

Name: _____

Summer Reading Project 2019

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Summer Reading Project Overview

Dear Rising __ Graders:

Congratulations on finishing the school year, and we look forward to the start of a new year in September. We want to make sure that you're ready for the challenge ahead. Reading regularly – and reflecting on your reading – is so important for improving your reading, writing, vocabulary, thinking, and learning. Plus, you need to keep up the progress you made this year. Remember, the only way to get better at anything in life is to devote time to it!

Here is an overview of your assignment for the summer:

1. **Read at least 150 minutes per week** (or more than 2 ½ hours every week; this could be 30 minutes 5 days a week or read for longer chunks to build stamina). Read a mix of fiction and nonfiction.
2. **DAILY: Record the minutes you read on the “Time on Text Tracker” and/or weekly log.**
3. **WEEKLY:** on attached weekly logs:
 - **Record what you read each week**
 - **Write a paragraph reflecting on your reading each week**
4. **FINALLY: Choose something you read over the summer and write a letter to your teacher or classmates about why it is an important book to read** – on the attached “Letter about a Book” pages or typed.
 - Include the title, author, and a brief summary of the book
 - Provide reasons and evidence for why the book is important to read (consider character decisions, the conflict/s in the book, connections to your life or the world, themes and lessons, etc.)

Due: September 4, 2019

Tips:

- **Choose “just right” books near your level** – not too easy and not too hard to understand. (If there are five words on a page that you don't understand, the book is too hard.)
- Find someone at the library or bookstore that can help you find books at your level.
- Find a friend or family member to recommend books, who wants to read the same texts as you, and/or who will talk with you about your reading.
- Choose a mix of fiction and nonfiction books that interest you to read. You may also read magazines and newspapers or other articles (online or on paper).
- Find information about your nearest library online at NYPL.org (for Bronx, Manhattan, Staten Island), BrooklynLibrary.org (for Brooklyn), or QueensLibrary.org (for Queens) – and borrow books. Get a free library card if you don't have one.

Identify books and reading opportunities at SummerReading.org

Student Name: _____

Date: _____

Summer Reading Goals

Over the summer, a young person who does not read can lose a quarter of the reading growth they made the previous year. If a middle school student reads just 5 books at their level during the summer months, they are far less likely to slide backwards. Students who read at home at least 3 times a week are twice as likely to score in the top 25% of their class in reading comprehension. Setting goals helps you to stay accountable to yourself. Goals also help you track your progress and they give you the opportunity to celebrate your successes.

I can and will...

- read for _____ minutes at least _____ times a week.
- read _____ books this summer.

Student Initials:

Teacher Initials:

Parent/Guardian Initials:

My Reading Plan:

In September, January and May, you took the Degrees of Reading Power (DRP) assessment. Our goal this year was to make reading progress. Many students make between 3 & 6 levels of DRP progress in a school year. Based on the September, January, & May DRP, your reading growth is reflected here:

September DRP Score	January DRP Score	May DRP Score

To continue to make reading progress, it is critical to read every day.

