

Name: \_\_\_\_\_

# Channel View School for Research

## 7<sup>th</sup> Grade Summer Reading Project 2019

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# Summer Reading Project Overview

Dear Rising 7<sup>th</sup> 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 120 minutes per week** (or more than 2 hours every week; this could be 30 minutes 4 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: Friday, September 13, 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](http://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.

### **DID YOU KNOW THAT THERE ARE...**

- **10 weeks** during the summer vacation which is *equal* to:
  - **70 days** which is *equal* to:
    - **1,680 hours** which is *equal* to:
      - **100,800 minutes** which MEANS THAT...



if you read for **30 minutes a day, 5 days a week** (which is **2.5 hours per week**) during this summer vacation, you will have read **25 hours this summer!** (This could be 8 books read, exposure to almost 50% more words, and rising reading levels.) And you will still have **99,300 minutes** which is *equal* to **1,655 hours** which is *equal* to **70 days** which is *equal* to **9 weeks and 6 days** to do anything else.

### 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?

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

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

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**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 &amp; 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 &amp; 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 &amp; 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 Labey, ~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 Ignatofsky, 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*

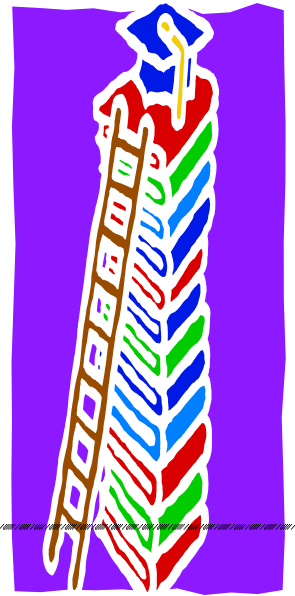
Weeks	Days							Weekly Totals
June 27 <sup>th</sup> – June 29 <sup>th</sup>				Last Day of School	<u>Thursday</u> _____mins.	<u>Friday</u> _____mins.	<u>Saturday</u> _____mins.	<u>TOTAL minutes</u> <u>for week</u> _____mins.
June 30 <sup>th</sup> – July 6 <sup>th</sup>	<u>Sunday</u> _____mins.	<u>Monday</u> _____mins.	<u>Tuesday</u> _____mins.	<u>Wednesday</u> _____mins.	<u>Thursday</u> _____mins.	<u>Friday</u> _____mins.	<u>Saturday</u> _____mins.	<u>TOTAL minutes</u> <u>for week</u> _____mins.
July 7 <sup>th</sup> – July 13 <sup>th</sup>	<u>Sunday</u> _____mins.	<u>Monday</u> _____mins.	<u>Tuesday</u> _____mins.	<u>Wednesday</u> _____mins.	<u>Thursday</u> _____mins.	<u>Friday</u> _____mins.	<u>Saturday</u> _____mins.	<u>TOTAL minutes</u> <u>for week</u> _____mins.
July 14 <sup>th</sup> – July 20 <sup>th</sup>	<u>Sunday</u> _____mins.	<u>Monday</u> _____mins.	<u>Tuesday</u> _____mins.	<u>Wednesday</u> _____mins.	<u>Thursday</u> _____mins.	<u>Friday</u> _____mins.	<u>Saturday</u> _____mins.	<u>TOTAL minutes</u> <u>for week</u> _____mins.
July 21 <sup>st</sup> – July 27 <sup>h</sup>	<u>Sunday</u> _____mins.	<u>Monday</u> _____mins.	<u>Tuesday</u> _____mins.	<u>Wednesday</u> _____mins.	<u>Thursday</u> _____mins.	<u>Friday</u> _____mins.	<u>Saturday</u> _____mins.	<u>TOTAL minutes</u> <u>for week</u> _____mins.
July 28 <sup>th</sup> – August 3 <sup>rd</sup>	<u>Sunday</u> _____mins.	<u>Monday</u> _____mins.	<u>Tuesday</u> _____mins.	<u>Wednesday</u> _____mins.	<u>Thursday</u> _____mins.	<u>Friday</u> _____mins.	<u>Saturday</u> _____mins.	<u>TOTAL minutes</u> <u>for week</u> _____mins.

August 4 <sup>th</sup> -August 10 <sup>th</sup>	<u>Sunday</u> _____mins.	<u>Monday</u> _____mins.	<u>Tuesday</u> _____mins.	<u>Wednesday</u> _____mins.	<u>Thursday</u> _____mins.	<u>Friday</u> _____mins.	<u>Saturday</u> _____mins.	<u>TOTAL minutes for week</u> _____mins.
August 11 <sup>th</sup> - August 17 <sup>th</sup>	<u>Sunday</u> _____mins.	<u>Monday</u> _____mins.	<u>Tuesday</u> _____mins.	<u>Wednesday</u> _____mins.	<u>Thursday</u> _____mins.	<u>Friday</u> _____mins.	<u>Saturday</u> _____mins.	<u>TOTAL minutes for week</u> _____mins.
August 18 <sup>th</sup> - August 24 <sup>th</sup>	<u>Sunday</u> _____mins.	<u>Monday</u> _____mins.	<u>Tuesday</u> _____mins.	<u>Wednesday</u> _____mins.	<u>Thursday</u> _____mins.	<u>Friday</u> _____mins.	<u>Saturday</u> _____mins.	<u>TOTAL minutes for week</u> _____mins.
August 25 <sup>th</sup> - August 31 <sup>st</sup>	<u>Sunday</u> _____mins.	<u>Monday</u> _____mins.	<u>Tuesday</u> _____mins.	<u>Wednesday</u> _____mins.	<u>Thursday</u> _____mins.	<u>Friday</u> _____mins.	<u>Saturday</u> _____mins.	<u>TOTAL minutes for week</u> _____mins.
Sept 1 <sup>st</sup> - Sept 3 <sup>rd</sup>	<u>Sunday</u> _____mins.	<u>Monday</u> _____mins.	<u>Tuesday</u> _____mins.	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.





















