

Preventing Summer Reading Loss • No. 161 • 4/05



Copies of the following titles may be requested from the Library by circling the title(s) needed and returning the list to the Library, **MS 0571**. This guide is not comprehensive in its coverage and is intended to provide work related information to State employees. For additional materials on the topic, please contact Linda Thibodeau at 465-2988 or Sheri Somerville at 465-1300.

Articles

Allington, Richard L. and Anne McGill-Franzen. **Use students' summer-setback months to raise minority achievement.** *Education Digest*, Nov 2003, p. 19. (7 pages)

The authors argue that much of the school reform effort aimed at improving the reading achievement of poor children has failed to focus on a critical factor in widening the reading achievement gap: the poor child's summer reading setback. Citing studies, they reveal that summer vacations create, on average, an annual achievement gap of about three months between rich and poor students. They offer broad principles to combat this effect.

Antal, James. **Just for the fun of it.** *School Library Journal*, Apr 2003, Vol. 49, No. 4, p. 47. (1 page)

This short article provides key ways for schools to promote summer reading as a leisure activity for high school students. The author involved teachers, the school principal and students in creating age-appropriate lists from which students could choose their own books.

Bracey, Gerald W. **Summer loss: The phenomenon no one wants to deal with.** *Phi Delta Kappan*, Sep 2002, p. 12. (2 pages)

A study shows that differential progress made during summers between 2nd and 6th grades can account for up to 80% of achievement differences between economically advantaged and disadvantaged students. Other studies reiterate the summer reading loss phenomenon and posit reasons for the problem.

Bracey, Gerald W. **What students do in the summer.** *Phi Delta Kappan*, March 2002, p. 247. (2 pages)

The achievement gap is exacerbated in summer. Fall-to-spring testing shows that students of all socioeconomic (SES) levels make equal gains during the school year. Spring-to-fall tests show losses in reading and math for students of lower SES, who typically do not attend summer school, have fewer book titles available in home, neighborhood or public libraries, and thus read less.

Geier, Denise B. **Sweating over the summer booklist.** *Library Media Connection*, March 2005, p. 38. (2 pages)

Provides tips for writing summer reading lists. Factors to consider when making the lists include purpose, grade levels, reading levels, and whether to include annotations.

Heyns, Barbara. **Schooling and cognitive development: Is there a season for learning?** *Child Development*, 1987, Vol. 58, p. 1151. (10 pages)

Reviews literature about the effects of summer programs and offers a reinterpretation of the role of summer learning in cognitive development. Summer programs can be quite effective, particularly for the disadvantaged.

Kim, Jimmy. **Summer reading and the ethnic achievement gap.** *Journal of Education for Students Placed at Risk*, Apr. 2004, Vol. 9, No. 2, p. 169. (20 pages)

A study of 1600 elementary students from varying backgrounds finds that reading 4 to 5 books during the summer is potentially powerful enough to prevent a decline in reading achievement scores from the spring to the fall. The findings have implications for designing summer reading programs and follow-up studies.

Luftig, Richard L. **When a little bit means a lot: The effects of a short-term reading program on economically disadvantaged elementary schoolers.** *Reading Research and Instruction*, Summer 2003, Vol. 42, No. 4, p. 1. (13 pages)

Luftig's article relates "the effect of two short-term summer school intervention programs on the reading achievement of elementary school children at-risk for academic failure. The findings are discussed in terms of the relative costs and contact hours of the two intervention programs and the implications of the power of a short-term relatively inexpensive school based program on the reading achievement of students seriously at-risk for reading failure."

Malach, Denise A. and Robert A. Rutter. **For nine months kids go to school, but in summer this school goes to kids.** *The Reading Teacher*, Sep 2003, Vol. 57, No. 1, p. 5 (5 pages)

Investigates the reason for a major loss in reading levels between the 1st and 2nd grade. To address summer regression, the school chose to use the Continued Connections summer reading program. The results have inspired the faculty members to expand their program.

