**[YOUR LIBRARY’S 20##] Summer Reading Brief**

[YOUR LIBRARY] provides a free voluntary summer reading program, activities that link stories to real-world experiences, and special performances to engage and motivate young readers. Librarians help children and teens select reading materials that match their reading ability and, most importantly, their personal interests. The library partners with [LOCAL ORGANIZATION(S)] to bring summer reading to the young people of [YOUR COMMUNITY] who may not be able to get to the library or other enrichment programs when school is not in session.

**"**About two-thirds of the ninth-grade academic achievement gap between disadvantaged youngsters and their more advantaged peers can be explained by what happens over the summer during the elementary school years.”

Alexander, K.L. (2009). *Summer Can Set Kids on the Right—or Wrong—Course* (Research in Brief). Retrieved from National Summer Learning Association

During the [20##] summer reading program:

* ### children and teens participated in [YOUR LIBRARY’S] summer reading program.
* ### children and teens reached their reading goals and finished the summer reading program.
* ### people attended ### summer reading activities and events.

[CREATE YOUR OWN GRAPH TO ILLUSTRATE SRP PARTICIPATION AT YOUR LIBRARY OVER TIME, SEE EXAMPLE BELOW]

**Summer Reading Research Indicates…**

[SELECT RESEARCH QUOTES FROM THE NEXT TWO PAGES OR TYPE IN YOUR OWN FAVORITE RESEARCH HERE. IF YOU USE YOUR OWN RESEARCH QUOTES BE SURE TO PROVIDE FULL CITATIONS OF THE SOURCE. KEEP THIS SUMMER READING BRIEF TO ONLY ONE PAGE! FOR EXAMPLE:]

[TELL A SHORT STORY ILLUSTRATING A SUMMER READING SUCCESS AT YOUR LIBRARY, FOR EXAMPLE:]

*“After looking at* [summer reading] *participation and completion numbers from the previous year, I knew that we needed to improve both numbers. This was my first summer reading program (SRP) here at Stayton so I wasn’t sure what to expect. Our modest goal was to have a 3% increase in finishers… To reach our goal 20% of the kids should finish.*

*We had 315 kids ages 0-14 sign up and 215 finish, 68%* [completion rate]*! How exciting to reach our goal times three!*

*I attribute much of the success to promotion at the schools, but to make this work everyone here at the library had to be on board. The staff wore SRP shirts, talked to friends, brought their grandkids, and were very positive and excited about the changes to the program… We look forward to even bigger numbers next year.”*

--Casle Portner

Children’s Librarian

Stayton Public Library

QUOTES FROM SUMMER LEARNING RESEARCH

COPY AND PASTE YOUR FAVORITES ON PAGE 2 OF YOUR LIBRARY’S SUMMER READING BRIEF

**“Research spanning 100 years shows that students typically score lower on standardized tests at the end of summer vacation than they do on the same tests at the beginning of the summer.”**

(2009, November 24). *Doesn’t Every Child Deserve a Memorable Summer?* Retrieved July 16, 2010, from National Summer Learning Association: <http://www.summerlearning.org/resource/collection/CB94AEC5-9C97-496F-B230-1BECDFC2DF8B/EveryChildMemorable.pdf>

**“Children who attended the library regularly** [*over the summer*] **did better than the summer camp children on two measures of literacy... the summer readers read at level 2.9, while the summer camp children read at the 2.2 level… The summer readers did much better, recognizing 6 authors out of 25, compared to only 3 for the summer camp children, and 10 titles, compared to only 5 for the summer camp children.”**

Shin, F.H. & Krashen, S. (2008). *Summer reading: Programs and evidence*. Boston, MA: Pearson and AB.

**“People who say they read more read better, therefore the primary purpose of the program is to encourage students to read more.”**

Krashen, S. (2004). *The power of reading: Insights from the research,* 2nd ed. Englewood, CO: Libraries Unlimited.

**“If children have the opportunity to listen to, discuss, and read books on topics that they select, they will develop extensive background information which can serve as a platform from which to engage in their own independent reading.”**

McGill‐Franzen, A. & Allington R. (2003, May/June). Bridging the summer reading gap. *Instructor*, *112*, 17-20.

