

## Summer Reading Engagement

*High Impact/Low Effort Solutions Already Being Used Across Michigan*

**Purpose:** This document is to support districts in planning summer reading engagement opportunities with the goal of increasing access to texts for students.

### **Research:**

An ambitious summer reading initiative supports reading growth<sup>1</sup>. One study by Kim and White<sup>2</sup> identifies a specific process that has yielded positive results on halting summer slide in reading. For further details, view a video linked [here](#) in which Dr. Kim was interviewed about this research or watch [this video](#) that provides an overview of READS for Summer Learning.

### **Steps:**

*(How to apply the key features from the research, with examples from the [READS for Summer Learning](#) resources)*

1. **Provide teachers with learning** around the components and features of the research around summer reading engagement. Slides: <https://bit.ly/SummerReadingOverview>
2. **Identify students** who will most benefit from involvement. Research shows that children in high poverty benefit from summer reading programs with these features. Plan your process for students to select texts. [READS for Summer Learning](#) of Harvard led by Dr. James Kim offers 500+ text suggestions with response trifold pages. This [video](#) shows how to access the book list and trifolds.
3. **Activate your system** for getting the texts to students. No research has been conducted on the best way to do this (pick up, 1-2 mailings over the summer, etc.). Teach students how to engage with the books and how to complete follow-up activities. You may do this in the last weeks of learning through virtual sessions, phone calls, etc. If not possible to teach students personally, here is a [link to sample lessons](#). Decide and communicate when/how students will return the response trifolds and what reading-related incentive will be used to celebrate the completion of each book.
4. **Train family members** on their role (i.e., to listen to the child read and complete parent questions on the trifold). Here is a link to a [sample trifold](#) response page showing the family questions.
5. **Choose simple and consistent ways to communicate** and engage with students and families. For more information on relevant and effective ways to communicate with families, this webinar with [Dr. Karen Mapp](#) recommends easy strategies. This might look like: Remind (text communication), email, Facebook posts, phone calls, etc.
6. **Celebrate and collect the data** on who returns the trifolds at the end of summer and their score on their comprehension questions. Compare this information to fall assessment data to track impact on summer slide.

## Examples: School Teams who Applied Some of these Features in a Local Program

Example 1	Example 2	Example 3
<a href="#">Bridgeman Elementary's success story</a>	<a href="#">Three Rivers Reading Night to Launch Summer Book Program</a>	<a href="#">Summer Reading in the Mail Family Welcome Letter</a> and <a href="#">COOR Presentation</a> for Pre-K to Kindergarten

### Additional Resources to Purchases Books at Low Cost:

- [First Book](#)
- [Book Trust](#)
- [Grab and Go sets](#) and [My Books Summer sets](#)
- Might you collaborate with a local bookstore to support providing the texts?

### Examples of summer programs with similar structures to the Reads for Summer Learning research:

- [Kids Read Now](#),
- [Scholastic Summer Programming](#)
- [Book Source Summer Reading](#)

### State and Federal Funding Options:

- Section 31a
- Section 35a(5)
- Title 1a

### Endnotes:

- 1 Michigan Association of Intermediate School Administrators General Education Leadership Network Early Literacy Task Force (2016). Essential school-wide and center-wide practices in literacy. Lansing, MI: Authors
- 2 Kim, James S., and Thomas G. White. 2008. Scaffolding voluntary summer reading for children in grades 3 to 5: An experimental study. *Scientific Studies of Reading* 12, no. 1: 1–23.

This document supports a connection between the classroom practices and school-wide practices around summer reading and access to texts as identified in the following documents found at [LiteratecyEssentials.org](http://LiteratecyEssentials.org):

- *Essential Instructional Practices in Early Literacy, Grades K-3* - Essential 10, bullet 3
- *Essential School-wide and Center-Wide Practices in Literacy* - Essential 9, bullets 1-4
- *Essential Instructional Practices in Early Literacy, Pre-K* - Essential 10

### Additional Research:

- Cooper, H., Nye, B., Charlton, K., Lindsay, J., & Greathouse, S. (1996). The Effects of Summer Vacation on Achievement Test Scores: A Narrative and Meta-Analytic Review. *Review of Educational Research*, 66(3), 227–268.
- Kim, J. S. & Quinn, D. M. (2013). The effects of summer reading on low-income children's literacy achievement from kindergarten to grade 8: A meta-analysis of classroom and home interventions. *Review of Educational Research*, 83(3), 386-431
- Lindsey, J. J. (2018). Interventions that increase children's access to print material and improve their reading proficiencies. In R. L. Allington and A. McGill-Franzen (Eds.), *Summer reading: Closing the rich/poor reading achievement gap* (2nd ed.). New York: Teachers College Press.

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