McCaffrey, Meg. **Summertime and the reading is easy.** *School Library Journal*, Jan 2004, Vol. 50, No. 1, p. 44. (4 pages)

Four unique, "it-takes-a-village" cooperative summer reading programs are featured in this article. Partnerships with school staff, libraries, zoos, governors and maybe even baseball teams inspire kids to read during the summer.

McGill-Franzen, Anne and Richard Allington. **Bridging the summer reading gap.** *Instructor*, May/June 2003, Vol. 112, No. 8, p. 17. (3 pages)

Reminding us that summer reading loss occurs when kids don't read, the authors also know that in poorer neighborhoods books are often unavailable. The authors suggest ways for schools to get books into the hands of readers and thus not just stop summer reading loss but also support summer reading progress.

Minkel, Walter. **Making a splash with summer reading.** *School Library Journal*, Jan 2003, Vol. 49, No. 1, p. 54. (3 pages)

Noting some reluctance on the parts of public and school libraries to create long-term relationships, the author describes seven ways that public librarians can team up with schools to promote summer reading programs.

Minkel, Walter. **Study: Summer reading helps students.** *School Library Journal*, Feb 2002, Vol. 48, No. 2, p. 24. (1 page)

Briefly discusses a Los Angeles Public Library study that shows that students participating in a summer reading program are more likely to read at or above their grade level than their non-participating peers. Links to the full study are given.

Shin, Fay and Stephen Krashen. **Should we just tell them to read? The role of direct encouragement in promoting recreational reading.** *Knowledge Quest*, Jan/Feb 2004, Vol. 32, No. 3, p. 47. (2 pages)

The author presents the question, "How do we encourage students to read?" In addition to the tried-and-true ways, she gives an example of how direct encouragement – even "fairly forceful encouragement" – worked. Tanesha, a 4th grader, was reluctant to push her reading envelope...

Von Drasek, Lisa. **Books on vacation.** *Teaching K-8*, May 2003, p. 76. (2 pages)

Presents traditional as well as more innovative ways for teachers and parents to encourage summer reading. Librarians, web pages, book lists and audiobooks are some of the resources.

Woodburn, Dallas Nicole. **Improve your writing this summer!** *Writing*, Apr/May 2005, Vol. 27, No. 6, p. 31. (2 pages)

With students as the audience, the author gives suggestions on ways to keep on writing and to improve writing skills during the summer. One of the hints: "Reading and writing go hand in hand. Read and read until your eyes need eyedrops!"

Internet Articles

Celano, Donna and Susan B. Neuman. **The role of public libraries in children's literacy development: an evaluation report.** Pennsylvania Library Association, Feb. 2001. (57 pages)

<http://www.statelibrary.state.pa.us/libraries/lib/libraries/Role%20of%20Libraries.pdf>

Drs. Donna Celano and Susan Neuman describe the ways in which public libraries foster literacy skills through summer reading programs and preschool programs. The research they conducted of summer reading programs in Philadelphia studied four groups of children with low reading scores who came from low-income working families. Two groups attended summer reading programs; the other two attended day camps. After a few weeks in the programs, the children in the summer reading program read significantly better than those who attended camp.

Johnson, Peter. **Building effective programs for summer learning.**

http://www.ed.gov/inits/americanreads/sum_build.doc

After reminding us that summertime should not be an intellectual vacation, the author discusses ways to run a summer learning program. The article shows how to reach out to and provide support for the neediest kids (who need the programs the most), how to get kids excited about learning, and ways to keep a program going strong.

Manning, Elizabeth. **Floating bookmobiles.** University of Alaska – Anchorage.

<http://litsite.alaska.edu/uaa/aklibraries/bookmobile.html>

The Kusko Book Express is a summer reading program for kids in fish camps along the Kuskokwim River. This unique and successful program serves over a thousand children by delivering books to them via skiffs.

McGill-Franzen, Anne and Richard Allington. **Bridging the summer reading gap.**

http://teacher.scholastic.com/products/instructor/summer_reading.htm

Discusses the need for summer reading and provides ideas for educators and parents. The article suggests relying upon school library collections, and does not highlight the important role that public libraries play in summer reading for kids.



