

Help your child choose one that is at his/her independent reading level (listed on report card).

**R:** Hatchet

by Gary Paulsen

**S:** Zero Degree Zombie Zone

By Patrik Henry Bass

**T:** P.S. Be Eleven

By Rita Williams-García

**U:** The Secret Garden

By Frances Hodgson Burnett

**V:** Esperanza Rising

By Pam Muñoz Ryan

**W:** Freak the Mighty

By Rodman Philbrick

**X:** The Glory Field

By Walter Dean Myers

**Y:** OK for Now

By Gary D. Schmidt

**Z+:** The Crossover

By Kwame Alexander

## Fiction Book List

Help your child choose one that is at his/her independent reading level (listed on report card).

**R:** Bright Path: Young Jim Thorpe

by Don Brown

**S:** Stompin’ at the Savoy

By Alan Govenar

**T:** Games from Long Ago

By Bobbie Kalman

**U:** West by Covered Wagon

By Dorothy Henshaw Patent

**V:** The Champ

(about Muhammad Ali)

By Tonya Bolden

**W:** Follow the Trail: A Young Person’s Guide to the Great Outdoors

By Jessia Loy

**X:** Homesick: My Own Story

By Jean Fritz

**Y:** Cambodia in Pictures

By Margaret J. Goldstein

**Z+:** Hook, Line and Seeker

By Jim Arnosky

## Nonfiction Book List

### With summer coming, here are some resources to help your child continue growing as a reader during the break.

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5th Grade

Mrs. Durant

Summer Literacy Resource for Parents

# Word List

Here are fifth grade high frequency/sight words that your child can work on spelling and reading this summer.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| a lot | community | discuss | forgotten | impossible | midnight | overpower | richest | swimming |
| although | communities | discovery | governor | independence | million | paint | scientists | throughout |
| among | contain | dishonest | happiness | interest | mind | particular | semifinal | thousands |
| beautiful | dance | either | hundred | known | misunderstand | party | solution | toward |
| belief | decided | exercise | hopeless | language | nonliving | pattern | subject | vowel |
| building | desert | expensive | heart | length | notice | peace | submarine | weight |
| care | dessert | experience | hour | machine | numeral | prettier | supermarkets | wild |
| change | difference | forecast | hungry | materials | order | region | surface | wrote |

These **websites** can help you select books for your child to read and determine the level.

**Award-Winning Books**

This page contains many lists of books that have won various awards:  
<http://www.readingrockets.org/books/awardwinners>

**Finding a Book’s Level**

Set it to “Guided Reading Level” and enter titles to figure out the level of a book. You can also find similar books to ones your child has read and enjoyed.

<http://www.scholastic.com/bookwizard>

**Books by African American Authors**

http://thebrownbookshelf.com

Encourage your child to read using some of these **incentives.**

* Observe how long it takes your child to read a chapter, then use that information to set reasonable reading goals for the day, week or month (or all three). Transfer these onto a calendar.
* Create prizes that your child can earn after reaching a certain number of chapters or minutes (if you’re actually watching him/her read for those minutes). Here are some ideas (But you know your child best!):
  + Earn TV/video game time
  + Earn a sleepover or special trip
  + Earn a special meal or dessert
  + Earn a trip to the book store to purchase a new book

# Ask these questions before, during and after your child has read a fiction or nonfiction book to check for understanding and help them figure out the deeper meaning of the text.

**Questions for Nonfiction (Informational) Text**

* (Before reading) What do you already know about this topic? What do you want to learn? What do you predict that you will learn?
* (After reading) What did you learn about \_\_\_\_\_?
* What is the book mostly about? Can you tell about the book in only a few sentences?
* What were the author’s feelings about the topic? How do you know?
* Why did the author choose these particular illustrations/graphics?
* What can you learn from \_\_\_\_\_\_ (a map, picture, table, diagram, etc.)?
* Why might learning about this topic be important?
* What words or phrases did the author use to help you imagine what was happening in this part/chapter/book (visualize)?
* How did the author organize this book? (Compare/contrast, problem/solution, cause/effect, description, sequence)

**Questions for Fiction**

* What happened in this chapter or book?
* Describe the main character(s) and setting.
* What is the conflict or problem?
* Write 2-3 sentences to summarize the chapter or story. You can use this to help:

Somebody \_\_\_\_\_\_(character(s)) wanted \_\_\_\_\_\_ (problem) but \_\_\_\_\_\_ (events), so \_\_\_\_\_\_\_\_ (conclusion).

* Why did the character do \_\_\_\_\_?
* What do you predict might happen next?
* What can you infer about the character based on his/her words and actions?
* What is the author’s message about life (theme)? How do you know?
* What words or phrases did the author use to help you imagine what was happening in this part/chapter/book (visualize)?
* Why is the book/chapter title a good one?

# Strategies to Support Comprehension