1. What are some books, authors, genres, magazines or topics about which you want to read?

2. What times and places are best for you to complete your reading?

3. Who will be best to keep you on track and talk with you about your reading this summer?

Student Initials: _____ Teacher Initials: _____ Parent/Guardian Initials: _____

Book Lists - curated by the Middle School Quality Initiative

Identity/Culture/Sexuality	Coming of Age
<p><i>The Word Collector</i>, Peter H. Reynolds, 490L <i>Last Stop on Market Street</i>, Matt de la Pena, Level M/610L <i>Absolutely True Diary of a Part Time Indian</i>, Alexie*, Level Z+/600L <i>Simon vs. the Homo Sapiens Agenda</i>, Albertalli, Level Z+/HL640L <i>The First Rule of Punk</i>, Celia C. Perez, Level T/670L <i>Piecing Me Together</i>, Renee Watson, Level Z/680L <i>Mexican Whiteboy</i>, Matt de la Pena*, Level Z+/680L <i>Crown: An Ode to the Fresh Cut</i>, Derrick Barnes, 700L <i>Clayton Bird Goes Underground</i>, Williams-Garcia, Level V/710L <i>You Bring the Distant Near</i>, Mitali Perkins, Level Z+/HL720L <i>I am Not your Perfect Mexican Daughter</i>, Erika L. Sanchez, HL730L <i>I'll Give You the Sun</i>, Jandy Nelson, Level Z+/HL740L <i>The Mighty Miss Malone</i>, Christopher Paul Curtis, Level U/750L <i>George</i>, Alex Gino, Level Z/790L <i>The Jumbies</i> by P.Baptiste 680L <i>Everything I Never Told You</i>, Celeste Ng, 870L <i>What Girls are Made Of</i>, Elana K. Arnold, 900L <i>The Rise of the Jumbies</i> by Patrice Baptiste. 690L <i>Nightmare Detective</i> by Monk Inyang <i>Struttin' with Some Barbeque</i> by Patricia Hruby-Powell 900L</p>	<p><i>Love</i>, Matt de la Pena <i>Eleanor & Park</i>, Rainbow Rowell, Level Z+/580L <i>The Education of Margot Sanchez</i>, L. Rivera, Z+/580L <i>The Skin I'm In</i>, Sharon Flake, Level W/670L <i>American Street</i>, Ibi Zoboi*, Level Z+/HL690L <i>Ghost, Patina and Sunny</i>, Jason Reynolds, Level Y/710L <i>The (R)evolution of Evelyn Serrano</i>, Level W/720L <i>The Thing About Jellyfish</i>, Andrea Beach, Level Y/740L <i>Wonder</i>, R.J. Palacio, Level V/790L <i>The Harlem Charade</i>, Natasha Tarpley, Level W/800L <i>Freak the Mighty</i>, Rodman Philbrick, Level W/930L <i>Halfway: A Memoir</i>, Tom Macher <i>The Life and Times of Benny Alvarez</i>, Peter Johnson <i>Us, In Progress: Short Stories about Young Latinos</i> by Lulu Delacre 740L <i>After the shot</i> by Randy Ribay HL730L <i>Harbor Me</i> by Jacqueline Woodson 630L <i>Louisiana's Way Home</i>, by Kat Di Camillo <i>The Epic Fail of Arturo Zamora</i> by Pablo Cartaya 750L</p>
Social Issues	Poetry (Novels in Verse)
