



**PRINCE**  
AVENUE CHRISTIAN SCHOOL

**Lower School (Entering grades 1-5)**

**Summer Reading List**

Revised March, 2017

Dear Lower School Parents,

It is our sincere desire that the PACS summer reading program will develop in your child a love for reading while maintaining the current levels of skills that your child has worked to achieve during the school year. We hope that the summer assignment will be a “stress-free” time for you to discover and dialogue together about books. We hope that you will enthusiastically support this program and make reading a daily part of your child’s summer. Happy reading!

### **Why Read?**

Research proves students who read during the summer break period will increase fluency, vocabulary, and comprehension. According to one three-year study “children who do not read in the summer lose two to three months of reading development while kids who do read tend to gain a month of reading proficiency. This creates a three to four month gap every year. Every two or three years the kids who don't read in the summer fall a year behind the kids who do" (“Summer” 1).

### **How to Read:**

According to a series of studies conducted by J. Kim, professor of education at Harvard, the most significant gains in reading levels occur when adults were involved to guide reading skills and understanding. He states that “younger children have to expend more effort simply to understand the words” (“How” 1-2). When a child reads with an adult who helps decode the words accurately and quickly enough, the child can then focus on the overall meaning of the text; this is how fluency is mastered. Other strategies to foster the improvement of reading skills include the following:

- Asking questions about the story:
  - “What is this story about?”
  - “Where is this story happening?”
  - “What do you think will happen next?”
- Asking your student to summarize the story
- Rereading hard-to-understand passages

### **Choosing Your Book:**

Another key to student success is ensuring the student’s reading level, comprehension ability, and the difficulty level of the text are aligned. One quick way to assess whether a book is at the appropriate level is to use the “five finger rule.” The student should choose a book that he or she wants to read. Open to any page and begin reading. As the child comes to words he can’t pronounce or doesn’t understand, put up a finger. If the reader puts up five fingers, put the book back. It’s too hard.

### **References:**

“Summer Reading is Key to Maintaining or Improving Students' Reading Skills." *ScienceDaily*. ScienceDaily, July 2010. Web. 4 Feb. 2015. <http://www.sciencedaily.com/releases/2010/07/100721112234.htm>

“How to Make Summer Reading Effective.” National Summer Learning Association. 14 Nov. 2014. Web 4 Feb. 2015. [http://c.ymcdn.com/sites/www.summerlearning.org/resource/collection/CB94AEC5-9C97-496F-B230-1BECDFC2DF8B/Research Brief 03 - Kim.pdf](http://c.ymcdn.com/sites/www.summerlearning.org/resource/collection/CB94AEC5-9C97-496F-B230-1BECDFC2DF8B/Research%20Brief%2003%20-%20Kim.pdf)

## **Overview: Prince Avenue Lower School Summer Reading Program**

### **Philosophy:**

The PACS reading program is designed to promote the love of reading while maintaining or advancing the student's current reading level and cognitive skills. Assignments are meant to be academic in nature, developmentally appropriate, student-manageable, and "tear free."

### **Book lists:**

Book lists are provided as a compilation of engaging and well-written stories that represent a variety of genres. Many of the selections complement the PACS history curriculum. While we endeavor to choose books that are representative of appropriate content, age level, and maturity, teachers recommend each family research the suggested selections. You may find sites such as [www.squeakycleanreviews.com](http://www.squeakycleanreviews.com), [www.commonsemmedia.org](http://www.commonsemmedia.org), or [www.thrivingfamily.com](http://www.thrivingfamily.com) helpful as you discern the best publication for your student.

### **Assignments:**

Assignments are based on the revised version of Bloom's taxonomy called *A Taxonomy for Learning, Teaching, and Assessing*, a classification system used to define and distinguish different levels of human cognition; this revised version classifies cognitive skills as *Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating*, in that order. One way PACS addresses the development of increased cognitive skills is through written expression. Beginning in third grade, students are assigned a writing component through which they demonstrate understanding and analysis of the text.

