



CCS SUMMER READING PHILOSOPHY

A significant amount of research shows that the lack of reading by students during the summer months can lead to what is called the "summer slump." While, as educators, we would love to see kids avoid any type of educational loss or mental slump, we would be even more excited to see our students grow in their love of reading. In an effort to achieve both of these goals, we began as a department to examine the CCS summer reading requirements. We will continue to try to build that culture of readers as we think about, examine, and adjust summer reading requirements each year.

One goal at Cincinnati Christian Schools (CCS) is to create lifelong learners who embrace reading as an integral part of their everyday lives. We as a staff value reading and desire to pass that passion along to our students. Numerous studies show that independent, voluntary reading promotes even more reading, which leads to a number of benefits, including better vocabulary and improvement in writing skills. Additionally, "light" reading often leads to more challenging reading because successful readers are more likely to believe they are capable of reading "harder" books. Finally, students who read expand their interests and broaden their educational goals.

In addition to sometimes having common texts for groups of students to share, we encourage and allow students to choose their own reading materials including books (fiction or nonfiction), short stories, academic essays, newspapers, magazines, comic books, wikis, blogs, websites, etc. Readers gain benefits from reading anything.

PARENTS, you can protect your child against summer reading loss by:

- Encouraging your child to read a variety of different materials.
- Ensuring your child obtains reading materials. These can be electronic formats, library copies, or purchased titles.
- Discussing stories or articles you both have read.
- Asking your student questions about what was read.
- Encouraging your student to write in response to what was read.

The amount of time spent reading outside of school is important. For example, a student who reads 21 minutes per day outside of school reads almost 2 million words per year, whereas a student who reads less than a minute per day outside of school reads only 8,000 to 21,000 words per year. Part of the literacy progress is learning how to think as you read. Asking questions while reading or after reading helps teach students how to think critically.

Examples of some questions you might ask your student(s) before, during, or after they read:

- What was the most significant concept from the text?
- What do you think will happen next?
- Did you learn about anything that impacts your life?
- What was your favorite part of the story?
- How did the characters change over time?
- Does this text remind you of something that you've read or seen before? How?

The Humanities Department
Cincinnati Christian Schools

**part of this letter adapted and used with permission from Sycamore High School's 2017 summer reading program*