

# Important Summer Learning Research

## What is summer reading loss?

“Summer reading loss is that backsliding in reading development that can occur during the summer vacation periods, when children are not enrolled in school.” (p. 2)



## What does the research say (p. 13):

<p>There is abundant evidence that summer reading loss is one of the important factors contributing to the reading achievement gap between rich and poor children.</p>	
<p>There is powerful evidence indicating that children from low-income families have more restricted access to books, both in school and out of school, than do their more advantaged peers.</p>	
<p>There is rich and consistent correlational evidence illustrating that better readers read more than poorer readers, supporting theoretical models that emphasize the importance of the volume of successful reading experiences in the development of reading proficiency.</p>	
<p>There is a substantial body of research linking successful school reading experiences with the motivation to read voluntarily. Successful school reading experiences require a curriculum framework that emphasizes allowing children to select books to read that are appropriate to their level of reading development.</p>	



## Research-guided reform principles.

There are at least two broad principles to be drawn from this research that might guide educational reform efforts (p. 14):

First, volume of reading is important in the development of reading proficiency.	
Second, children must have easy access – literally fingertip access – to books that provide engaging, successful reading experiences throughout the calendar year if we want them to read in volume.	

### Why book choice is important.

“Providing access to summer books with choice produced effects on reading achievement almost twice as large verses access without choice.” (p. 29)

### Why increase summer access to books.

“Book lending and giveaway programs may aid in closing the gaps in achievement between children growing up in upper-/middle-class families and those who grow up in lower-class families.” (p. 56)



### How to increase the volume of books kids read.

“The types of reading activities or ‘styles’ in which students can read books, thus increasing reading volume, are endless” (p. 66). Examples include silent reading, small-group reading, student-led reading, and teacher-led reading.