### **Grade- Specific Objectives:**

#### **Grades 1 & 2 (remembering and understanding)**

In 1<sup>st</sup> and 2<sup>nd</sup> grades, students are required to read at least twenty books over the summer break. The goal for these students is to read frequently, thus increasing familiarity with words and increasing comprehension skills. The goal of the summer reading program for first and second graders is to maintain or increase the student's end-of-year reading level. Students and parents will complete a chart in which they record at least twenty books from the school list.

#### **Grade 3 (applying)**

By 3<sup>rd</sup> grade, students have mastered basic reading skills and can read independently. These students have also become more proficient in writing skills, and that proficiency is demonstrated in the summer reading assessment. Third grade students will read two books and produce a one-paragraph response to a book of their choice. Since students have become familiar with the Accelerated Reader program, students are required to take an AR quiz on the second book.

#### **Grades 4-5 (applying and analyzing)**

In 4<sup>th</sup> and 5<sup>th</sup> grades, students again choose two books to read. An AR quiz will be required of one book, and a writing response is required for the other book. As students mature as readers and writers, the paragraph requirement increases in complexity as students are asked to summarize and evaluate a book's content. The fifth grade summary and evaluation includes the incorporation of examples to provide evidence of the student's analysis.

## ENTERING 1<sup>ST</sup> GRADE BOOK LIST

- |  |                                |
|--|--------------------------------|
| <i>Song and Dance Man</i>                        | Ackerman, Karen and S. Gammell |
| <i>Miss Nelson is Missing</i> series             | Allard, Harry                  |
| <i>Billy and Blaze</i> series                    | Anderson, C.W.                 |
| <i>Cloudy with a Chance of Meatballs</i>         | Barrett, Judi and Ronald       |
| <i>Madeline</i> books                            | Bemelmans, Ludwig              |
| <i>The Mitten</i> (and others)                   | Brett, Jan                     |
| <i>Clifford</i> series                           | Bridwell, Norman               |
| ❖ <i>Flat Stanley</i> series                     | Brown, Jeff                    |
| <i>Arthur</i> series                             | Brown, Marc                    |
| <i>Mike Mulligan and His Steam Shovel</i>        | Burton, Virginia Lee           |
| <i>Biscuit</i> series                            | Capucilli, Alyssa              |
| <i>The Very Hungry Caterpillar</i> (and others)  | Carle, Eric                    |
| <i>Miss Rumphius</i>                             | Cooney, Barbara                |
| <i>Llama Llama</i> series                        | Dewdney, Anna                  |
| <i>Christopher Churchmouse</i> series            | Davoll, Barbara                |
| <i>The Christian Mother Goose</i>                | Decker, Marjorie Ainsborough   |
| <i>Petunia</i>                                   | DuVoisin, Roger                |
| <i>Are You My Mother</i> (and others)            | Eastman, P.D.                  |
| <i>The Story About Ping</i>                      | Flack, Marjorie                |
| <i>Dandelion</i>                                 | Freeman, Don                   |
| <i>Corduroy</i> series                           | Freeman, Don                   |
| <i>Little Toot</i>                               | Gramatky, Hardie               |
| <i>The Big Snow</i>                              | Hader, Berta                   |
| <i>Chrysanthemum</i> (and others)                | Henkes, Kevin                  |
| ❖ <i>Frances</i> series                          | Hoban, Russell                 |
| <i>Danny and the Dinosaur</i> (and others)       | Hoff, Syd                      |
| <i>Harold and the Purple Crayon</i> (series)     | Johnson, Crockett              |
| <i>The Snowy Day</i>                             | Keats, Ezra Jack               |
| <i>Leo the Late Bloomer</i>                      | Kraus, Robert                  |
| <i>The Story of Ferdinand</i>                    | Lear, Edward                   |
| <i>Frederick</i>                                 | Lionni, Leo                    |
| <i>Pete the Cat</i> series                       | Litwin, Eric                   |
| ❖ <i>Frog and Toad Are Friends</i> (and others)  | Lobel, Arnold                  |
| ❖ <i>You Are Special</i> (and others)            | Lucado, Max                    |
| <i>Make Way for Ducklings</i>                    | McCloskey, Robert              |
| ❖ <i>Little Bear</i> series                      | Minarik, Else Holmelund        |
| <i>The Day Jimmy's Boa Ate the Wash</i>          | Noble, Trinka Hakes            |
| <i>If You Give a Mouse a Cookie</i> (and others) | Numeroff, Laura                |
| ❖ <i>Amelia Bedelia</i> (various stories)        | Parrish, Peggy                 |
| <i>Katy No-Pocket</i>                            | Payne, Emily                   |
| <i>The Rainbow Fish</i> series                   | Pfister, Marcus                |
| <i>Curious George</i> series                     | Rey, H. A. or Margaret         |
| <i>Detective Dan</i> series                      | Roland, Timothy                |
| ❖ <i>Henry and Mudge</i> stories                 | Rylant, Cynthia                |
| Beginner Books/ Bright and Early Books           | Dr. Seuss                      |
| ❖ <i>Nate the Great</i> series                   | Sharmat, Marjorie              |
| <i>Piggy/Gerald/Pigeon</i> books                 | Willems, Mo                    |
| <i>Morris the Moose</i> books                    | Wiseman, B.                    |
| <i>The Napping House</i>                         | Wood, Audrey                   |
| <i>Harry, the Dirty Dog</i> (or others)          | Zion, Gene                     |
| ❖ Denotes simple chapter books                   |                                |

