



## Farmingdale Public School Incoming 4th Grade Summer Reading

June 15, 2018

Dear Families,

Our students have worked very hard and are leaving school this year as better readers, writers, mathematicians and researchers. Summer is a great time to read to your children and it is also a wonderful time for students to read for pleasure. Studies show that children who do not read or have access to books during the summer lose up to 2 months of reading performance. All children may fall victim to the "summer slide" if not provided with summer reading opportunities. This summer we are asking all students to select and read both fiction and nonfiction books at their current reading level. The choices are endless! We have identified a few good books at each level (attached) and we have also included resources below for additional ways to find books at your child's reading level. This year your child will also be able to choose the way he/she responds to the books he/she reads. Please see the attached list of directions and examples for jotting and writing long about books. You will also find a collection of math activities that will help you review what your student has learned this school year.

### Resources:

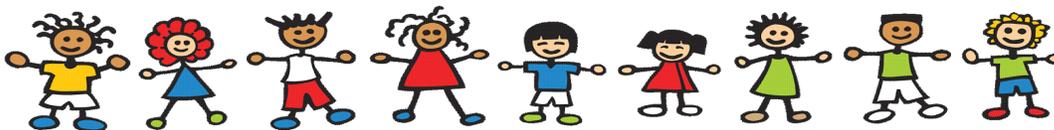
A great website to start at is [www.booksource.com](http://www.booksource.com). If you click on the "Reading Levels" tab, you will be able to choose "Guided Reading" and then input your child's reading level indicated below. For each level you will find collections of both Fiction and Nonfiction books.

Another helpful website to check out is [www.scholastic.com/bookwizard](http://www.scholastic.com/bookwizard). This site can be used to find the reading level of a book you already have or to find a list of books at a certain level. When the page opens, scroll to Book Wizard and type in the title of a book. Before clicking "Search", you need to change the Reading Level System to GUIDED READING. If the title you searched is in their database, it will tell you the reading level. If the reading level of this book matches your child's reading level, you can click on "Books Alike Find Similar Books" to find a huge list of books that your child might like to read.

Zing is also a great online resource with access to tons of e-books on your child's reading level. Our class code to sign in is 8958. Check it out at <http://www.schoolwide.com/zing>. Have a happy and healthy summer! Be sure to read, read, and read some more! Not only can we prevent the summer slide, we can accelerate academic growth.

Sincerely,  
Mrs. Walsh

**My independent level for summer reading is: \_\_\_\_\_**



## Summer Reading Homework

Each student has selected 3 books at their reading level to read over the summer.

My independent reading level is \_\_\_\_\_.

Book 1: \_\_\_\_\_

Book 2: \_\_\_\_\_

Book 3: \_\_\_\_\_

For each book, **students should complete 4, thoughtful jots.** Students should select strategies from the reading strategy list provided to jot about while reading. These jots should be attached or written on the back of the reading log for each book.

**Students must also keep a neat and accurate log** of their reading for each book. Please make sure to include all information on the log form. Each book should be logged and jotted about on a separate form.

Students will turn in their completed forms, along with 3 long writes at the beginning of 5th grade.

### Long Writes

Long writes should be at least 6-8 sentences. These can be typed or handwritten.

Students should select 1 or more jot to expand on or combine to tell more about.

Long writes should include the following:

- Student thoughts/opinion about an aspect of the text
- Several examples from the text to support thinking
- A concluding sentence

**Students need to do 1 long write for each book that they read. A sample long write is attached.**



## Reading Strategies Jot/Long Write List

Fiction Reading Strategies	Date Used	Nonfiction Reading Strategies	Date Used
Connect stories to my life (C)		Think about what you already know about the topic (AK)	
Ask question and make a prediction to answer it (Q)		Use context clues to figure out unknown words (CC)	
Use context clues to figure out unknown words (CC)		Ask questions before, after, and during reading (Q)	
Summarize the important parts of a chapter of a text (SUM)		Find the main idea of a section (pop out sentence) (PO)	
Make a movie in my mind (visualize) (V)		Tell the main idea and the supporting details of a section of the text (MISD)	
Describe the setting of a story in detail (SET)		Tell 2-3 things you learned about your topic from a text feature (TF)	
Describe an important event in a story and why it is important (EV)		Use the headings to ask "What is this section about?" (H)	
Infer (What I know and what the story says) (IN)		Tell the steps in a scientific process (SP)	
Look at sensory details (see, taste, sound, feel, touch) (SD)		Tell the events in chronological order of a historical event) (HE)	
Infer about characters based on their thoughts, actions, feelings, or words (CH)		Explain a scientific idea or concept (SIC)	
Think about tone and mood (how the book makes you feel) (TM)		Summarize the important parts of a section (S)	
Tell whether a story is in first or third person and how you know (F/T)		Describe the structure of a text (chronological, comparison, cause/effect, problem/solution) (STR)	
Compare characters points of view (POV)		Tell the author's opinion about a topic, and the reasons they use to support it (AO)	



