

## 2018 Summer Reading List

For Incoming 2<sup>nd</sup> graders

All incoming 2<sup>nd</sup> grade students will be required to read the following books over the summer. A grade will be taken on each assignment, which is due on the first day of school.

1. **Charlotte's Web** by E.B. White

This is a 2<sup>nd</sup> grade Core Knowledge novel. Because this book is difficult for most 2<sup>nd</sup> graders to read alone, it **can be read by the student, read to the child, listened to from a book on tape recording, or read with a parent.** After reading, please complete the "Critics Corner" assignment.

2. **Paul Bunyan**, a Tall Tale by Steven Kellogg

This is a Tall Tale in picture book format that most students enjoy reading because of the humorous illustrations. After reading, please complete the "My Reading Log" assignment.

3. ***Student Choice chapter book: (Please choose ONE of the following books):***

Amelia Bedelia by Peggy Parish (any book from the series)

Frog & Toad by Arnold Lobel (any book from the series)

Junie B. Jones by Peggy Parish (any book from this series)

Horrible Harry by Suzy Kline (any book from this series)

Cam Jansen by David A. Adler (any book from this series)

These books are on a 2<sup>nd</sup> grade level and should be read by the student. After reading, please complete the "Thinking About My Reading" assignment.

In 2<sup>nd</sup> grade, we teach the students to take an active role in their reading by having good reading behaviors. We teach students to be aware of strategies good readers use when they are reading, so that each time they read, they will improve on their accuracy, fluency, and comprehension. We will also teach them how to pick books that are appropriate for their reading level so that books will be enjoyable to read, instead of frustrating. Studies have shown that if a student reads, or is read to, for 20 minutes each day, it will improve their reading level by one whole year. I have also included a list of activities you can complete with your child to improve fluency. I look forward to teaching your child this coming year. HAPPY READING!

Julie Murray

2<sup>nd</sup> Grade Reading/Language Arts & Social Studies Teacher

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## Fluency Activities

If your child is struggling with fluency, or would like to improve their reading, here are some things you can do with them at home to help:

- **Read out loud:** Repeatedly reading out loud improves reading fluency and overall reading achievement. Even if they are reading alone, it is beneficial for students to practice reading out loud.
- **Use a reading tracker:** Students can read with a “tracker” of some kind to keep them from losing their place. This can be any kind of straight edge like a piece of paper or ruler. If you do not have a straight edge, the student can also use their finger to track words as they read them.
- **Echo reading:** Students can “echo” back what you read to improve accuracy, speed, and expression. The adult or older sibling can read a line of text orally, stressing appropriate phrasing and intonation to model fluent reading for the student. Have the student read the same line immediately following the reader’s example. The reader and student continue reading the entire passage in echo fashion. Increase the amount of text read at a time as students become more proficient.
- **Read along with books on tape:** Have students read out loud along with a book on CD or tape. Encourage students to track the words with their finger as they read. Students should repeat the activity until they can read along with expression and good intonation. Students should then read the book out loud to someone.
- **Read decodable (easy level) books:** Have students read a slightly easier level book, repeatedly to increase fluency. A student should be able to read 98% of the words in a book to help increase fluency. Books by the same author are helpful for this purpose as they usually have the same kind of sentence structure and use the same kinds of words. The goal is not for them to memorize the words, but to become familiar enough with them that they do not have to sound out many words.
- **Choral reading:** Students should read text *along with* someone to improve confidence, accuracy, and speed. It is OK if they read words slightly behind you as you read along. This forces them to speed up in order to keep up with the other reader.
- **Buddy reading:** Students can stake turns reading out loud with someone to build accuracy, prosody, and reading rate.
- **Timed Repeated Readings:** Students can time themselves with a timer to see how long it takes them to complete reading a passage. This helps students gain accuracy and fluency. They can repeat this reading from time to time to see if their fluency has increased.

**The 2<sup>nd</sup> grade end of year reading fluency goal is 90 words per minute.** The end of year goal for 1<sup>st</sup> grade is 60 words per minute, which means that most 2<sup>nd</sup> graders should be reading at least 60 words per minute at the beginning of 2<sup>nd</sup> grade. By the middle of 2<sup>nd</sup> grade, students should be reading about 75-80 words per minute. If they are not at 75-80 words per minute by the middle of 2<sup>nd</sup> grade, it is often difficult for them to reach the end of year goal, which in turn means that they could struggle in 3<sup>rd</sup> grade. The above activities are researched and proven to help increase fluency. Many of these activities are completed in class at some point during each week during 2<sup>nd</sup> grade. Please let me know if you have any questions about these activities.

Julie Murray

2<sup>nd</sup> grade Reading/Language Arts Teacher

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

Complete after reading Charlotte's Web.

# CRITIC'S CORNER

WEATHER:  
A good day  
for reading

## The Literacy Ledger

"Turning pages  
into ideas"

Date: \_\_\_\_\_

Today's \_\_\_\_\_  
(Your Name)  
Top Reviews  
Story \_\_\_\_\_  
(book title)

A SCENE FROM THE BOOK

Some of the most interesting things  
about this book are below:

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-----  
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**Critic's Corner**  
I thought this book was

-----  
Because -----  
-----  
-----

THIS PICTURE SHOWS

-----  
-----  
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# MY READING LOG

Child: \_\_\_\_\_

Date: \_\_\_\_\_

Book Title: Paul Bunyan

Book Author: Stephen Kellog

## **Complete this after reading Paul Bunyan.**

1. I stated reading the book \_\_\_\_\_.

I finished reading the book \_\_\_\_\_.

2. I chose this book to read because \_\_\_\_\_

\_\_\_\_\_.

3. The best part of this book was \_\_\_\_\_

\_\_\_\_\_.

4. this book was easy/not easy or hard/not hard to read because \_\_\_\_\_

\_\_\_\_\_.

5. I liked this book because \_\_\_\_\_

\_\_\_\_\_.

6. I will/will not tell a friend to read this book because \_\_\_\_\_

\_\_\_\_\_.

# Thinking About My Reading

Complete after reading the choice chapter book.

Child: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ School: TeSA

When I read,

I think about what I already know.



I picture in my mind what I am reading about.



I think about what is going to happen next in a story.



I ask myself if what I'm reading makes sense.



When I read by myself, I feel like this.



My favorite kinds of books are \_\_\_\_\_

\_\_\_\_\_

When I come to a word I don't know, I \_\_\_\_\_

\_\_\_\_\_

When I finish reading a story, I sometimes \_\_\_\_\_

\_\_\_\_\_

This is a picture of my favorite story.