# 1<sup>st</sup> GRADE SUMMER READING RECORD

❖ Simple chapter books count as THREE books (note with X on chart)

Please return this page to your child's teacher on Monday, August 7, 2017

Name \_\_\_\_\_

	Title	Author	Read TO my child	Read WITH my child	Read BY my child	X= simple chapter book
1						
2						
3						
4						
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## ENTERING 2<sup>ND</sup> GRADE BOOK LIST

- |   |                            |
|---|----------------------------|
| <i>Cam Jansen</i> series  | Adler, David               |
| <i>Madeline</i> books   | Bemelmans, Ludwig          |
| <i>Berenstein Bears</i>   | Berenstain, Jan & Stan     |
| <i>Flat Stanley</i> series  | Brown, Jeff                |
| <i>Rachel Yoder</i> series  | Brustetter, Wanda          |
| ▪ <i>A Lion to Guard Us</i> (and others)                            | Bulla, Clyde Robert        |
| ▪ <i>The Adventures of Old Mother West Wind</i> series              | Burgess, Thornton          |
| <i>The Best Loved Doll</i> (and others)                             | Caudill, Rebecca           |
| ▪ <i>Henry Huggins/Ramona/Mouse and Motorcycle</i> series           | Cleary, Beverly            |
| ▪ <i>Magic School Bus</i> series                                    | Cole, Joanna               |
| <i>Betsy and Billy</i>  | Haywood, Carolyn           |
| <i>Chrysanthemum</i> and others                                     | Henkes, Kevin              |
| <i>Imagination Station</i> series                                   | Hering, Marianne           |
| <i>Frances</i> books  | Hoban, Russell             |
| <i>Danny and the Dinosaur</i> (and others)                          | Hoff, Syd                  |
| <i>Tale of Three Trees</i>  | Hunt, Angela               |
| <i>Nancy Drew Clues Crew</i>  | Keene, Carolyn             |
| <i>The Story of Ferdinand</i>                                       | Leaf, Munroe               |
| ▪ <i>Cul-de-sac Kids</i> series                                     | Lewis, Beverly             |
| <i>Swimmy</i>   | Lionni, Leo                |
| <i>Frog and Toad</i> series   | Lobel, Arnold              |
| ▪ <i>Betsy-Tacy</i> series  | Lovelace, Maud Hart        |
| ▪ <i>Mrs. Piggle Wiggle</i> series                                  | MacDonald, Betty           |
| <i>Blueberries for Sal</i>  | McCloskey, Robert          |
| <i>Little Bear</i> books  | Minarik, Else Holmelund    |
| any book  | Murphy, Elspeth Campbell   |
| any book  | Numeroff, Laura            |
| ▪ <i>Animal Friends</i> series                                      | Oke, Janette               |
| ▪ <i>Magic Treehouse</i> series                                     | Osborne, Mary Pope         |
| <i>Amelia Bedelia</i> series  | Parish, Herman (not Peggy) |
| ▪ <i>The Littles</i> series   | Peterson, John             |
| <i>Curious George</i>   | Rey, H. A. or Margaret     |
| ▪ <i>Grandma's Attic</i> series                                     | Richardson, Arleta         |
| <i>Detective Dan</i> series   | Roland, Timothy            |
| ▪ <i>A to Z Mysteries</i> series <i>Calendar Mysteries</i> & others | Roy, Ron                   |
| <i>Henry and Mudge</i> series                                       | Rylant, Cynthia            |
| Longer Books  | Seuss, Dr.                 |
| <i>Lyle, Lyle, Crocodile</i>  | Waber, Bernard             |
| ▪ <i>Boxcar Children</i> series                                     | Warner, Gertrude Chandler  |
| <i>Sara Morton's Day</i> (and others)                               | Waters, Kate               |
| ▪ <i>Little House on the Prairie</i> series                         | Wilder, Laura Ingalls      |
| <i>Harry the Dirty Dog</i> series                                   | Zion, Gene                 |
| ▪ <i>American Girl</i> books  | Various authors            |
| <i>I Can Read Books</i> –level 3                                    | Various authors            |
| ▪ Denotes more challenging books                                    |                            |