<p><i>Ghost Boys</i>, Jewell Parker Rhodes, HL360L <i>The Hate U Give</i>, Angie Thomas, Level Z+/590L <i>Allegedly</i>, Tiffany D. Jackson*, HL620L <i>Who Am I Without Him?</i>, Sharon G. Flake, 650L <i>Monster</i>, Walter Dean Myers, Level Z/670L <i>Dear Martin</i>, Nic Stone, HL720L <i>All American Boys</i>, Kiely & Reynolds, Level X/770L <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i>, Michelle Alexander, Level Z+/1390L <i>Monday's Not Coming</i>, Tiffany D. Jackson <i>Pride</i>, by Ibi Zoboi 760L</p>	<p><i>Solo</i>, Kwame Alexander, Level Z+/640L <i>Long Way Down</i>, Jason Reynolds, Level Z+/720L <i>As Brave As You</i>, Kwame Alexander, Level X/750L <i>The Crossover</i>, Kwame Alexander, Level Z/750L <i>The Poet X</i>, Elizabeth Acevedo Lexile 800L <i>Locomotion</i>, Jacqueline Woodson, Level V <i>Peace, Locomotion</i>, Jacqueline Woodson, 860L <i>Brown Girl Dreaming</i>, Jacqueline Woodson, Level U/990L <i>Under the Mesquite</i>, Guadalupe Garcia McCall, 990L</p>
Historical	Graphic Novels
<p><i>Full of Beans</i>, Jennifer L. Holm, 490L <i>Mighty Miss Malone</i>, Christopher Paul Curtis, Level U/750L <i>One Crazy Summer</i>, Rita Williams-Garcia, Level V/750L <i>Esperanza Rising</i>, Pam Munoz, Level V/750L <i>March (trilogy)</i>, John Lewis & A. Aydin, Level W/GN760L <i>Chains</i>, Laurie Halse Anderson, Level Z/780L <i>Escape from Aleppo</i>, N. H. Senzai, 880L <i>Watsons go to Birmingham</i>, C. Paul Curtis, Level U/920L <i>Bud, Not Buddy</i>, Christopher Paul Curtis, Level U/950L <i>Little Leaders</i>, Vashti Harrison, Level Z/1050L <i>If I Ever Get Out of Here</i> by Eric Gansworth 870L <i>The Revolution of Evelyn Serrano</i> by Sonia Manzano 720L <i>Flygirl</i> by Sherri L. Smith 580L <i>Ahimsa</i> by Supriya Kellar 830L</p>	<p><i>Bone</i>, Jeff Smith, Level S/GN380L <i>The Nameless City</i>, Faith Erin Hicks, Level S/GN390L <i>Drama</i>, Raina Telgemeier, Level U, 400L <i>Smile</i>, Raina Telgemeier, Level X/410L <i>American Born Chinese</i>, Gene Luen Yang, Level Z/530L <i>Black Panther: A Nation Under Our Feet</i>, Ta-Nehisi Coates <i>I am Alfonso Jones</i>, Tony Medina, Level Z+/GN640L <i>Miles Morales: Spider Man</i>, Jason Reynolds, Level Z/710L <i>Brazen: Rebel Ladies Who Rocked World</i> by P. Bagieu <i>New Kid</i> by Jeremy Craft GN320</p>
Dystopian/Fantasy	Series
<p><i>Aru Shah and the End of Time</i>, Roshani Chokshi, 630L <i>Children of Blood and Bone</i>, Tomi Adeyemi, HL670L <i>Trail of Lightning</i>, by Rebecca Roanhorse HL700L <i>Shadowshaper</i>, Daniel Jose Older, Level Z+/690L <i>Divergent</i>, Veronica Roth, Level Z/700L <i>Noggin</i>, J.C.Whaley, HL760L <i>Maze Runner</i>, James Dashner, Level X/770L <i>The Hunger Games</i>, Suzanne Collins, Level Z/810L <i>The Dove Chronicles</i>, Karen Bao, Level Z+/860L <i>The Giver</i>, Lois Lowry, Level Y/760L</p>	<p><i>My Hero Academia</i>, by Kohei Horikoshi <i>Dogman</i>, by Dav Pilkey, 390L <i>Big Nate</i>, by L.Pierce, ~450L <i>The Bad Guys</i>, by Aaron Nlabej, ~530L <i>Middle School</i>, by James Patterson and others, ~650L <i>Captain Underpants</i>, by Dav Pilkey, ~700L <i>Harry Potter</i>, by J.K. Rowling, 880L <i>Jack and Louisa</i>, by A. Keenan-Bolger, ~900L <i>I Survived</i>, by Lauren Tarshis, ~900L <i>Diary of a Wimpy Kid</i>, by Jeff Kinney, ~1000L <i>Dork Diaries</i>, by Rachel Renee Russell</p>