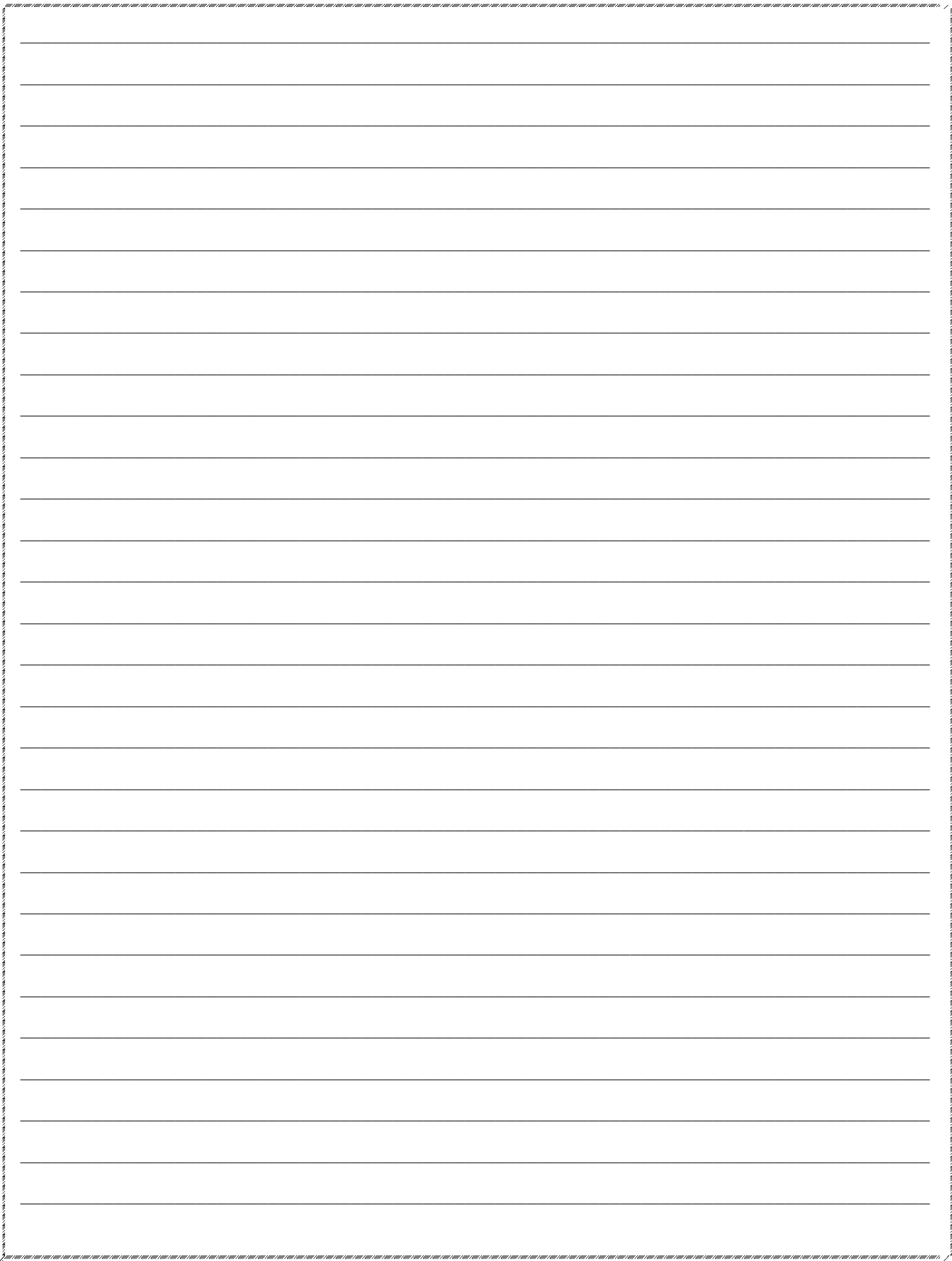


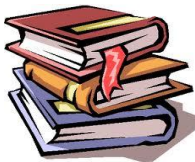












## FAMILIES: TIPS FOR SUPPORTING YOUR MIDDLE SCHOOL READER DURING THE SUMMER

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"> <li>• Reading newspapers and magazines</li> <li>• Cooking with kids – and write a family recipe together</li> <li>• Write emails or old-fashioned letters to family/friends</li> <li>• Start a blog- Edublogs is a safe, teen-friendly platform</li> <li>• Read aloud to your kids</li> <li>• Volunteer together</li> </ul>	<ul style="list-style-type: none"> <li>- Who is your favorite . . . ?                      - What was the best part of . . . ?</li> <li>- Always ask “why?” and invite your child to explain their thinking.</li> <li>- Encourage your child to teach you something - about a new app, game, something they learned, a piece of pop culture, etc.</li> <li>- What surprised you about . . . ?                      - What was the hardest part of . . . ?</li> <li>- What was the most important part of . . . ?</li> </ul>

## 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: \_\_\_\_\_