

## Dear Adults of English I Students,

The central goal of English I is to grow students as readers and writers. I know that students are busy and often have stressors and concerns both in and out of school that may make reading seem like a low priority. However, reading is a core skill that will benefit students for years to come. Becoming an avid reader results in:

- A more agile brain
- Increased vocabulary
- Better writing skills
- Less stress
- Enjoyable challenges
- Financial rewards (people who leave high school as avid readers and proficient writers are more successful in college and career and tend to earn higher salaries)
- Increased stamina for learning difficult things
- Decreased likelihood of oppression (there is a reason why governments in oppressive societies ban books)
- A sense of reward when you experience another world, or our world through the eyes of another, when you learn something new, or when you see yourself in a book

One of the ways I grow readers is by granting them access to a classroom library. I have worked hard (and continue to work) to curate a library that will allow students to not only see themselves in a book but to see others as well. Research has shown that students are more likely to read when books are readily available, and students who read more read better.

As a parent, I am sensitive to having appropriate reading material in our classroom library. That being said, what is considered to be “appropriate” reading material for 9<sup>th</sup> grade students may vary from family to family. Some adults might see the value in students reading books featuring LGBTQ+ issues or addiction issues or civil disobedience. Other adults might find that inappropriate. Please be aware that the selections in the classroom library range from elementary-level to university-level reading materials, and they cover a wide variety of topics in the hopes that every student this year will find books to read that they enjoy. As the adult in your student’s life, I encourage you to have conversations with students about what they are choosing to read and assist in gauging appropriateness. For suggestions on starting those conversations, please see the attachment.

The classroom library grows with help from everyone! If you have any books that you no longer want or need, please send them with your student to add to the library. I also welcome classroom visits so that you can see the work that we are doing.

Please don’t hesitate to reach out with any questions and have a wonderful school year!

Sarah Honore  
English I Teacher