

Dear Students,

With summer fast approaching, we want to encourage you to continue reading for both personal and academic benefits. Reading for pleasure is an enjoyable way to unwind, expand your knowledge, and develop empathy by exploring different perspectives. It also helps improve your vocabulary, critical thinking skills, and writing abilities.

From an academic perspective, research shows that students who read for pleasure over the summer perform better when they return to school. Reading maintains and improves reading comprehension skills, preventing the "summer slide" where students lose academic skills and knowledge.

To support your reading goals, we have provided a list of approved books, or you may choose a book to be approved within your reading level. As you read, we ask that you keep a chapter journal to remember important details and make connections. You will also identify a faith virtue and explain how it relates to your book in at least one paragraph. This will be included at the end of your journal.

We look forward to seeing what insights and experiences you gain from your summer reading. Chapter summaries and virtue tie-ins are due on August 16th, 2023.

Sincerely,  
Coach Porter

### Faith Virtues

Faith  
Justice  
Mercy  
Honesty  
Gratitude  
Reverence  
Stewardship  
Generosity

What I Can Read This Summer

Summer is coming and to help prevent the Summer Slide, We ask that students read over the summer for the purpose of reading for pleasure and improving critical thinking skills. This decision involves the teacher, parent and student so let's begin!

Please turn this into your teacher by May 18th.

My current IRL : \_\_\_\_\_

Book Chosen: \_\_\_\_\_

Some books or types of reading material I am interested in:

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Teacher suggestions/ thoughts

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Student Signature: \_\_\_\_\_ Date; \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date; \_\_\_\_\_

Teacher Approval: \_\_\_\_\_ Date; \_\_\_\_\_

Teacher Approval: \_\_\_\_\_ Date; \_\_\_\_\_

The following books do not need the teacher's approval to read for Summer Reading

**6th Grade**

The Hobbit

The Egypt Game

Freak The Mighty

The Lion the Witch and The Wardrobe

Wonder

**7th Grade**

A Wrinkle in Time

Devil's Arithmetic

Call of the Wild

The Watsons go to Birmingham

The Boy in the Striped Pajamas

**11th Grade**

The Scarlet Letter (Class Copy Available)

Fahrenheit 451 (Some Copies available)

The Grapes of Wrath

The Sun Also Rises

A Farewell to Arms

**Directions:** Your Journals will be graded based on this rubric. Consequently, use this rubric as a guide when writing your Journals and check it again before you submit your work.

Traits	4	3	2	1
<b>Identifies important information within the specific chapter.</b>	The Student lists and or identifies all the important words, phrases, and sentences within the chapter.	The student lists most of the important words, phrases, and sentences within the chapter.	The student misses most of the important words, phrases, and sentences within the chapter.	The student uses almost no important words and sentences from the chapter
<b>Identifies important issues and/or questions within the specific chapter.</b>	The student comes up with relevant and pertinent questions relating to the chapter.	The student comes up with questions that relate to the chapter and other issues that surround the characters.	The student does not identify the main issues in the chapter and the questions do not relate.	Unclear if the student understands the chapter. There are no questions asked
<b>Voice</b>	The author’s purpose of writing is very clear, and there is strong evidence of attention to the audience. The author’s extensive knowledge and/or experience with the topic is/are evident.	The author’s purpose of writing is somewhat clear, and there is some evidence of attention to the audience. The author’s knowledge and/or experience with the topic is/are evident.	The author’s purpose of writing is somewhat clear, and there is evidence of attention to the audience. The author’s knowledge and/or experience with the topic is/are limited.	The author’s purpose of writing is unclear.
<b>Word Choice</b>	The author uses vivid words and phrases. The choice and placement of words seem accurate, natural, and not forced.	The author uses vivid words and phrases. The choice and placement of words are inaccurate at times and/or seem overdone.	The author uses words that communicate clearly, but the writing lacks variety.	The writer uses a limited vocabulary. Jargon or clichés may be present and detract from the meaning.
<b>Sentence Structure, Grammar, Mechanics, &amp; Spelling</b>	All sentences are well constructed and have varied structures and lengths. The author makes no errors in grammar or mechanics, and/or spelling.	Most sentences are well-constructed and have varied structures and lengths. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/or length. The the author makes several errors in grammar, mechanics, and/or spelling that interferes with understanding.	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interferes with understanding.
<b>Reviewer’s Comments</b>				

### **Journal Entry Example**

Amir loves books and poetry, unlike his father who is strong and athletic. Baba is ashamed of his son because the other kids at school push him around. Baba cannot even believe that Amir is his son. Amir and Baba do not have the best relationship because they are very different people. Baba does not understand Amir's love for writing, and will not read the stories he has written. Therefore, Amir reads them to the illiterate Hassan. Baba confuses me because he does not seem to love his own son. Just because Amir is different from him, I don't think Baba should be ashamed of Amir. It is so terrible how Baba will not even listen to Amir read his wonderful stories. That is Amir's love and Baba does not even appreciate it. I do like how Amir shares his stories with Hassan. It is sad how Hassan cannot go to school because he is a Hazara and must tend to the house. I wonder how Baba and Amir will work together to fix their relationship. Is there something Amir could do to encourage Baba to read his stories?