Think about the message and theme (big idea to learn) (T)		Compare and contrast information from two books on the same topic (CC)	
Think about what we can learn from the characters in the book and how they react to conflict and different situations (L)		Categorize and sort information on a topic (For example: ideas related to an animal's behavior) (CS)	
Compare and contrast characters and themes from different books (CC)		Research more about an idea I found interesting in a nonfiction book (RM)	
Describe parts of a poem (verse, rhyme, meter) (POEM)		Tell whether a text is firsthand or secondhand account and why (FH/SH)	
Describe parts of a drama or play (cast, dialogue, stage directions)			

### Sample Long Write

Student Name

Date

Book Title

Author

In the book, *Let's Pretend We Never Met*, I think Agnes is a special friend to Mattie. When Mattie's grandmother has to move to an assisted living home, she is really upset and doesn't want to talk to anyone about it. Yet, when she gets to spend a day playing with Agnes, she feels ready to talk about it. The text says, "I haven't wanted to talk to anyone about my grandmother moving, really. I think part of me is pretending it won't happen. But somehow I'm ready to tell Agnes." This shows me that Agnes is special because she is the only one that Mattie is ready to talk to about her grandmother. Another example that shows Agnes is a good friend is she is planning something special to help Mattie's grandmother feel better about moving. She says "I have an idea. We'll make sure Maeve's treasures don't disappear." Agnes knows that Maeve's treasures are special to her and to Mattie so she wants to help her. Finally, Agnes plans a big end of year celebration at



Mattie's mom's bakery so that the bakery can get more business and Mattie's mom can keep her job. She is a thoughtful and special friend to Mattie.

## Stop and Jot Rubric

	4	3	2	1
<b>Detail</b>	Entries are written to show reader's thoughts with detail. <i>Because statements</i> are included in most entries.	Entries are written to show reader's thoughts with some detail. <i>Because statements</i> are included in some entries.	Entries written do not include little detail to show reader's thoughts. <i>Because statements</i> are included on very few entries.	Entries written do not include details to show reader's thoughts. <i>Because statements</i> are not included.
<b>Variety Of Strategies</b>	Reader records a variety of higher-level reading strategies.	Reader records a variety of reading strategies.	Reader records few, (2-3) strategy types. Reader relies of simpler strategies and reuses the same ones often.	Reader records only one type of strategy.
<b>Amount</b>	The reader records at least 4 entries per book.	The reader records at least 3 entries per book.	The reader records at least 2 entry per book.	The reader records one to zero entries per book.

**Name:**

**Week Of:**

**Total:** \_\_\_\_\_ /12

**Comments:**



## Long Write Rubric

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Detail</b>	Entry is written to show reader's thoughts with detail. <i>Because statements</i> are included. The writer uses 3 or more clear examples and/or quotes from the text.	Entry is written to show reader's thoughts with some detail. <i>Because statements</i> are included in some parts. The writer uses some examples from the text.	Entry written includes little detail to show reader's thoughts. <i>Because statements</i> are included rarely. The writer uses very few examples from the text.	Entry written do not include details to show reader's thoughts. <i>Because statements</i> are not included. The writer does not include examples from the text.
<b>Understanding Strategies</b>	Reader discuss a higher-level reading strategy learned throughout the year. Student demonstrated a deep understanding of this reading strategy.	Reader discusses a reading strategy learned throughout the year. Student demonstrated an understanding of this reading strategy.	Reader discusses a reading strategy r learned throughout the year, but relies on simpler strategies or the same strategy over and over again.	Reader discusses a reading strategy unrelated to what we learned throughout the year. He or she does not show an understanding of a reading strategy.
<b>Neat and Complete</b>	Student wrote neatly, using proper punctuation, spelling, and capitalization with very few mistakes (less than 5)	Student wrote mostly neatly, using proper punctuation, spelling, and capitalization with some mistakes (less than 10)	Student writing difficult to read, using proper punctuation, spelling, and capitalization with many mistakes (less than 15)	Student writing difficult to read, using proper punctuation, spelling, and capitalization with many mistakes (more than 15)

**Name:**

**Week Of:**

**Total:** \_\_\_\_\_/12

**Comments:**