitt |
| <i>Maniac Magee</i> by Jerry Spinelli | <i>Island of the Blue Dolphins</i> by Scott O’Dell |

6-8: Students in grades 6-8 will be required to read at least two books.

- One book is a free choice, age-appropriate, high interest book. Students should design a poster that includes the title and author of the book as well as any other pertinent information as determined by the student such as scene illustrations, interesting quotes, character analysis, or highlights from the book. This poster will be used to give a book talk to classmates in August.
- The other book must be from the following required list of 4. Students should write 8-10 high level thinking questions about this book. They will be placed in book groups in August and will use the questions to begin discussions with their group.

If a child reads beyond two books from the list, he/she will receive 5 extra credit points per book to be applied to his/her literature grade for the first trimester. Students should bring a list of these books with a parent signature, along with other assignments on the first day of school.

| Incoming 6th grade required list | Incoming 7th grade required list | Incoming 8th grade required list |
|----------------------------------------------------|-------------------------------------------------------|------------------------------------------------------------|
| <i>Out of the Dust</i> by Karen Hesse | <i>The True Confessions of Charlotte Doyle</i> by Avi | <i>Anne Frank: The Diary of a Young Girl</i> by Anne Frank |
| <i>A Long Walk to Water</i> by Linda Sue Park | <i>Monster</i> by Walter Dean Myers | <i>The Giver</i> by Lois Lowry |
| <i>Hatchet</i> by Gary Paulsen | <i>Seedfolks</i> by Paul Fleischman | <i>The Book Thief</i> by Markus Zusak |
| <i>Walk Two Moons</i> by Sharon Creech | <i>Chains</i> by Laurie Halse Anderson | <i>Thin Wood Walls</i> by David Patneaude |

We thank you in advance for helping us to develop the habit of reading for pleasure in your children, and look forward to capitalizing on their summer reading during the 2017-2018 year.

**Many thanks for your partnership,
The Faculty and Staff of FHC**