## 2<sup>nd</sup> GRADE SUMMER READING RECORD

- Challenging books count as THREE books (note with X on chart)

Please return this page to your child's teacher on Monday, August 7, 2017

Name \_\_\_\_\_

	Title	Author	Read WITH my child	Read BY my child	Number of pages	X= three books
1						
2						
3						
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## ENTERING 3<sup>RD</sup> GRADE BOOK LIST

- |  |                           |
|--|---------------------------|
| <i>Promised Land Diaries</i> (various titles)              | Adams, Anne T & Edwards   |
| <i>Animal Ark</i> series                                   | Baglio, Ben M.            |
| <i>The Penderwicks</i>                                     | Birdsall, Jeanne          |
| <i>Paddington</i> series                                   | Bond, Michael             |
| <i>The Chocolate Touch</i>                                 | Catling, Patrick Skene    |
| Biographies  | Children's Press          |
| <i>Matt Christopher Sports Series</i>                      | Christopher, Matt         |
| <i>Henry Huggins/Ramona/ Mouse &amp; Motorcycle</i> series | Cleary, Beverly           |
| <i>Magic School Bus</i> (series-chapter books)             | Cole, Joanna              |
| <i>The Bears on Hemlock Mountain</i>                       | Dalgliesh, Alice          |
| <i>The Secret Files</i> series                             | Dixon, Frank              |
| ❖ <i>Hardy Boys</i> series                                 | Dixon, Franklin W.        |
| <i>Hank the Cowdog</i> series                              | Erickson, John R.         |
| ❖ <i>The Moffats</i> series                                | Estes, Eleanor            |
| <i>The Cabin Faced West</i>                                | Fritz, Jean               |
| <i>Stone Fox</i>   | Gardiner, John Reynolds   |
| <i>Thunder at Gettysburg</i>                               | Gauch, Patricia           |
| <i>The Ox Cart Man</i>                                     | Hall, Donald              |
| <i>Betsy and Billy</i> series                              | Haywood, Carolyn          |
| ❖ <i>Misty of Chincoteague</i> (and others)                | Henry, Marguerite         |
| Dog stories, cat stories, other titles                     | Herriot, James            |
| <i>The Bobbsey Twins</i> series                            | Hope, Laura Lee           |
| ❖ <i>Sugar Creek Gang</i> series                           | Hutchens, Paul            |
| <i>Nancy Drew Clues Crew</i>                               | Keene, Carolyn            |
| ❖ <i>Nancy Drew</i> series                                 | Keene, Carolyn            |
| <i>Babe: The Gallant Pig</i> (and others)                  | King-Smith, Dick          |
| ❖ <i>Mandie</i> series                                     | Leppard, Lois Gladys      |
| ❖ <i>Cul-de-sac Kids</i> series                            | Lewis, Beverly            |
| ❖ <i>Pippi Longstocking</i> series                         | Lindgren, Astrid          |
| ❖ <i>Betsy-Tacy</i> series                                 | Lovelace, Maud Hart       |