*Denotes mature content - book may be better suited to older middle school students.

New York Times Bestsellers 2018

Young Adult

The Hate You Give by Angie Thomas, 590L
Children of Blood and Bone by Tomi Adeyemi, 670L
The Fates Divide by Veronica Roth
Turtles all the Way Down by John Green, 840L
Love and War by Melissa de la Cruz, 990L
The Hazel Wood by Melissa Albery 760L
I Have Lost My Way by Gayle Forman, 730L
Emergency Contact by Mary H.K. Choi
One of Us is Lying by Karen M. McManus, 730L
The Poet X by Elizabeth Acevedo, 800L
Tempests and Slaughter by Tamora Pierce, 770L
The Belles by Dhonielle Clayton, 650L
Thunderhead by Neal Shusterman, 870L
Batman: Nightwalker by Marie Lu, 800L
The Cruel Prince by Holly Black, 760L
Renegades by Marissa Meyer, 860L
Long Way Down by Jason Reynolds, 720L
This is Where it Ends by Marieke Nijkamp, 630L
Piecing Me Together by Renee Watson, 680L
#NotYourPrincess: Voices of Native American Women
ed. Lisa Charelyboy & Mary Beth Leatherdale 910L

Middle Readers

Wonder by R.J. Palacio, 790L
The Confidence Code for Girls by Katty Kay and Claire
Shupman with Jillellyn Riley
The Wild Robot Escapes by Peter Brown, 720L
Rebound by Kwame Alexander, 780L
Aru Shah and the End of Time by Roshani Chokshi, 630L
Ghost Boys by Jewell Parker Rhodes, 360L
The Wild Robot by Peter Brown, 740L
Hello, Universe by Erin Entrada Kelly, 690L
Little Leaders by Vashti Harrison, 1050L
Refugee by Alan Gratz, 800L
The Magic Misfits by Neil Patrick Harris, 720L
Minecraft: The Island by Max Brooks, 790L
Women in Science by Rachel Ignotofsky, 990L
Good Night Stories for Rebel Girls by Elena Favilli
Jacky Ha-Ha: My Life is a Joke by James Patterson and
Chris Grabenstein, 740L
The Girl Who Drank the Moon by Kelly Barnhill, 640L
Auggie & Me by R.J. Palacio, 680L
The Dark Prophecy by Rick Riordan, 700L
Cyclone by Doreen Cronin 600L
Oddity by Sarah Cannon 780L
Star-Crossed, by Barbara Dee 630L

Award Winners 2018-19

Out of Wonder by Kwame Alexander
Piecing Me Together by Renee Watson, 680L
The Stars Beneath Our Feet, by Barclay Moore, 650L
Mama Africa, by Charly Palmer, 630L
Long Way Down, by Jason Reynolds, 770L
We Are Okay, by Nina LaCour, 660L
Wishtree, by Katherine Applegate, 590L

Sea Otter Heroes, by Patricia Newman, 1060
Older Than Dirt, by Don Brown, 730L
Clayton Byrd Goes Underground, by R Williams-Garcia 710L
All's Faire in Middle School, by Victoria Jamieson 460L
Bronze and Sunflower, by Cao Wenxuan 790L
Chef Roy Choi and the Street Food Remix,
by Jacqueline Briggs Martin and June Jo Lee, 710L
A Different Pond, by Bao Phi, 620L
Amina's Voice, by Hena Khan, 800L
Merci Suarez Changes Gears by Meg Medina 700L
Front Desk by Kelly Yank 640L

New York City Libraries Middle School Summer Reading Booklist

Abby Spencer Goes to Bollywood, by Varsha Bajaj 640L
Drama, by Raina Telgemeier (graphic novel)
Falling Over Sideways, by Jordan Sonnenblick, 860L
Hold Me Closer, Necromancer, by Lish McBride, 650L
The Backstagers, by James Tynion IV (graphic novel)
A Time to Dance, by Padma Venkatraman, 720L
If I Ever Get Out of Here, by Eric Gansworth, 870L
*Legends, Icons & Rebels: Music that Changed the
World*, Robbie Robertson

Recommended Authors

Kwame Alexander
M.T. Anderson
Leigh Bardugo

Robin Benway
Kendare
Marie Lu
Kristen Simmons
Sabaa Tahir
G. Willow Wilson
Nicola Yoon

