

# The Scholars Summer Guide

## ELA – Kindergartener

### Here are some things you can work on at home to get your child ready for kindergarten:

- ☐ Names of the letters of the alphabet
- ☐ Letter sounds
- ☐ Writing his or her name
- ☐ Recognizing words that rhyme (example: Do the words *cat* and *bat* rhyme? Tell me a word that rhymes with *sit*)
- ☐ Identifying the beginning sound of a word (example: What is the first sound that you hear in the word *ball*?)
- ☐ Speaking in complete sentences

### Here are some things your child will learn in kindergarten:

- ☐ Names and sounds for all the letters
- ☐ Blending sounds together to read three-letter words with short vowel sounds (example: *cat, bit, pop, leg, jug*)
- ☐ Reading sight words (example: *the, we, like, to*)
- ☐ Writing simple sentences with sight words and three-letter words with short vowels (example: *I like to play tag.*)
- ☐ Retell a story
- ☐ Put events of a story in order

### Suggested books to read to your child:

- ☐ <http://www.ala.org/alsc/publications-resources/book-lists/2018-summer-reading-list>
- ☐ <http://www.readingrockets.org/books/summer>

# The Scholars Summer Guide

## ELA – Rising 1<sup>st</sup> Grader

### **This year, you learned ...**

- ☐ The names of the letters of the alphabet, and all the sounds
- ☐ How to read and write three-letter words with short vowel sounds (example: *cat, bit, pop, leg, jug*)
- ☐ How to read sight words (example: *the, we, like, to*)
- ☐ How to write simple sentences with sight words and three-letter words with short vowels (example: *I like to play tag.*)
- ☐ How to retell a story
- ☐ How to put events of a story in order

### **Next year, you will learn...**

- ☐ How to read and write regularly spelled one-syllable words, as well as grade-appropriate irregularly spelled words
- ☐ How to write sentences using sight words and regularly spelled one-syllable words
- ☐ How to read texts aloud with appropriate speed and with expression
- ☐ How to retell a story, including the characters, setting, and main events
- ☐ How to communicate facts and information learned in a nonfiction text
- ☐ How to write stories and short essays with appropriate development and organization

### **Suggested books to read with your child:**

- ☐ <http://www.ala.org/alsc/publications-resources/book-lists/2018-summer-reading-list>
- ☐ <http://www.readingrockets.org/books/summer>

### **Suggestions for After Reading:**

Book summaries are a great way for students to share their learning after reading a new book. They also help your student practice important skills such as legible handwriting, correct spelling, proper grammar and punctuation.

The summary of a fiction book should include:

- ☐ The main characters
- ☐ The setting (where the story mainly takes place)
- ☐ The main events of the story

The summary of a non-fiction book should include:

- ☐ Interesting facts about the topic
- ☐ New information learned from the book

Conversations about books are another great way for students to share their learning. Your child should be able express their thoughts clearly and concisely during these discussions, and include the same information mentioned above for fiction and non-fiction books.

# The Scholars Summer Guide

## ELA – Rising 2<sup>nd</sup> Grader

### **This year, your student learned...**

- How to read and write regularly spelled one-syllable words, as well as grade-appropriate irregularly spelled words
- How to write sentences using sight words and regularly spelled one-syllable words
- How to read texts aloud with appropriate speed and with expression
- How to retell a story, including the characters, setting, and main events
- How to communicate facts and information learned in a nonfiction text
- How to write stories and short essays with appropriate development and organization

### **Next year, your student will learn how to...**

- Read a text and find evidence in it to support various ideas and conclusions.
- How to find the theme of a fiction text
- How to find the main idea of a non-fiction text
- How to interpret words and phrases in a fiction text, and how language shapes the meaning and tone of the story
- How to determine the meaning of new words in non-fiction texts
- How to participate in conversations about various topics, expressing their opinion clearly
- How to write stories and short essays with appropriate development and Organization

### **Suggested Books:**

- <http://www.ala.org/alsc/publications-resources/book-lists/2018-summer-reading-list>
- <http://www.readingrockets.org/books/summer>

### **Suggestions for After Reading:**

Book summaries are a great way for students to share their learning after reading a new book. They also help your student practice important skills such as legible handwriting, correct spelling, proper grammar and punctuation.