| ❖ <i>Mrs. Piggle Wiggle</i> series                         | MacDonald, Betty          |
| <i>Caleb's Story</i>                                       | MacLachlan, Patricia      |
| <i>Skylark</i>   | MacLachlan, Patricia      |
| <i>Owls in the Family</i>                                  | Mowat, Farley             |
| <i>Bloodhounds Inc.</i>                                    | Myers, Bill               |
| Any book   | Murphy, Elspeth Campbell  |
| ❖ <i>Shiloh</i> series                                     | Naylor, Phyllis Reynolds  |
| ❖ <i>The Borrowers</i>                                     | Norton, Mary              |
| ❖ Children's Books series                                  | Oke, Janette              |
| <i>The Littles</i>   | Peterson, John            |
| <i>Little House on the Prairie</i> series (adapted)        | Peterson, Melissa         |
| <i>The Magic Treehouse</i> series                          | Pope, Mary Pope Osborne   |
| <i>Grandma's Attic</i> series                              | Richardson, Arleta        |
| <i>A to Z Mysteries, Calendar Mysteries</i>                | Roy, Ron                  |
| <i>Time Warp Trio</i> series                               | Scieszczk, Jon            |
| <i>Encyclopedia Brown</i> series                           | Sobol, Donald             |
| Any historical biography title                             | Stanley, Diane            |
| <i>Geronimo Stilton</i> series                             | Stilton, Geronimo         |
| <i>Boxcar Children</i> series                              | Warner, Gertrude Chandler |
| <i>Charlotte's Web/ Wilbur's Adventures</i>                | White, E.B.               |
| <i>The Castle in the Attic</i>                             | Winthrop, Elizabeth       |
| <i>American Girl</i> series                                | Various authors           |
| <i>A New Coat for Anna</i>                                 | Ziefert, Harriett         |

❖ Denotes more challenging books



3<sup>RD</sup> GRADE SUMMER READING RECORD AND ASSIGNMENT

Rising third grade students will read two (2) books from the summer list over the summer break. Students will take an AR quiz on the book of their choice and write a paragraph about the other book (directions below). The AR component will count toward the first quarter point requirements; the writing component will count as a separate grade. Please record information about those books below.

Name \_\_\_\_\_

Keep a record of the books you read; please return this form and the paragraph to your 3<sup>RD</sup> grade language arts teacher when you arrive to school on the first full day of school, Monday, August 7, 2017.

#1 Book from the Third Grade List of Books:

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Pages: \_\_\_\_\_ AR Book level \_\_\_\_\_ (you can find this at [www.arbookfind.com](http://www.arbookfind.com))

#2 Book from the Third Grade List of Books:

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Pages: \_\_\_\_\_ AR Book level \_\_\_\_\_ (you can find this at [www.arbookfind.com](http://www.arbookfind.com))

Writing Assignment:

