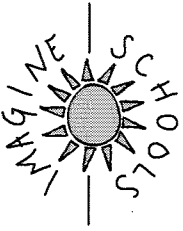




Advanced Reading Challenge

Student Edition Grades 3-8



July 26, 2011

Dear Imagine Schools Parents/Guardians and Students,

We invite you to participate in the Imagine Schools National Advanced Reading Challenge (ARC). Developed in 2008, this initiative is designed to challenge students to choose high quality literature, to read as much and as often as they are able, and to share their love for reading with peers and adults on their Imagine campus.

From our personal experience, we believe that many students are capable of moving ahead with minimal direction and attention from teachers. What they need is encouragement to take risks and venture out into the world of ideas and knowledge. We also believe that the best way to get an education on your own is to read good books. Dennis' older brother, Ray, read and reported on over 100 books in his sophomore year in high school. While he barely got C's in most of his classes that year, he was on his way to being one of the most well educated persons we know. He now has a personal library in his home that houses over 10,000 books. Similarly, when she was in the 4th grade, Eileen received \$100 from her parents for reading 100 books during the school year. This challenge fanned her love of reading and further inspired her to have high academic aspirations.

The Advanced Reading Challenge is open to Imagine Schools' students in grades 3-12 who are at or above grade level in reading, and who can assume responsibility for independent work beyond their class and homework assignments. The ARC book list is comprised of high quality "classic" books at or above grade level. We ask students not to deviate from the attached reading lists, with the exception that students can select up to three books that are not the lists to read towards the challenge. Books selected by students must have coordinator approval. Students may read from lists higher than their grade level, but not below their grade level.

Grade-level book lists have been updated to provide more choices to students. As was the case in past years, by accepting this challenge students pledge to read each book and complete a short response of their choice in order to certify their accomplishment. We will give a \$100 U.S. Savings Bond to each student who reads and reports on the designated number of books (25 for grades 3-8 and 15 for grades 9-12) in a school year, and these students will be recognized nationally by Imagine Schools. Last year, well over 1,000 Imagine students participated in the ARC, and 350 were given awards for completing the challenge.

We hope that by taking on this challenge, students will stretch themselves to accomplish more than they might have in an ordinary year, enjoy some great new books, and model achievement and excellence for their friends and peers.

With gratitude,

Eileen Bakke
Co-Founder
Imagine Schools

Dennis Bakke
Co-Founder & CEO
Imagine Schools



Imagine Schools 2011-2012 Advanced Reading Challenge

Congratulations on your decision to challenge yourself through reading! We hope that by taking on this CHALLENGE, you will stretch yourself to accomplish more than you might have in an ordinary year, enjoy some great new books, and model achievement and excellence for your friends and peers.

Your Role as a Student:

1. Sign the commitment form to read the designated number of books (25 for grades 3-8) not previously read. These books must come from the Advanced Reading Challenge grade level list. However, you may choose books from a list on a higher grade level. So, you may read “up” on the lists but not down (you cannot choose books from a lower grade level list). Also, you can choose two or three books you select on your own to count towards the challenge. These books must be appropriate, challenging and approved by your Advanced Reading Challenge Coordinator or classroom teacher.
2. Prepare a reading portfolio in which a table of contents with a list of books read and all corresponding projects are stored/showcased (*see attached table of contents)
3. Participate in school initiated activities (i.e., after school book club to present projects, etc.) as designated by your school of attendance
4. Submit all materials upon completion to your school’s Advanced Reading Coordinator.

Helpful Adults:

Advanced Reading Challenge Coordinator: This person will receive guidelines from the Imagine Schools office and will help you with the expectations and materials needed to complete the reading challenge. He/she may hold meetings to share information with you and your parents, answer questions that you might have along the way, and will find ways to help you complete this challenge.

Teachers: Your teachers should be able to help you get started, share information with your parent/guardian, remind you of deadlines, and help you make contact with the Advanced Reading Challenge coordinator throughout the school year.

Parent/Guardian: Your parent or guardian should talk with you about the expectations of the Advanced Reading Challenge and support you by signing the reading contract, helping you find books (at the public library if needed), and asking you about the books you are reading and responses you are completing. Your parent/guardian may participate as an audience for your book summaries, discussions, and project presentations at school or home.

Librarian/Media Specialist: Your school librarian or media specialist can help you find books in your school library or identify books on the reading lists that are in the public library collection.

Important Dates:

Start

Your school will start whenever your coordinator is ready. All students participating in the challenge should return their contract to the ARC Coordinator by the first week of October at the latest. Begin reading your first book!

End

Monday, April 30th: All student portfolios must be turned in to your Advanced Reading Challenge Coordinator by Monday, April 30th.



