**How to Prevent Summer Reading Slide**

During the School year

* Spend 90 to 120 minutes each day on growing independent readers by using the following practices.
* Read/Think-Aloud/ Crafting (mini-lessons the teach strategy and skill)
* Interactive Read/Think-Aloud (mini-lessons with turn and talk, think pair share)
* Shared Reading (Choral Read, response share, common test)
* Composing/Practicing/Building Independence (30-50 Minutes a day)

- Teacher conducts small group reading and invitational groups

- Teacher confers with individual students

- Students may read independently, with partners, or in small groups (book discussions and applications of learning)

- Book club/literature circles

- Application of deep and surface structures

- Composing written responses to text

- Analyze a text for an author’s purpose or craft

* Reunite Whole Group/ Reflections

- Peer sharing and wrap up

- Student Reflection

|  |  |
| --- | --- |
| Teacher Practices | Student Behaviours |
| Expose students to a variety of texts through genre studies through teacher read-alouds and independent reading choices | Develop and discuss preferences for certain genres and experience reading for pleasure |
| Model reading behaviours outside of school by sharing personal “bedside table” reading such as novels, magazines and technical/professional reading. | Expand repertoire and purpose for reading |
| Teach techniques used by various authors to engage the reader and use the author’s series to hook students. | Build a habit of reading a series of books by the same author and develop personal preferences for certain types of texts and understandings about craft. |
| Integrate science and social studies topics into literacy instruction; create excitement for reading informational texts for independent reading. Build curiosity for reading related titles. | Reach for informational text anytime they are curious about a topic, not just during a certain school subject. |
| Develop student interests in particular topics by encouraging further inquiry based on questions that students ask. Perhaps there are themes or topics in which students would like to explore beyond curriculum or in preparation for the next school year. | Develop a habit for researching topics of interest. Students can also build their knowledge and schema for the areas of study that they will learn in future classes. |
| Reread class favourites and support student choice to read these titles during independent reading | Enjoy rereading favourite texts in school and at home. Students will tend to be successful with these texts, even if they are slightly more difficult than their usual texts. |
| Seek out and discuss titles throughout the year in which students have developed an interest. Perhaps the teacher can host a “Book Spotlight” session every few weeks. The teacher can also encourage students to highlight certain titles that they have found interesting as a whole-class or small-group activity. | Explore lots of titles and shape preferences for certain types of texts. Develop skills in evaluating texts and identifying components that make certain texts more interesting reads. |
| Host student (individual or small group) book reviews that can be videotaped or made into webcasts and accessed by students throughout the school year-round. | Develop the practices of seeking out book recommendations from their peers or sharing their own reviews. |

* It is very important that while you are teaching these skills that you explicitly talk about how these practices will be part of the students’ summer-reading practice as well.
* By talking and writing about books with real and important audience, their peers, students learn that reading can be part of their social identity. These conversations about books also help students further develop their understanding of what they have read.
* Students need access to books over the summer! We need to allow students to lend books over the summer from our school libraries especially for those families where books are not available. Or build a summer reading inventory that students can take 3 books out in July and three books out in August.
* We have to realize that when we end the school year, we are also ending many students’ access to books.
* Books need to be chose by the student not the teacher. Gunthrie and Humernick (2004) evaluated twenty-two studies designed to improve reading outcomes and found just four factors that explained almost all of the varience in motivation and reading achievement. Those four were; Knowledge Goals, Student Choices, Interesting Text and Collaboration.
* Readers of all ages love following the characters and cross-book story lines of series. (McGill-Franzen 2009). The formulaic plots and familiar settings may provide a kind of comfort to young readers, helping them navigate even longer chapter books with increasingly sophisticated language and narrative elements. As students move through a series, they not only develop skills and build fluency but also begin to think of themselves as readers belonging to a peer group that reads- they know the characters by name, they anticipate plot twists, they judge outcomes. It maintains their reading momentum.
* In Vitiello’s study, students who read more than four books had an average Lexile gain of 80 points, while students who read fewer than four books lost reading achievement during the summer and those who read none of their books or only one book over the summer lost 50 Lexile points in reading achievement.

Struggling readers

* Audio books are a great tool for making sure that all students have access to read the same books as their peers. It also opens the door for these students to join in the conversations with others about the books that they are reading. iPods in the classroom can provide this opportunity.
* Struggling readers like to read the same book more than once if they choose to do so and this aids in their fluency and comprehension.