Using the book you will not use for an AR quiz, write a paragraph, no less than five sentences, summarizing your thoughts about the second book. Your paragraph will be assessed on the following qualities:

content

style: sentence structure and word choice

capitalization/punctuation/ spelling

penmanship (must be handwritten) and length

Parent Signature \_\_\_\_\_

### 3<sup>rd</sup> Grade Summer Paragraph Rubric

Name \_\_\_\_\_

<b>Topic</b>	<b>25 Points</b>	<b>20 Points</b>	<b>15 Points</b>	<b>Your score</b>
<b>Content</b>	Your comments and thoughts make sense. The writing is about the topic. The sentences are in logical order.	Your comments are about the topic and make sense.	Comments do not make sense. The sentences are not in good order.	
<b>Style: sentence structure and word choice</b>	Some sentences are long and some are short. You have used several strong words.	Some sentences are long and some are short. You have used good words that make sense.	Many words do not form sentences. Many of the words don't make sense.	
<b>Capitalization Punctuation Spelling</b>	There are no mistakes. Capitals and end marks are perfect. Spelling is perfect.	There are only a few mistakes. Most of the capitals and end marks are correct. Most words are spelled correctly.	There are many mistakes. Many capitals and/or end marks are missing. Many spelling mistakes are evident.	
<b>Penmanship  Length</b>	Your print is neat and easy to read.  The paragraph meets or exceeds five sentences in length.	I can understand your print.  The paragraph is at least five sentences long.	The handwriting is difficult to read.  The paragraph is shorter than five sentences.	

**Teacher comments:**

**Total points:** \_\_\_\_\_

## ENTERING 4<sup>TH</sup> and 5<sup>TH</sup> GRADE READING LIST

**Parents:** Below you will find a list of engaging and well-written stories that represent a variety of genres. Your student should choose to read two novels from the list below. While we endeavor to choose books that are representative of appropriate content, age level, and maturity, we recommend each family research the suggested selections. You may find sites such as [www.squeakycleanreviews.com](http://www.squeakycleanreviews.com), [www.common sense media.org](http://www.common sense media.org), or [www.thrivingfamily.com](http://www.thrivingfamily.com) helpful as you discern the best publication for your student.

**Please note: Some of these titles are available as *Great Illustrated Classics*. Please ensure your child takes the AR quiz for the *Great Illustrated Classic* version of the book, a condensed version of the original classic, if appropriate.**

<i>Souder</i>	Armstrong, William
<i>True Confessions of Charlotte Doyle</i>	Avi
<i>The Indian in the Cupboard</i>	Banks, Lynne Reid
<i>Turn Homeward, Hannalee</i>	Beatty, Patricia
<i>The Shakespeare Stealer</i>	Blackwood, Gary
<i>Caddie Woodlawn</i>	Brink, Carol
<i>A Little Princess</i>	Burnett, Frances H
<i>The Incredible Journey</i>	Burnford, Sheila
<i>The Summer of the Swans</i>	Byars, Betsy
<i>The Family Under the Bridge</i>	Carlson, Natalie
<i>Dear Mr. Henshaw</i>	Cleary, Beverly
<i>Leif the Lucky</i>	D'Aulaire, Ingrid
<i>The House of Sixty Fathers</i>	DeJong, Meindert
<i>Because of Winn Dixie</i>	DiCamillo, Kate
<i>The Tale of Despereaux</i>	DiCamillo, Kate
<i>Hardy Boys series</i>	Dixon, Franklin
<i>The Twenty One Balloons</i>	du Bois, William Pene
<i>Thimble Summer</i>	Enright, Elizabeth
<i>Inkheart</i>	Funke, Cornelia
<i>The Thief Lord</i>	Funke, Cornelia
<i>The Snow Goose</i>	Gallico, Paul
<i>Blue Willow</i>	Gates, Doris
<i>My Side of the Mountain</i>	George, Jean C.
<i>Old Yeller</i>	Gipson, Fred
<i>The Reluctant Dragon</i>	Grahame, Kenneth
<i>The Wind in the Willows</i>	Grahame, Kenneth
<i>The Winter of Red Snow: Abigail Stewart</i>	Gregory, Kristina
<i>Soul Surfer</i>	Hamilton, Bethany
<i>Two Mighty Rivers: Sons of Pocahontas</i>	Hanes, Mari
<i>King of the Wind: The Story of the Godolphon Arabian</i>	Henry, Marguerite
<i>The Fourteenth Goldfish</i>	Holm, Jennifer L.
<i>Book of the King series</i>	Jenkins, Jerry
<i>Red Rock Mystery series</i>	Jenkins, Jerry
<i>Raiders From the Sea</i>	Johnson, Lois
<i>Nancy Drew series</i>	Keene, Carolyn
<i>Big Red</i>	Kjelgaard, Jim
<i>Lassie Come Home</i>	Knight, Eric