Imagine Schools 2011-12

Advanced Reading Challenge

Creative Responses to Literature (Grades 3-8)

After reading each book from the Imagine Schools Advance Reading Challenge list, create a new entry in your Reading Portfolio Table of Contents (*see attached). Then choose a way to present your understanding of the book you just read. Use the table below and pages that follow for ideas. Include each finished product in your portfolio to share with your class and school. If your finished product is not written, be sure to get a picture or include notes from an oral presentation so that there is record of what you have done for each book. Keep all finished products organized neatly in your portfolio. Remember, the goal of this challenge is to enjoy some great new books and help your friends to enjoy them too!

Oral	Kinesthetic	Written	Visual	Graphic
One-Person Show	Puzzle Story	It's All in the Mail	Posting Postcards	The "What" Chart 3-W's
Tell-Along Boards	Trading Cards	Quotable Quotations	Quilt	Mapping the Way
The Press Conference	Can a Character	Write a New Ending	Artistic Timelines	PowerPoint Presentation
Book Club	Culture Kits	Fast Fact Cards	Crayon Conversations	Recipe for a Good Book
Point of Decision	Rolling the Dice	Catch the News	Story Tree	SWBS The Plot Chart
Now Hear This	Tangram Tales	Signed, Sealed and Delivered	To Market, To Market	Top Ten List

Creative Responses to Literature Descriptions

Oral

1. **One-Person Show:** Perform a monologue, pretending you are the main character (or another significant character) in your book.
2. **Tell-Along Boards:** Use puppets and art to create a Tell-Along Board to later use during storytelling—to retell the most important parts of the story or book you read.
3. **The Press Conference:** Pretend you are the main character in your book and hold a press conference to answer your classmates' prepared questions.
4. **Book Club:** Participate in a book club discussion with other students and/or teachers in your school who are reading the same book.
5. **Point of Decision:** List important decisions made by book characters and explain what happens in the story as a result of those decisions.
6. **Now Hear This:** Write a 2 to 3-minute radio advertisement persuading the public why they should buy and read this book.

Kinesthetic

1. **Puzzle Story:** Discuss the story and then create a puzzle board, including pictures and a discussion of the story. Then pass on to others who read the story.
2. **Trading Cards:** Create trading cards of favorite figures in your story. You might use a pattern from a popular sports team.
3. **Character Can or Case:** Take a gallon coffee can or small suitcase and decorate it to represent a character in your book. Insert strips of events, problems, or challenges characters faced and/or overcame throughout the story.
4. **Culture Kits:** Create a kit containing items representative of other culture described in the book you read.
5. **Rolling the Dice:** Create scenes from the book on the sides of oversized dice. One dice depicts the beginning of the book and the other focuses on the scenes at the end of the book.
6. **Tan gram Tales:** Tan grams are ancient Chinese puzzles. Storytellers use the puzzle pieces, called tans, when they tell stories. You can create a Tan gram Tale in many ways: a) Use your tans to create a puzzle that looks like or represents your character. b) use your tans to make a puzzle that looks like the event or place where the majority of action takes place. c) Use your tans to make a puzzle that looks like something from the ending of your book. *Ask your teacher or an art teacher for an example of a tan gram if you need help.

Written

1. **It's All in the Mail:** Write and address two friendly letters to characters in your book.
2. **Quotable Quotations:** Identify important quotations made by different book characters, and explain why each quotation is important in the story.
3. **Write a New Ending:** Think of a new turn of events for the plot in your story. Rewrite the ending like the "choose your own adventure" books.
4. **Fast Fact Cards:** Share information from nonfiction books by creating sets of Fast Fact Cards. Create a minimum of 10 cards.
5. **Catch the News:** Create a news report that highlights your story's main characters and events.
6. **Signed, Sealed and Delivered:** Write a letter to the author asking questions about the book and/or what it is like to be an author.

Visual

1. **Posting Postcards:** Pretend you are a character from your book and create postcards to send to their classmates.
2. **Quilt:** Create pictures of different scenes and stitch them together to make a quilt.
3. **Artistic Timelines:** Students visually sequence events and create time lines.
4. **Crayon Conversations:** Draw highlights from your book as you retell the story.
5. **Story Tree:** Create a story tree like a family tree highlighting main ideas in the branches and supporting details in the leaves.
6. **To Market, To Market:** As a literary agent, write a letter to the publishing company designed to persuade them to publish this book.

Graphic

1. **The "What" Chart (3W's):** List information about a topic you're interested in under three headings. "What I know already." "What I want to know" and "What I've learned from reading."
2. **Mapping the Way:** Create maps or plot routes in the form of a map. Create a key to clearly show the symbolism.
3. **PowerPoint Presentation:** Create a PowerPoint presentation that enables you to show important discoveries you made while reading your book. Share with class or small group.
4. **Recipe for a Good book:** Follow a recipe format to put the main idea (dish) and the supporting ideas (ingredients) on an index card and decorate with the tasty delight.
5. **The Plot Chart (SWBS):** Identify plot elements and write them on a Plot Chart.
6. **Top Ten List:** Create a Top Ten List of the things you learned from this book.