Student Name: _____

Date: _____

Summer Reading
Time on Text Tracker

Weeks	Days							Weekly Totals
June 27 th – June 29 th				Last Day of School	Thursday ____mi ns.	Friday ____mi ns.	Saturday ____mi ns.	<u>TOTAL minutes</u> <u>for week</u> ____mins.
June 30 th – July 6 th	<u>Sunday</u> ____mi ns.	<u>Monday</u> ____mi ns.	<u>Tuesday</u> ____mi ns.	<u>Wednesda</u> <u>y</u> ____min s.	<u>Thursday</u> ____mi ns.	<u>Friday</u> ____mi ns.	<u>Saturday</u> ____mi ns.	<u>TOTAL minutes</u> <u>for week</u> ____mins.
July 7 th – July 13 th	<u>Sunday</u> ____mi ns.	<u>Monday</u> ____mi ns.	<u>Tuesday</u> ____mi ns.	<u>Wednesda</u> <u>y</u> ____min s.	<u>Thursday</u> ____mi ns.	<u>Friday</u> ____mi ns.	<u>Saturday</u> ____mi ns.	<u>TOTAL minutes</u> <u>for week</u> ____mins.
July 14 th –July 20 th	<u>Sunday</u> ____mi ns.	<u>Monday</u> ____mi ns.	<u>Tuesday</u> ____mi ns.	<u>Wednesda</u> <u>y</u> ____min s.	<u>Thursday</u> ____mi ns.	<u>Friday</u> ____mi ns.	<u>Saturday</u> ____mi ns.	<u>TOTAL minutes</u> <u>for week</u> ____mins.
July 21 st – July 27 ^h	<u>Sunday</u> ____mi	<u>Monday</u> ____mi	<u>Tuesday</u> ____mi	<u>Wednesda</u> <u>y</u>	<u>Thursday</u> ____mi	<u>Friday</u> ____mi	<u>Saturday</u> ____mi	<u>TOTAL minutes</u> <u>for week</u>

	ns.	ns.	ns.	_____min s.	ns.	ns.	ns.	_____mins.
July 28th – August 3rd	<u>Sunday</u> _____mi ns.	<u>Monday</u> _____mi ns.	<u>Tuesday</u> _____mi ns.	<u>Wednesda</u> y _____min s.	<u>Thursday</u> _____mi ns.	<u>Friday</u> _____mi ns.	<u>Saturday</u> _____mi ns.	<u>TOTAL minutes for week</u> _____mins.
August 4th - August 10th	<u>Sunday</u> _____mi ns.	<u>Monday</u> _____mi ns.	<u>Tuesday</u> _____mi ns.	<u>Wednesda</u> y _____min s.	<u>Thursday</u> _____mi ns.	<u>Friday</u> _____mi ns.	<u>Saturday</u> _____mi ns.	<u>TOTAL minutes for week</u> _____mins.
August 11th - August 17th	<u>Sunday</u> _____mi ns.	<u>Monday</u> _____mi ns.	<u>Tuesday</u> _____mi ns.	<u>Wednesda</u> y _____min s.	<u>Thursday</u> _____mi ns.	<u>Friday</u> _____mi ns.	<u>Saturday</u> _____mi ns.	<u>TOTAL minutes for week</u> _____mins.
August 18th - August 24th	<u>Sunday</u> _____mi ns.	<u>Monday</u> _____mi ns.	<u>Tuesday</u> _____mi ns.	<u>Wednesda</u> y _____min s.	<u>Thursday</u> _____mi ns.	<u>Friday</u> _____mi ns.	<u>Saturday</u> _____mi ns.	<u>TOTAL minutes for week</u> _____mins.
August 25th – August 31st	<u>Sunday</u> _____mi ns.	<u>Monday</u> _____mi ns.	<u>Tuesday</u> _____mi ns.	<u>Wednesda</u> y _____min s.	<u>Thursday</u> _____mi ns.	<u>Friday</u> _____mi ns.	<u>Saturday</u> _____mi ns.	<u>TOTAL minutes for week</u> _____mins.
Sept 1st - Sept 3rd	<u>Sunday</u> _____mi ns.	<u>Monday</u> _____mi ns.	<u>Tuesday</u> _____mi ns.	School Starts!				<u>TOTAL minutes for week</u> _____mins.

This summer, I read a total of:

- _____ days for a total of _____ minutes.

And I finished: _____ books.