ENTERING 4<sup>TH</sup> and 5<sup>TH</sup> GRADE READING LIST (pg 2)

<i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i>	Konigsburg, E. L.
<i>Left Behind series</i>	LaHaye & Jenkins
<i>Ben and Me: ...Ben Franklin and His Good Mouse Amos</i>	Lawson, Robert
<i>Carry On, Mr. Bowditch</i>	Lathan, Jean
<i>A Wrinkle in Time</i>	L'Engle, Madeline
<i>Prairie School</i>	Lenski, Lois
<i>Strawberry Girl</i>	Lenski, Lois
<i>Ella Enchanted</i>	Levine, Gail Carson
<i>Fairest</i>	Levine, Gail Carson
<i>Chronicles of Narnia series</i>	Lewis, C. S.
<i>Gifted Hands, Kid's Edition: Ben Carson</i>	Lewis, Greg & Deborah
<i>Snow Treasure</i>	McSwigan, Marie
<i>Gentle Ben</i>	Morey, Walt
<i>Shiloh</i>	Naylor, Phyllis
<i>Mrs. Frisby and the Rats of NIMH</i>	O'Brien, Robert
<i>Tom's Midnight Garden</i>	Pearce, Phillipa
<i>The Copper Kids Adventure</i>	Peretti, Frank
<i>Pollyanna</i>	Porter, Eleanor
<i>Rats, Bulls &amp; Flying Machines...the Renaissance</i>	Prum, Deborah
<i>Summer of the Monkeys</i>	Rawls, Wilson
<i>Trouble at Silver Pines Inn</i>	Repp, Gloria
<i>Henry Reed, Inc.</i>	Robertson, Keith
<i>The Best Christmas Pageant Ever</i>	Robinson, Barbara
<i>The Little Prince</i>	Saint-Exupery, Antoine de
<i>The Cricket in Times Square</i>	Selden, George
<i>The Good Master</i>	Seredy, Kate
<i>The White Stag</i>	Seredy, Kate
<i>Starry Messenger: Galileo Galilei</i>	Sis, Peter
<i>The Sign of the Beaver</i>	Speare, Elizabeth
<i>Heidi</i>	Spyri, Johanna
<i>The Mysterious Benedict Society</i>	Stewart, Trenton Lee
<i>All-of-a-Kind-Family</i>	Taylor, Sydney
<i>Many Moons</i>	Thurber, James
<i>Banner in the Sky</i>	Ullman, James
<i>Thunderstorm in Church</i>	Vernon, Louise
<i>The Trumpet of the Swan</i>	White, E. B.
<i>Stuart Little</i>	White, E. B.
<i>Little House on the Prairie series (not adapted)</i>	Wilder, Laura Ingalls
<i>Leepike Ridge</i>	Wilson, N.D.

4<sup>TH</sup> GRADE SUMMER READING RECORD AND ASSIGNMENT

Rising fourth grade students will read two (2) books from the summer list over the summer break. Students will take an AR quiz on the book of their choice and write a two-paragraph response about the other book (directions below). The AR component will count toward the first quarter point requirements; the writing component will count as a separate grade. Please record information about those books below.

Name \_\_\_\_\_

Keep a record of the books you read; please return this form and the paragraph to your 4<sup>TH</sup> grade language arts teacher when you arrive to school on the first full day of school, Monday, August 7, 2017.

