What “The Research” Says

- Used available testing data from the Atlanta Public Schools

- Collected detailed information from parents on the students summer activities

- About how many books did the child read?

- Does the child use the library?

- About how many blocks do you live from the nearest public library?

- The number of books read during the summer is consistently related to academic gains.

- Children in every income group who read six or more books over the summer gained more in reading achievement than children who did not.

- The use of the public library during the summer is more predictive of vocabulary gains than attending summer school is.

- The major factors determining whether a child read over that summer were: 1) whether the child used the public library; 2) the child's sex; 3) socioeconomic status; and 4) the distance from home to a library.

“More than any other public institution, including the schools, the public library contributed to the intellectual growth of children during the summer.

Moreover, unlike summer school programs, the library was used by over half the sample and attracted children from diverse backgrounds.” (p.177)
Becoming a Nation of Readers: The Report of the National Reading Commission. 1985

- What is reading?
- Emergent Literacy
- Teaching Reading
Becoming a Nation of Readers: The Report of the National Reading Commission. 1985

“The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.”
Evaluation of the Public Library Summer Reading Program, Books and Beyond...Take me to your Reader

- Provide children in grades K-3 with the opportunity to improve and retain reading skills in order to achieve greater success in school.

- Encourage parents to participate and play an active role in reading with their children.
Evaluation of the Public Library Summer Reading Program, Books and Beyond...Take me to your Reader.

- Students participating in the Summer Reading Program spent more time reading and read more books during the summer than they did before entering the Program.

- A higher percentage of students who participated in the Program, than their non-participating peers, were classified as performing at grade level or above in all of the reading indicators on the survey.

- Students reading above grade level in second grade were more likely to retain this level in third grade, in comparison to students who did not participate in the Program.

- Children who attend library summer reading programs read significantly better than those children who attend a camp program, suggesting that time spent in the library significantly enhances children's reading achievement when compared to activities more purely recreational in nature.

- Children in the library program spent more time with books, benefited from literacy related activities, and had increased parental involvement with reading.
“unable to find a positive relationship between programs and instruction that encourage large amounts of independent reading and improvement in reading achievement, including fluency. In other words, even though encouraging students to read more is intuitively appealing, there is still not sufficient evidence obtained from studies of high methodological quality to support the idea that such efforts reliably increase how much students read or that such programs result in improved reading skills” (p.13).
Summer Setback/Summer Slide

https://www.youtube.com/watch?v=ZolcNG3GVCs
The results…suggest that the effect of reading four to five books on fall reading scores is potentially large enough to prevent a decline in reading achievement scores from the spring to the fall. Furthermore, children who reported easy access to books also read more books. The findings have implications for designing school-based summer reading programs and for conducting future experiments that confirm the correlational findings from this study.
Stephen Krashen

The Effects of a Voluntary Summer Reading Intervention on Reading Activities and Reading Achievement. 2007

Teacher and Parent Scaffolding of Voluntary Summer Reading. 2008

![Bar Chart: School Year Cumulative Gains]

- **Control**
- **Books Only**
- **Books with Oral Reading Scaffolding**
- **Books with Oral Reading and Comprehension Scaffolding**
Two More Library Studies

Public Library Summer Reading Programs Close the Gap (The Dominican Study) 2010

The Summer Reading Effectiveness Study. Mid-Continent Public Library, 2013.
Richard Allington

ADDRESSING SUMMER READING SETBACK AMONG ECONOMICALLY DISADVANTAGED ELEMENTARY STUDENTS. 2010

"This study provides the best evidence to date that ensuring easy and continuing access to self-selected books for summer reading is one potential strategy for addressing summer reading setback and, therefore, addressing the reading achievement gap that exists between students from more and less economically advantaged families." - Allington, 2010.
What the Research Says?

- The number of books read during summer relates to academic gain. (Heyns)

- Children who read six or more books over the summer gained more in reading achievement than children who did not. (Heyns)

- The distance from a child’s home to the library is a factor in whether they read or not. (Heyns)

- Reading aloud to a child is the single most important activity for building the knowledge required for eventual success in reading. (BNR)

- Children who participate in Library Summer Reading Programs read better and are more likely to stay on grade level with their reading than children who do not participate. (Pennsylvania, Los Angeles, Dominican and Mid-County)

- Providing easy access to self selected books for summer reading over successive years does, in fact, limit summer reading setback. (Allington).

- Children make the biggest summer reading gains when they have access to books that match their reading level and interests and have the help of an adult who asks questions and guides the child to better understand what they are reading. (Kim)
“Roughly 30 years ago, Heyns (1978) suggested,

The unique contribution of reading to summer learning suggests that increasing access to books and encouraging reading may well have a substantial impact on achievement.
(p. 172).

Our data simply offer additional support for that conclusion.”
(Allington)