Imagine Schools 2011-12 Advanced Reading Challenge

Purpose: The goal of the Advanced Reading Challenge is to challenge students to read 25 books over the course of one school year and complete short projects to show what they have understood from reading.

Student Responsibility: To challenge myself to achieve to the best of my ability, enjoy the books I read, and encourage my peers to read good literature.

Student Commitment

I, _____, accept the **Advanced Reading Challenge**. I commit to trying to read 25 books from the Advanced Reading Challenge book list. I understand that these should be books that I have not previously read. I commit to sharing the story with my teacher, class, parent/guardian, or school group in a creative way and documenting all books I have read through preparing an ARC Portfolio.

Student Signature

Date

School

Grade

Parent/Guardian Commitment

I, _____, accept to support my child with the **Advanced Reading Challenge**. I am committed to supporting my child in his/her endeavor to read the determined number of books, complete the portfolio to highlight his/her accomplishments, and share the books read with his/her class and school community. I will sign to confirm that my child has read each book.

Signature

Date

Advanced Reading Challenge

Book List Grades 3 & 4

Title	Author
<i>The Book of Three</i>	Alexander, Lloyd
<i>The Black Cauldron</i>	Alexander, Lloyd
<i>Souder</i>	Armstrong, William H.
<i>Mr. Popper's Penguins</i>	Atwater, Richard and Florence
<i>Poppy</i>	Avi
<i>Tuck Everlasting</i>	Babbitt, Natalie
<i>Peacebound Trains</i>	Balgassi, Haemi
<i>The Indian in the Cupboard</i>	Banks, Lynn Reid
<i>The Penderwicks: A Summer Tale of Four Sisters, Two Rabbits, and a Very Interesting Boy</i>	Birdsall, Jeanne
<i>Tales of a Fourth Grade Nothing</i>	Blume, Judy
<i>Double Fudge</i>	Blume, Judy
<i>Bronzeville Boys and Girls</i>	Brooks, Gwendolyn
<i>Sybil Rides for Independence</i>	Brown, Drollene P.
<i>The Big Wave</i>	Buck, Pearl S.
<i>Stories Julian Tells</i>	Cameron, Anne
<i>The Family Under the Bridge</i>	Carlson, Natalie Savage
<i>Dear Mr. Henshaw</i>	Clearly, Beverly
<i>Henry Huggins</i>	Clearly, Beverly
<i>Ralph S. Mouse</i>	Clearly, Beverly
<i>Ramona the Pest</i>	Clearly, Beverly
<i>Frindle</i>	Clements, Andrew
<i>The Report Card</i>	Clements, Andrew
<i>Sadako and the Thousand Paper Cranes</i>	Coerr, Eleanor
<i>Thank you, Jackie Robinson</i>	Cohen, Barbara
<i>The Story of Ruby Bridges</i>	Coles, Robert
<i>Ruby Holler</i>	Creech, Sharon
<i>D'Aulaire's Norse Gods and Giants</i>	D'Aulaire, Ingri & Edgar Parin
<i>The Witches</i>	Dahl, Roald
<i>Charlie and the Chocolate Factory</i>	Dahl, Roald
<i>Matilda</i>	Dahl, Roald
<i>The BFG</i>	Dahl, Roald
<i>James and the Giant Peach</i>	Dahl, Roald
<i>D'Aulaire's Book of Greek Myths</i>	D'Aulaire, Ingri
<i>Just Like Martin</i>	Davis, Ossie
<i>The Wheel on the School</i>	DeJong, Meindert
<i>Tale of Desperaux</i>	DiCamillo, Kate
<i>Because of Winn-Dixie</i>	DiCamillo, Kate
<i>Morning Girl</i>	Dorris, Michael
<i>Half Magic</i>	Eager, Edward
<i>The Moffats</i>	Estes, Eleanor
<i>Rufus M.</i>	Estes, Eleanor
<i>The Hundred Dresses</i>	Estes, Eleanor
<i>The Black Stallion</i>	Farley, Walter
<i>Harriet the Spy</i>	Fitzhugh, Louise
<i>Seedfolks</i>	Fleischman, Paul
<i>The Whipping Boy</i>	Fleischman, Sid
<i>My Father's Dragon</i>	Gannett, Ruth Stiles