Week of June 26 - June 29

Time I read this week:

			Last Day of School	Thursday _____ mins	Friday _____ mins	Saturday _____ mins	TOTAL minutes for week _____ mins.
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What I read this week:

Title	Author or Genre	Pages

What I thought about my reading this week (one paragraph):

- What interested, surprised, or confused you most about your reading this week? Why?
- Or, How does something you read this week connect to your life or the world around you?

Week of June 30 - July 6

Time I read this week:

Sunday _____ mins	Monday _____ mins.	Tuesday _____ mins	Wednesday _____ mins	Thursday _____ mins	Friday _____ mins	Saturday _____ mins	TOTAL minutes for week _____ mins.
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What I read this week:

Title	Author or Genre	Pages

What I thought about my reading this week (one paragraph):

- What interested, surprised, or confused you most about your reading this week? Why?
- Or, How does something you read this week connect to your life or the world around you?

Week of July 7 – July 13

Time I read this week:

Sunday _____ mins	Monday _____ mins.	Tuesday _____ mins	Wednesday _____ mins	Thursday _____ mins	Friday _____ mins	Saturday _____ mins	TOTAL minutes for week _____ mins.
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What I read this week:

Title	Author or Genre	Pages

What I thought about my reading this week (one paragraph):

- What interested, surprised, or confused you most about your reading this week? Why?
- Or, How does something you read this week connect to your life or the world around you?

Week of July 14 – July 20

Time I read this week:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	TOTAL minutes for week
_____ mins	_____ mins.	_____ mins	_____ mins	_____ mins	_____ mins	_____ mins	_____ mins.

What I read this week:

Title	Author or Genre	Pages

What I thought about my reading this week (one paragraph):

- What interested, surprised, or confused you most about your reading this week? Why?
- Or, How does something you read this week connect to your life or the world around you?

Week of July 21 – July 27

Time I read this week:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	TOTAL minutes for week
____ mins	____ mins.	____ mins	____ mins	____ mins	____ mins	____ mins	____ mins.

What I read this week:

Title	Author or Genre	Pages

What I thought about my reading this week (one paragraph):

- What interested, surprised, or confused you most about your reading this week? Why?
- Or, How does something you read this week connect to your life or the world around you?

Week of July 28 – August 3

Time I read this week:

<u>Sunday</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	<u>Saturday</u>	<u>TOTAL minutes for week</u>
____ mins	____ mins.	____ mins	____ mins	____ mins	____ mins	____ mins	____ mins.

What I read this week:

Title	Author or Genre	Pages

What I thought about my reading this week (one paragraph):

- What interested, surprised, or confused you most about your reading this week? Why?
- Or, How does something you read this week connect to your life or the world around you?

Week of August 4 – August 10

Time I read this week:

<u>Sunday</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	<u>Saturday</u>	<u>TOTAL minutes for week</u>
___ mins	___ mins.	___ mins	___ mins	___ mins	___ mins	___ mins	___ mins.

What I read this week:

Title	Author or Genre	Pages

What I thought about my reading this week (one paragraph):

- **What interested, surprised, or confused you most about your reading this week? Why?**
- **Or, How does something you read this week connect to your life or the world around you?**

Week of August 18 – August 24

Time I read this week:

<u>Sunday</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	<u>Saturday</u>	<u>TOTAL minutes for week</u>
____ mins	____ mins.	____ mins	____ mins	____ mins	____ mins	____ mins	____ mins.

What I read this week:

Title	Author or Genre	Pages

What I thought about my reading this week (one paragraph):

- What interested, surprised, or confused you most about your reading this week? Why?
- Or, How does something you read this week connect to your life or the world around you?

Week of August 25 – August 31

Time I read this week:

<u>Sunday</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	<u>Saturday</u>	<u>TOTAL minutes for week</u>
___ mins	___ mins.	___ mins	___ mins	___ mins	___ mins	___ mins	___ mins.

What I read this week:

Title	Author or Genre	Pages

What I thought about my reading this week (one paragraph):

- What interested, surprised, or confused you most about your reading this week? Why?
- Or, How does something you read this week connect to your life or the world around you?