The summary of a fiction book should include:

- The main characters
- The setting (where the story mainly takes place)
- The main events of the story

The summary of a non-fiction book should include:

- Interesting facts about the topic
- New information learned from the book

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## **The Scholars Summer Guide**

### **ELA – Rising 3rd Grader**

#### **This year, you learned how to...**

- Read a text and find evidence in it to support various ideas and conclusions.
- How to find the theme of a fiction text
- How to find the main idea of a non-fiction text
- How to interpret words and phrases in a fiction text, and how language shapes the meaning and tone of the story
- How to determine the meaning of new words in non-fiction texts
- How to participate in conversations about various topics, expressing their opinion clearly
- How to write stories and short essays with appropriate development and organization

#### **Next year, you will learn about ...**

- Using these same skills, but with more difficult and complex texts
- Writing longer and more complex stories and essays

#### **Suggested Books:**

- <http://www.ala.org/alsc/publications-resources/book-lists/2018-summer-reading-list>
- <http://www.readingrockets.org/books/summer>

#### **Suggestions for After Reading:**

Book summaries are a great way for students to share their learning after reading a new book. They also help your student practice important skills such as legible handwriting, correct spelling, proper grammar and punctuation.

The summary of a fiction book should include:

- The main characters
- The setting (where the story mainly takes place)
- The main events of the story

The summary of a non-fiction book should include:

- Interesting facts about the topic
- New information learned from the book

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## ELA – Rising 4th Grader

### **This year, you learned about...**

- Read a text and find evidence in it to support various ideas and conclusions.
- How to find the theme of a fiction text
- How to find the main idea of a non-fiction text
- How to interpret words and phrases in a fiction text, and how language shapes the meaning and tone of the story
- How to determine the meaning of new words in non-fiction texts
- How to participate in conversations about various topics, expressing their opinion clearly
- How to write stories and short essays with appropriate development and organization

### **Next year, you will learn about ...**

- Using these same skills, but with more difficult and complex texts
- Writing longer and more complex stories and multi-paragraph essays

### **Suggested Books:**

- <http://www.ala.org/alsc/publications-resources/book-lists/2018-summer-reading-list>
- <http://www.readingrockets.org/books/summer>

### **Suggestions for After Reading:**

Book summaries are a great way for students to share their learning after reading a new book. They also help your student practice important skills such as legible handwriting, correct spelling, proper grammar and punctuation.

The summary of a fiction book should include:

- The main characters
- The setting (where the story mainly takes place)
- The main events of the story

The summary of a non-fiction book should include:

- Interesting facts about the topic
- New information learned from the book

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## **ELA – Rising 5th Grader**

### **This year, you learned about...**

- Read a text and find evidence in it to support various ideas and conclusions.
- How to find the theme of a fiction text
- How to find the main idea of a non-fiction text
- How to interpret words and phrases in a fiction text, and how language shapes the meaning and tone of the story
- How to determine the meaning of new words in non-fiction texts
- How to participate in conversations about various topics, expressing their opinion clearly
- How to write stories and multi-paragraph essays with appropriate development and organization

### **Next year, you will learn about ...**

- Use these same skills, but with more difficult and complex texts
- Write longer and more complex stories and essays

### **Suggested Books:**

- <http://www.ala.org/alsc/publications-resources/book-lists/2018-summer-reading-list>
- <http://www.readingrockets.org/books/summer>

### **Suggestions for After Reading:**

Book summaries are a great way for students to share their learning after reading a new book. They also help your student practice important skills such as legible handwriting, correct spelling, proper grammar and punctuation.

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- The main characters
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- The main events of the story

The summary of a non-fiction book should include:

- Interesting facts about the topic
- New information learned from the book

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## **ELA – Rising 6th Grader**

### **Curriculum covered during the previous year that requires continued retention and repetition for students:**

- Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
- Read with sufficient accuracy and fluency to support comprehension.
- Read closely and cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Read and comprehend complex fiction and non-fiction texts independently and proficiently.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

### **Curriculum for the upcoming school year of which students should be aware,**

- Students will read and comprehend both independently and proficiently a variety of fiction and non-fiction texts in their identified Lexile Band (925-1070).
- Students will focus on producing clear and coherent writing tasks which cover the following modes: argument, informational/explanatory, and narrative.
- Students should demonstrate a command of conventions of standard grammar and usage.
- Students will be expected to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6<sup>th</sup> grade-level texts by choosing flexibly from a range of strategies.
- Students will be expected to participate in conversations and collaborations building on others' ideas and expressing one's own ideas both clearly and persuasively in order to strengthen their speaking and listening skills.

### **Areas that might challenge students,**

- The volume of reading in Grade 6
- Technology skills necessary to access Achieve3000 and Google Classroom
- Writing for extended time frames

### **Suggestions on how students can prepare for the upcoming year.**

- Students can visit the school's website or public library for summer reading suggestions.
- Read a variety of texts both fiction and nonfiction.