#1 Book from the Fourth/Fifth Grade List of Books:

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Pages: \_\_\_\_\_ AR Book level \_\_\_\_\_ (you can find this at [www.arbookfind.com](http://www.arbookfind.com))

#2 Book from the Fourth/Fifth Grade List of Books:

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Pages: \_\_\_\_\_ AR Book level \_\_\_\_\_ (you can find this at [www.arbookfind.com](http://www.arbookfind.com))

Writing Assignment:

Using the book you will not use for an AR quiz, write two paragraphs, no less than five sentences each, about the second book. The first paragraph should be a summary of the book; the second paragraph should reflect your recommendation (with specific examples) to read (or not read) the book. Your paragraphs will be assessed on the following qualities:

- content: summary and recommendation paragraphs
- style: sentence structure and word choice
- capitalization/ punctuation/ spelling
- penmanship (must be in cursive handwriting)

Parent Signature \_\_\_\_\_

**4<sup>th</sup> and 5<sup>th</sup> Grade Summer Paragraph Rubric**

**Name** \_\_\_\_\_

<b>Topic</b>	<b>25 Points</b>	<b>20 Points</b>	<b>15 Points</b>	<b>Your score</b>
<b>Content</b>	<p>Paragraph 1 is a summary. Paragraph 2 is a recommendation.</p> <p>Your comments and thoughts are insightful and make sense. The writing is about the topics and includes interesting details.</p>	<p>Paragraph 1 is a summary. Paragraph 2 is a recommendation.</p> <p>Your comments are about the topics, make sense, and include good details. The sentences are in logical order.</p>	<p>One or more paragraphs do not follow the content guideline.</p> <p>Comments do not make sense. There are no details. The sentences are not in good order.</p>	
<b>Style: sentence structure and word choice</b>	<p>Many sentences are complete, interesting, and start in different ways; some are long and some are short. You have used several strong words correctly.</p>	<p>Most sentences are complete and start in different ways. The writer uses a few strong words correctly.</p>	<p>There are fragments and run-on sentences. Most of the sentences start the same way. Many of the words don't make sense.</p>	
<b>Capitalization Punctuation Spelling</b>	<p>There are no mistakes. Capitals and punctuation marks are perfect. Spelling is perfect.</p>	<p>There are only a few mistakes. Most of the capitals and end marks are correct. Most words are spelled correctly.</p>	<p>There are many mistakes. Many capitals and/or end marks are missing. Many spelling mistakes are evident.</p>	
<b>Penmanship  Length</b>	<p>Your cursive is neat and easy to read.</p> <p>Both paragraphs meet or exceed five sentences in length.</p>	<p>I can understand most of your cursive writing.</p> <p>Both paragraphs are at least five sentences long.</p>	<p>The handwriting is not cursive or it is too difficult to read.</p> <p>Any paragraph is shorter than five sentences.</p>	

**Teacher comments:**

**Total points:** \_\_\_\_\_

5<sup>TH</sup> GRADE SUMMER READING RECORD AND ASSIGNMENT

Rising fifth grade students will read two (2) books from the summer list over the summer break. Students will take an AR quiz on the book of their choice and write a two-paragraph response about the other book (directions below). The AR component will count toward the first quarter point requirements; the writing component will count as a separate grade. Please record information about those books below.

Name \_\_\_\_\_

Keep a record of the books you read; please return this form and the paragraphs to your 5<sup>TH</sup> grade language arts teacher when you arrive to school on the first full day of school, Monday, August 7, 2017.

#1 Book from the Fourth/Fifth Grade List of Books:

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Pages: \_\_\_\_\_ AR Book level \_\_\_\_\_ (you can find this at [www.arbookfind.com](http://www.arbookfind.com))

#2 Book from the Fourth/Fifth Grade List of Books:

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Pages: \_\_\_\_\_ AR Book level \_\_\_\_\_ (you can find this at [www.arbookfind.com](http://www.arbookfind.com))

Writing Assignment:

Using the book you will not use for an AR quiz, write two paragraphs, no less than five sentences each, about the second book. The first paragraph should be a summary of the book; the second paragraph should reflect your recommendation (with specific examples) to read (or not read) the book. Your paragraphs will be assessed on the following qualities:

- content: summary and recommendation paragraphs
- style: sentence structure and word choice
- capitalization/ punctuation/ spelling
- penmanship (must be in cursive handwriting)

Parent Signature \_\_\_\_\_