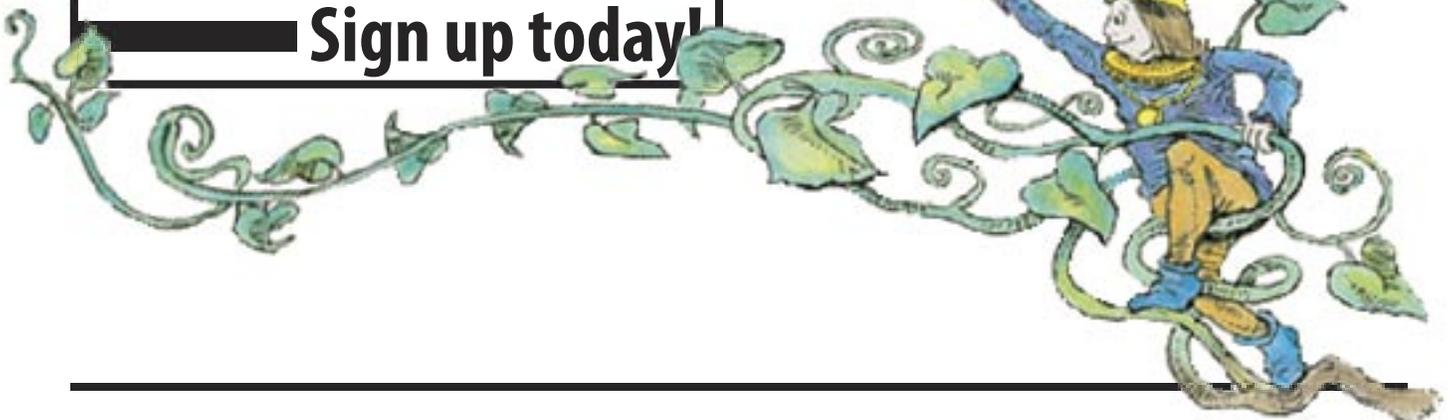
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Internet Sites

Alaska State Library. **Alaska Statewide Summer Reading Program.**

<http://library.state.ak.us/srp/home.html>

The Alaska State Library, with the cooperation of the Alaska Library Association, annually sponsors a theme and makes a basic starter kit of materials for summer reading available to public and community libraries in Alaska. The materials are developed in a cooperative with approximately 28 other states as part of the Collaborative Summer Library Program, which can be found at <http://www.cslp-reads.org/index.html>

New York State Library's Statewide Summer Reading Program. **Highlights of Research on Summer Reading and Effects on Student Achievement.**

<http://www.nysl.nysed.gov/libdev/summer/research.htm>

Important articles on summer reading and student achievement are highlighted. These lead to the conclusions: 1) public library summer reading programs enhance student achievement, even when compared to direct instruction and 2) research and experiences with promoting summer reading show how essential partnerships are between schools and public libraries.

U.S. Department of Education. **No Child Left Behind Summer Reading Achievers.**

<http://www.ed.gov/parents/academic/summer/reading/index.html>

During the summers of 2003 and 2004 the U.S. Department of Education ran this experimental program at 11 sites; it was designed to encourage students in grades K-8 to read during the summer months and to help prevent fall-off in reading skills during the vacation. The program will not be run during 2005. Description and statistics are available.

Public Library Vacation Reading Program for Kids. **FUNtastic Summer Reading!**

<http://www.vacationreading.org/educators/index.htm>

In addition to ideas about summer reading for parents and kids, the website offers research tidbits and articles for educators about the power of summer reading.

State Library of North Carolina. **The Power of Summer Reading.**

<http://statelibrary.dcr.state.nc.us/ld/youth/case.htm#Power>

Summer reading programs are more than just "fun" things for kids to do in the summer -- they're vital to their educational and literacy development. This section of "Making the Case for Library Services to Children and Teens" shows research to support the need for summer reading.

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