Week of September 1 - September 3

Time I read this week:

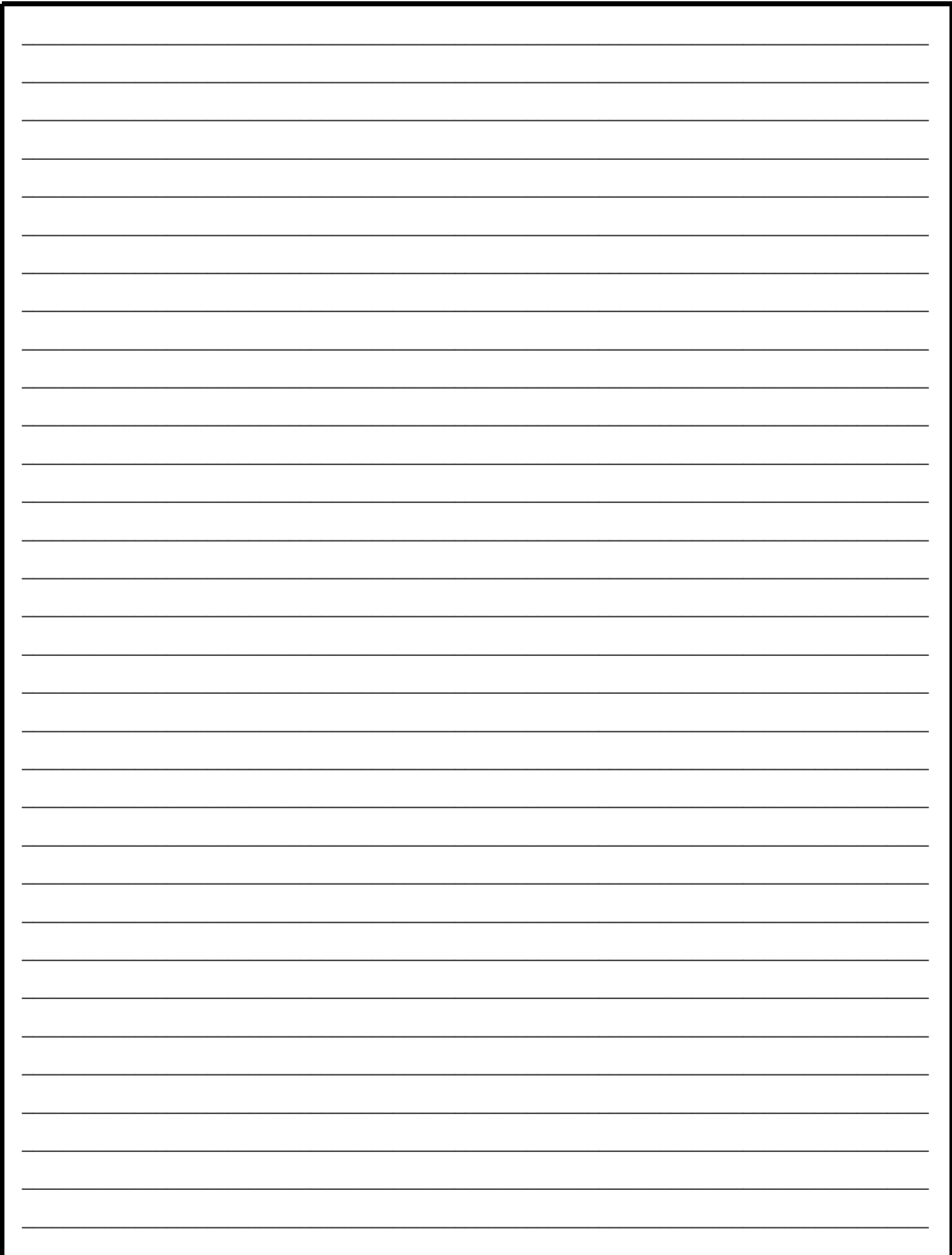
Sunday ____ mins	Monday ____ mins.	Tuesday ____ mins	First Day of School				TOTAL minutes for week ____ mins.
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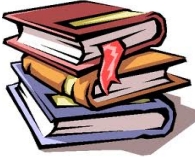
What I read this week:

Title	Author or Genre	Pages

What I thought about my reading this week (one paragraph):

- What interested, surprised, or confused you most about your reading this week? Why?
- Or, How does something you read this week connect to your life or the world around you?





