



Alhuda Academy

## **Summer Reading Rationale (taken from the Worcester Public School Website)**

### **What do real readers do?**

With practice, people become better readers. The more a student reads - the more words that a student encounters - the better that student will be as a reader and the more challenging the material that she will be able to read. Students must practice their reading. They should not take a vacation from reading during the summer; nor should they be forced to read material that reinforces the idea that reading is another form of punishment. It is with these points in mind that the Worcester Public Schools has developed its Summer Reading Program.

Reading and literacy lie at the heart of education. Students must read in every grade and in every subject. And in spite of society's growing reliance on technology and the increasing influence of electronic media, facility to read remains indispensable to academic success. Good readers have a better chance of doing well in school and on standardized tests; poor readers are less likely to do well.

Beyond strict academic concerns, however, reading opens to us worlds of wonder and delight. It gives us insight into ourselves and others; it creates opportunities for reflection and consideration; it conveys experiences and sensations that can be found nowhere else. And, of course, it can be fun.

With our summer reading program, we seek to create real readers, young people who will follow their interests and discover the value, the rewards, and the joy of reading. We recognize that reading takes many forms, books being just one of those forms. We seek to encourage students to spend time over the summer reading and to make a commitment to becoming genuine readers.

We realize that real readers do not automatically plan an activity after finishing a piece of reading. They probably don't make up an alternative title, or create a T-chart or Venn diagram on the book, or imagine themselves as one of the characters and write a diary entry from that character's perspective. They might, however, think about their reading and talk about their reading and reflect upon their reading. If that reflection leads them to create a Venn diagram, that would be fine.

We invite students to choose their own reading material, to share their choices with family members, to read beyond what is required, and to make a commitment to read. We want students to reflect upon their reading and connect their reading to their lives and to the world around them. In short, we want our students to develop the habits and practices of real readers.