Summer Learning: Reading

Read each day for 30 minutes or more. At least 3 times a week, choose one option to respond to. Make sure not to choose the same options twice in a row!

**FOR FICTION BOOKS**

A. Select and explain an important or surprising quote. Be sure to show how you linked your thinking to the text.
B. Summarize the most important events in one part of the story using a few sentences. Write about how this part fits with another or the whole story.
C. Define a theme of the text (such as “It’s okay to be different” or “Hard work pays off.”) Give specific details from the text to support your thinking.
D. Think about the traits of one character you read about. Give at least two specific examples from the text of how the author showed that trait.
E. Choose two texts and compare them. Explain what is similar and different between the texts.
F. While you are reading, take notes below about the connections you are making (text/text, text/self or text to world). Explain these connections.
G. Write a sentence directly from the book that you were able to visualize. Explain your visualization in detail and why you think the author wrote the line the way it is.
H. Make a prediction about what will happen next. (You can do this even if you finished the book!) Use evidence from the text to support your thinking.
I. Explain the main problem in the story (or chapter) and how the character(s) solves, or attempt to solve, it. Consider if the character solves multiple problems across the text in the same way or different ways.

**FOR NONFICTION BOOKS**

J. Explain the main idea of the text. Provide details from the text that support your thinking.
K. Explain the important ideas in the text, include where you found them in the text or text features (diagrams, captions, charts, maps, etc.)
L. Summarize the text from beginning to end in a few sentences.
M. Compare at least two important concepts or events. Explain what is similar and different between them.
N. Describe the features in the text that helped you find important information about what you read.
O. Describe the structure of the text (Explain how the information is presented/organized in this text.)
P. Explain what the author wants the reader to understand about this text. Give at least two specific examples of how the author presents information to get his/her point across.

**Reading Resources:**
Epic: Clever
DC Public Library: https://dclibrary.overdrive.com/library/kids
Beanstack: Clever
NewsEla: Clever
CommonLit: Clever
Discovery Education: Clever
Social Issues Book Recommendations

Keep in mind that all of these books involve multiple social issues – this list is organized by just one of the primary issues addressed in the book.

We did not have the opportunity to begin the social issues/justice unit. Below is a list of books that students usually read during the unit.
Students may choose to read these books over the summer.

Books about Learning Differences (Autism/ADHD/Dyslexia)
- Rules, by Cynthia Lord (Level R) – Autism (sibling)
- Out of My Mind, by Sharon Draper (Level S) – Cerebral Palsy (self)
- True Confessions, by Janet Tashjian (Level S) – Developmental (sibling)
- Fish in a Tree, by Lynda Hunt (Level T) – Dyslexia (self)
- Joey Pigza Swallowed the Key, by Jack Gantos (Level T) – ADHD (self)

Books about Families (Siblings/Divorce/Adoption/Foster Families):
- Dear Mr. Henshaw, by Beverly Clearly (Level Q) - Divorce
- Arthur, for the Very First Time, by Patricia MacLachlan (Level R) – Sibling
- The Great Gilly Hopkins, by Katherine Patterson (Level S) -
- A Crooked Kind of Perfect, by Linda Urban (Level T)
- Becoming Naomi Leon, by Pam Muñoz Ryan (Level V) -
- Pictures of Hollis Woods, by Patricia Reilly Giff (Level V)
- Fig Pudding, by Ralph Fletcher (Level R)
- Jake, by Audrey Couloumbis (Level S)
- Fly Away, by Katherine Patterson (Level Q)
- Somewhere in the Darkness, by Walter Dean Meyers (Level X) – Dad in Prison

Books about Loss (Family Death):
- Summer of the Gypsy Moths, by Sara Pennypacker (T) – Grandmother/Foster
- Sun and Spoon, by Kevin Henkes (Level R) - Grandmother
- Missing May, by Cynthia Rylant (Level W) – Aunt

Books about Loss (Friendship Death):
- Flying Solo, by Ralph Fletcher (Level S)
- Bridge to Terabithia, by Katherine Patterson (Level T)
- Cousins, by Virginia Hamilton (Level T)
- Olive’s Ocean, by Kevin Henkes (Level V) – Death and Secrets
- The Trail, Meika Hashimoto (Level X) – Death and Survival, Guilt?
- The Thing about Jellyfish, (Level Y) – Death and Selective Mutism
- Lost in the Sun, (Level W) – Death and Guilt

Books about Friendship (Loyalty/Teasing/Bullying):
- The Hundred Dresses, by Eleanor Estes (Level P)
- There’s a Boy in the Girls’ Bathroom, by Louis Sachar (Level Q)
- About Average, by Andrew Clements (Level R)
- Granny Torelli Makes Soup, by Sharon Creech (Level S)
- Blubber, by Judy Bloom (Level T)
- Because of Mr. Terupt, by Rob Buyea (Level V) – ALSO Divorce, Teen Pregnancy
- The Misfits, by James Howe (Level W/X)

Books about Race/Ethnicity (Prejudice, Self-Acceptance):
- Maizon at Blue Hill, by Jacqueline Woodson (Level Q)
- The Jacket, by Andrew Clements (Level R) -
- Taking Sides, by Gary Soto (Level S) – Mexican-American, Moving, Basketball
- Project Mulberry, by Linda Sue Park (Level T) – Asian (Korean), African-American, Science Fair Project
- The Blossoming Universe of Violet Diamond, by Brenda Woods (Level T) – Biracial (African-American and White)
- Save Me a Seat, by Sara Weeks (Level S) – Indian, Friendship, Bullying

Books about Poverty (Homelessness):
- Just Juice, by Karen Hesse (Level Q)
- How to Steal a Dog, by Barbara O’Connor (Level T)
- Money Hungry, by Sharon Flake (Level V)

Books about War/Refugees:
- The Day of the Pelican (Level X)
- Shooting Kabul (Level V)

Books about the “Healing Power of Dogs”
- Wish, by Barbara O’Connor (Level T)
- White Fur Flying, by Patricia MacLachlan (Level S)