

Secondary English Language Arts Summer Reading Fort Bend ISD



The purpose of summer reading in FBISD is to engage students in an enjoyable reading experience that maintains and fosters literacy.

Why summer reading?

Summer reading prevents the “summer setback” that many times happens when students refrain from reading. Research has shown that students who do not continue to read in the summer decline in academic achievement (Cahill, Horvath, McGill-Franzen, & Allington, 2013; Cooper et al., 1996; Entwisle, Alexander, & Olson, 1997; Heyns, 1978).

Reading over the summer months keeps students minds engaged and makes for an easier transition to the next grade level because students have continued, not stunted, their reading levels (Cahill, et al., 2013; Kim, 2004).

Studies show that summer reading reduces the gaps between student demographic groups and closes achievement gaps (Cooper et al., 1996; Duncan & Murnane, 2011).

While engaged in summer reading, students enhance their reading comprehension, vocabulary, and reading achievement in general.

Summer reading supports and encourages students to become lifelong readers. This supports lifelong critical thinking skills, habits that we strive to create for all students.

Campus Summer Reading Lists: Each school has posted their summer reading list on its campus website. Click on the campus name to access the list. If the link takes you to the campus homepage, please scroll down to News and Headlines, Announcements, or Quick Links.

More resources for finding great reads

Several organizations spend their time reading and thinking about texts for kids. If you need some suggestions for titles, check out the links below. Review books alongside your child to find the best match to suit their interests.

[Young Adult Library Services Association \(YALSA\)](#)

[The International Literacy Association \(ILA\)](#)

[The Texas Library Association \(TLA\)](#)

[Houston Area Independent Schools Library Network](#)

[The American Library Association](#)

Favorite ALA Lists:

[Newbery Honor Books](#)

[Coretta Scott King Honors](#)

Creating a literacy rich environment

- Keep books and other reading material available your home as much as possible.
- Go to the library. Libraries are good for checking out books, but also for joining book clubs and talking to other readers. [Fort Bend County Libraries](#) currently provide a wide range of services and resources.
- Provide access to different types of reading on different platforms including news, blogs, audio books, magazines, even social media. Expand the definition of text. We often think of reading just in terms of books, but other types of text offer engagement and opportunities to practice reading skills.
- Audio books are fine! While we certainly want students to practice reading print, audio books model the equally important skill of fluency. For some students, they spark an interest in reading that might not otherwise exist. It's a start!
- Talk to your kids about what they are reading. Reading is a social activity. Whether a person loves or hates a book, they are always eager to talk about it. Give your children this opportunity.
- Read with, to, and alongside your children. Your children will value reading more if they see that their parents value reading. Talk to your children about what you are reading. Share your reading life with your children, no matter your interests. It might even inspire them to look at new topics.
- Encourage students to read the campus summer reading books, but also give them choices of other books to read. Read the campus required texts along with your child to help answer any questions they have or develop their background knowledge about the texts.
- When your child asks what a word means, help them look it up in a traditional or web-based dictionary. Help them use clues in the text to find the best definition, then talk through how the definition helps them understand what they are reading.
- Remember that it is okay to abandon a book, especially when it turns out to be too hard, too easy, or just not that interesting. Just find another one to try!
- Set a reading goal for each week for your child or for the whole family. Work together to determine how much time is reasonable to spend during a week reading. Take into account work responsibilities, summer activities, and family events. Keep track of the time spent reading, and then celebrate when you meet your goal. Look ahead to the next week and see if you can increase the goal. Even a few extra minutes a

week add up quickly!

- Keep a family word wall. As you and your child come across new words in text, write them on a piece of paper and put them up on the refrigerator, the bathroom mirror, the back of a door—any blank space. Watch for those words in other texts or listen for them on television.

Talking about reading with your child

There is no one way to get your child talking about books, but here are two easy ways to talk to your child about their reading. You can pick just one or use a combination. Use the questions to model how you think when you read, too.

- BHH Reading: When you read think about what is....
 - In the **Book**:
 - What’s this about?
 - Who’s telling the story?
 - What does the author want me to know?
 - In your **Head**:
 - What surprised me?
 - What does the author think I already know?
 - What changed, challenged, or confirmed my thinking?
 - What did I notice?
 - In your **Heart**:
 - What did I learn about me?
 - How will this help me to be better?

(from *Disrupting Thinking*, Kylee Beers and Robert Probst, 2017)

- Write sentence stems on strips of paper or Popsicle sticks. Draw one and fill in the blank to talk about a book. Some sentence stems include:
 - That reminds me of...
 - I don’t understand...
 - Why...
 - It confused me when...
 - I got it when...
 - I wonder...
 - This is good because...
 - I agree/disagree...
 - I can relate to...
 - This makes me think of...
 - I have connection to...
 - I got stuck. . .
 - I figured out. . .
 - I got confused when. . . so...
 - I didn’t expect. . .
 - I first thought. . . but now I realize. . .
 - What puzzled me the most was. . .
 - I was really surprised when...
 - I will understand this better if I . . .
 - I think tomorrow I would like to try. . .

(adapted from *The Reading Strategies Book*, Jennifer Serravallo, 2015)