Advanced Reading Challenge

Book List Grades 3 & 4

<i>Stone Fox</i>	Gardiner, John Reynolds
<i>My Side of the Mountain</i>	George, Jean Craighead
<i>Pictures of Hollis Woods</i>	Giff, Patricia Reilly
<i>Willow Run</i>	Giff, Patricia Reilly
<i>Stumpdown Kid</i>	Gorman & Findley
<i>The Reluctant Dragon</i>	Grahame, Kenneth
<i>Phoebe the Spy</i>	Griffin, Judith Berry
<i>The Road to Paris</i>	Grimes, Nikki
<i>Running Out of Time</i>	Haddix, Margaret Peterson
<i>In the Beginning: Creation Stories from Around the World</i>	Hamilton, Virginia
<i>Her Stories: African American Folktale, Fairy Tales, and True Tales</i>	Hamilton, Virginia
<i>The People Who Could Fly: American Black Folktales</i>	Hamilton, Virginia
<i>King of the Wind</i>	Henry, Marguerite
<i>Letters from Rifka</i>	Hesse, Karen
<i>Out of the Dust</i>	Hesse, Karen.
<i>Bobbsey Twins of Lakeport</i>	Hope, Laura Lee
<i>The Dream Keeper and Other Poems</i>	Hughes, Langston
<i>One Thousand Tracings: Healing the Wounds of WWII</i>	Judge, Ita
<i>The Secret of the Old Clock (Book #1 Nancy Drew)</i>	Keene, Carolyn
<i>Lassie Come Home</i>	Knight, Eric
<i>Ella Enchanted</i>	Levin, Gail Carson
<i>Pippi Longstocking</i>	Lindgren, Astrid
<i>The Voyages of Doctor Dolittle</i>	Lofting, Hugh
<i>Rules</i>	Lord, Cynthia
<i>Mrs. Piggle-Wiggle</i>	MacDonald, Betty
<i>Sarah, Plain & Tall</i>	MacLachlan, Patricia
<i>Winnie-the-Pooh</i>	Milne, A. A.
<i>Sir Gawain and the Green Knight</i>	Morpurgo, Michael
<i>Shiloh</i>	Naylor, Phyllis Reynolds
<i>We are the Ship: The Story of Negro League Baseball</i>	Nelson, Kadir
<i>The Borrowers</i>	Norton, Mary
<i>Mrs. Frisby & the Rats of NIMH</i>	O'Brien, Robert C.
<i>Island of the Blue Dolphins</i>	O'Dell, Scott.
<i>Sing Down the Moon</i>	O'Dell, Scott.
<i>Nightjohn</i>	Paulsen, Gary
<i>The Storm in the Barn</i>	Phelan, Matt
<i>Meet Addy</i>	Porter, Connie
<i>Pollyanna</i>	Porter, Eleanor H
<i>Clara Barton and Her Victory Over Fear</i>	Quackenbush, Robert
<i>The Dreamer</i>	Ryan, Pam Munoz
<i>When Marian Sang</i>	Ryan, Pam Munoz
<i>Tar Beach</i>	Ringgold, Faith
<i>The Best Christmas Pageant Ever</i>	Robinson, Barbara
<i>Sideways Stories from Wayside School</i>	Sachar, Louis
<i>Holes</i>	Sachar, Louis
<i>Bambi</i>	Salten, Felix

Advanced Reading Challenge

Book List Grades 3 & 4

<i>The Cricket in Times Square</i>	Seldon, George
<i>The Invention of Hugo Cabret</i>	Selznick, Brian
<i>A Light in the Attic</i>	Silverstein, Shel
<i>Crash</i>	Spinelli, Jerry
<i>Loser</i>	Spinelli, Jerry
<i>Abel's Island</i>	Steig, William
<i>Mufaro's Beautiful Daughters</i>	Step toe, John
<i>All-of-a-Kind Family Downtown</i>	Taylor, Sydney
<i>Felicity Saves the Day: A Summer Story</i>	Tripp, Valerie
<i>Boxcar Children (Book 1)</i>	Warner, Gertrude Warner
<i>Charlotte's Web</i>	White, E. B.
<i>Trumpet of the Swan</i>	White, E. B.
<i>Little House in the Big Woods</i>	Wilder, Laura Ingalls
<i>Little Town on the Prairie</i>	Wilder, Laura Ingalls
<i>Farmer Boy</i>	Wilder, Laura Ingalls
<i>On the Banks of Plum Creek</i>	Wilder, Laura Ingalls
<i>By the Shore of the Silver Lake</i>	Wilder, Laura Ingalls
<i>The Long Winter</i>	Wilder, Laura Ingalls
<i>These Happy Golden Years</i>	Wilder, Laura Ingalls
<i>The First Four Years</i>	Wilder, Laura Ingalls

*AR Readability (ATOS formula): Measures the textual difficulty of a whole book, not just a single passage.

*Interest Level: LG=Lower Grades (K-3), MG=Middle Grades (4-8), UG=Upper Grades (9-12):

Maturity level of a book's content, ideas, and themes based on publisher's recommendations about the content.

All classic books should be read in an unabridged form unless otherwise noted.

All highlighted books were added to the ARC list during the 2011 calendar year.