**“Free voluntary reading is as effective, or more effective, than direct instruction… In fact, young people who read have better comprehension, research tells us, and they write better, spell better, improve their grammar, and increase their vocabulary.”**

Krashen, S. (1989). "We acquire vocabulary and spelling by reading: Additional evidence for the Input Hypothesis." Modern Language Journal 73: 440-464.

**“There’s also evidence that** [*free voluntary reading*] **FVR benefits English-language learners as well. In three studies of 3,000 children, ages six through nine, children following a program that combined shared book experience, language experience, and free reading outperformed traditionally taught students on tests of reading comprehension, vocabulary, oral language, grammar, listening, and writing.”**

Elley, W., and F. Mangubhai, 1983. The impact of reading on second language learning. Reading Research Quarterly 19: 53-67.

**“To become lifelong literacy learners, children must be motivated to engage in literacy activities. Both intrinsic (e.g., Importance) and extrinsic (e.g., Grades) dimensions** [*of reading motivation*] **were included among the most strongly endorsed scales.”**

Baker, L. (1999). Dimensions of children’s motivation for reading and their relations to reading activity and reading. *Reading Research Quarterly*, *34*, 452-477.

**“…the higher performing group isn’t necessarily high income, but simply better off. For example, better-off children were more likely to go to the library over the summertime and take books home… Overall, they had a more expansive realm of experiences.”**

Alexander, K.L. (2009). *Summer Can Set Kids on the Right—or Wrong—Course* (Research in Brief). Retrieved from National Summer Learning Association <http://www.summerlearning.org/>

**“Low-income families are less likely to read books; go to the library, museum or theater; take music lessons; or do organized sports activities. Yet these experiences make a difference** [*in the achievement gap linked to summer learning*]**, with a visit to the library being the most discriminating factor of all.”**

Alexander, K. (April 2009). Hopkins Study—public libraries determinative in school success. *ODE*, 72.

**“Statistically, lower income children begin school with lower achievement scores, but during the school year, they progress at about the same rate as their peers. Over the summer, it’s a dramatically different story. During the summer months, disadvantaged children tread water at best or even fall behind. It’s what we call ‘summer slide’ or ‘summer setback.’ But better off children build their skills steadily over the summer months. “**

(2009, November 24). *Summer can set kids on the right—or wrong—course*. Retrieved July 16, 2010, from National Summer Learning Association: <http://www.summerlearning.org/resource/collection/CB94AEC5-9C97-496F-B230-1BECDFC2DF8B/Research_Brief_02_-_Alexander.pdf>

**“The ABCs of Improved Reading:**

* ***A*ccess to books. It’s critical that kids have access to a wide variety of books over the summer months, but we know that access alone doesn’t make a strong impact.**
* ***B*ooks that match readers’ ability levels and interests. For young people’s reading skills to improve, they need to read books that align with their own reading levels. Reading books that are too easy or too hard won’t help!** [*Some families may have different summer reading goals such allowing children to read easy books to foster confidence and increase motivation or allowing them to read high-interest or popular books that are too hard to avoid squelching their child’s motivation. Above all, library summer reading programs should be fun to encourage more reading!*]
* ***C*omprehension, as monitored and guided by an adult, teacher or parent. The most important piece to making summer reading effective is the help of an adult who can ask questions and guide kids to better understand what they are reading.”**

(2009, November 24). *How to make summer reading effective*. Retrieved July 16, 2010, from National Summer Learning Association: <http://www.summerlearning.org/resource/collection/CB94AEC5-9C97-496F-B230-1BECDFC2DF8B/Research_Brief_03_-_Kim.pdf>

**“There’s something called the five-finger rule. Ask a child to read 100 words** [*or one page*] **from a book and teach the child to raise one finger for each word that is too difficult to figure out. If the child has more than five fingers up, the book is probably too hard.”**

(2009, November 24). *How to make summer reading effective*. Retrieved July 16, 2010, from National Summer Learning Association: <http://www.summerlearning.org/resource/collection/CB94AEC5-9C97-496F-B230-1BECDFC2DF8B/Research_Brief_03_-_Kim.pdf>