Reading is a really important habit for all kinds of people – and especially for middle School students. Reading for 60 minutes a day is probably the most important academic habit a child can develop to prepare for high school and college. Students learn new words, get faster, learn about the world, have interesting things to talk about all the time, and (we hope) have fun! Summer reading is especially important because it helps students maintain the progress they’ve made the previous year in school. Our brain is like a muscle; if you don’t use it, you lose it.

Here are some tips:

- **Schedule regular trips to the library to choose new books.** Your child will look forward to these outings and will always have new books to choose from.
Your nearest local library branch is: _____
- **Let your child read what he/she is interested in reading.** This helps your child build his/her reading identity. *Any* reading is better than *no* reading and forcing titles might be unsuccessful. **If your child doesn’t want to finish a book, let him/her give it up.** If a book isn’t a good fit, don’t force it. Reading the “wrong” books can discourage reading altogether.
- **Help to find a quiet, well-lit, and comfortable place to read.** Turn off the TV, the games, and the phone. Once a child is able to focus 100%, he/she will realize that reading is entertaining too.
- **Try to keep track of what he/she is reading, and ask about his/her reading.** Checking in on your child’s reading may be the encouragement he/she needs to keep reading. Consider reading along with your own copy! and **try some of the following questions:**
 - Do you like what you are reading? Why or why not?
 - What does this book/article make you think about?
 - What do you think will happen next? Why?
 - What connections can you make with what you are reading?
 - What do you think you’re doing well as a reader? What can you improve?

- **Make reading social.** Reading aloud with children builds fluency. Make reading a family affair. **Model reading the newspaper, books, or magazines.** Also, encourage participation in book clubs, library activities, or school events.

Other Opportunities for Literacy and Learning	Encouraging Thinking & Expressing Ideas by Asking:
<ul style="list-style-type: none"> • Reading newspapers and magazines • Cooking with kids – and write a family recipe together • Write emails or old-fashioned letters to family/friends • Start a blog- Edublogs is a safe, teen-friendly platform • Read aloud to your kids • Volunteer together 	<ul style="list-style-type: none"> - Who is your favorite . . . ? - What was the best part of . . . ? - Always ask “why?” and invite your child to explain their thinking. - Encourage your child to teach you something - about a new app, game, something they learned, a piece of pop culture, etc. - What surprised you about . . . ? - What was the hardest part of . . . ? - What was the most important part of . . . ?
Find free educational and fun activities for kids in NYC at: www.nycgo.com/articles/free-for-kids	

SUMMER READING – FAMILY LETTER

June 2019

Dear Parents/Guardians:

Please review the attached materials about expectations for your child’s summer reading, including “Tips for Supporting Your Middle School Reader During the Summer,” then sign and have your child turn in this page confirming that you understand the expectations.

We all know that the ability to read is critical to our children’s success. In September, January, and May all of our students took the Degrees of Reading Power (DRP). The DRP is a reading test that assesses students’ reading levels.

Our goal this year was to make reading progress. Many students make between 3 and 6 levels of DRP progress in a school year. Based on the September, January, & May DRP, your child’s reading growth is reflected here:

September DRP Score	January DRP Score	May DRP Score

To help your child continue to make reading progress, it is critical for your child to read every day. At minimum, your child should be reading at home for at least 30 minutes each day, throughout the summer months.

Thank you for your collaboration and partnership throughout this year. We are excited to continue our work together as your child steps up into the next grade.

Sincerely,

Child’s Name: _____ **Grade:** _____

I understand the expectations and importance of my child's summer reading and will support my child in getting texts to read and keeping up with the reading expectations.

Parent/Guardian Signature: _____

Parent/Guardian Name: _____

If you have any questions or concerns, please note on the back.

Contact information if requesting a response: Phone: _____ Email: _____