



MAKE SUMMER
COUNT!

READING GUIDEBOOK

Make Summer Count Initiative

Overview

Each year a number of students leave for summer vacation with the grade level skills and knowledge that they worked hard to achieve. Many of these students will participate in summer camps, family vacations, and summer workshops that will continue to enhance and strengthen their skills. However, a number of students, particularly in poor communities will lose what they have gained because of unequal access to the experiences, tools, and information that is often part of their more advantaged peers.

“Summer learning loss disproportionately affects low-income students. While all students lose some ground in mathematics over the summer, low-income students lose more ground in reading, while their higher-income peers may even gain. Most disturbing is that summer learning loss is cumulative; over time, the difference between the summer learning rates of low-income and higher-income students contributes substantially to the achievement gap” (Making Summer Count, 2011).

Since October 2012, a group of community leaders and summer service providers came together to address summer learning loss in reading and mathematics. What follows is a summer-guidebook designed for summer staff to help their students maintain reading skills and knowledge.

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Make Summer Count for Reading

Introduction

Reading at grade level by the end of the third grade is considered a critical milestone for later school success. Children not reading well by the end of the third grade, seldom can “catch” up and are more likely (four times more likely) to drop out of school.

Learning to read is a complex and dynamic developmental process, starting at birth and changing over time. Reading is “a message-getting, problem-solving, activity which increases in power and flexibility the more it is practiced.” (Clay, 1991, p. 6). Learning to read is neither natural nor easy for many children and the required skills and competencies are not the same for children at ages 3, 5, 8 or 15.

Early reading success is tied to the ability of breaking words apart into sounds, understanding that sounds are associated with letters, reading words smoothly and with confidence, and retaining the information from the text. However, learning to read is more than the acquisition of skills it also calls for the understanding of the meaning of words and the connection to real world experiences and discipline specific knowledge (i.e. science, weather, medical terminology).

Teaching reading, particularly to students who struggle, is “rocket science” and calls for an expert (AFT publication, 1999). However, there is much concerned and thoughtful adults can do throughout the summer to help students maintain their skills and knowledge. This *Summer Reading Guidebook* is intended for you. The suggestions within this document are to help you help the students you are working with this summer maintain (and perhaps strengthen) their reading abilities.

Supporting Reading Gains: Every Child, Every Day!

Summer Learning Outcome

The **overarching outcome** for the summer learning is to assure that students, kindergarten through grade 3, who attend summer-camp, maintain their grade-level reading skills.

The research regarding the ways to help students sustain reading gains during the summer indicates that this can be accomplished in the following ways:

- At a minimum assure that students read or be read to at least 30 minutes per day.
- Increase and support the desire and enjoyment for reading by connecting students with text that is of interest to them and at the appropriate reading level.
- Increase engagement of reading by integrating reading and writing with summer program experiences (i.e. sports, games, crafts, music).
- Increase student confidence in their reading abilities by engaging in reading activities (i.e. reading with students and having students read to an adult).

Skill development for reading education requires a broad based knowledge of reading psychology and development, an understanding of the structure of the English language and the appropriate use of assessments for instructional purposes. However, there are reading skills that can be nurtured through practice. These skills are the focus for the *Make Summer Count Initiative*.

Skill Targets for Sustaining Grade-Level Reading Gains

Primary Skill Targets

The three primary skill targets for sustaining grade-level reading gains are:

- Fluency
- Comprehension
- Vocabulary

Fluency is reading text with accuracy, automaticity and a seamless pace or cadence (Rasinski, 2011). Fluency develops from reading practice (NRP, 2000) and can be considered the gateway to comprehension (Rasinski, 2011).

Reading **comprehension** or reading for meaning requires the student to think about what they have read and explain or describe what you take away from the text. Meaning is constructed through interactions between the text and the reader—what knowledge and experience the reader brings to the text (NRP, 2000). Comprehension is not the “recall” of information and in today’s world understanding what one reads is critical to school success. Comprehension is enhanced through conversations in which readers actively engage with other readers with opportunity for reaction and response (See Appendix B for suggestions).

Vocabulary refers to a person’s repertoire of known words used to communicate. “Vocabulary is a convenient index of the breadth of knowledge” (The Future of Children, 2012) meaning, a student’s vocabulary is a reflection of his or her background knowledge. Vocabulary acquisition for students is enhanced by new experiences and opportunities for ‘real life’ learning. Exposure to new words and the opportunities to practice reading new words and using them in writing and conversation are necessary for building vocabulary knowledge (See Appendix C for more information).

High-Success Reading

Reading with 99% Accuracy

Reading in Phrases

With 90% Comprehension

The Four Paths to Support Fluency, Comprehension & Vocabulary

Overview

Below are 4 paths or ways that you can support **fluency***, **comprehension*** and **vocabulary*** as part of your summer learning activities for reading:

1. Access to Text
2. Practice
3. Time and Encouragement
4. Real World Experiences

** Although this guidebook was created for summer staff working with students, kindergarten through grade 3, fluency, comprehension and vocabulary development are essential skills for readers of all ages. All of the suggested activities can be used with readers of all ages.*

Path 1: Access to Text

Introduction Research indicates that many students living in poor communities, live in information poor neighborhoods, where they few or no books to call their own or have little access to a variety of rich reading materials. Access to a wide variety of books—fiction and non-fiction, poetry, technical manuals, newspapers, and on-line resources are critical to becoming a good reader and equally as important having access to knowledge.

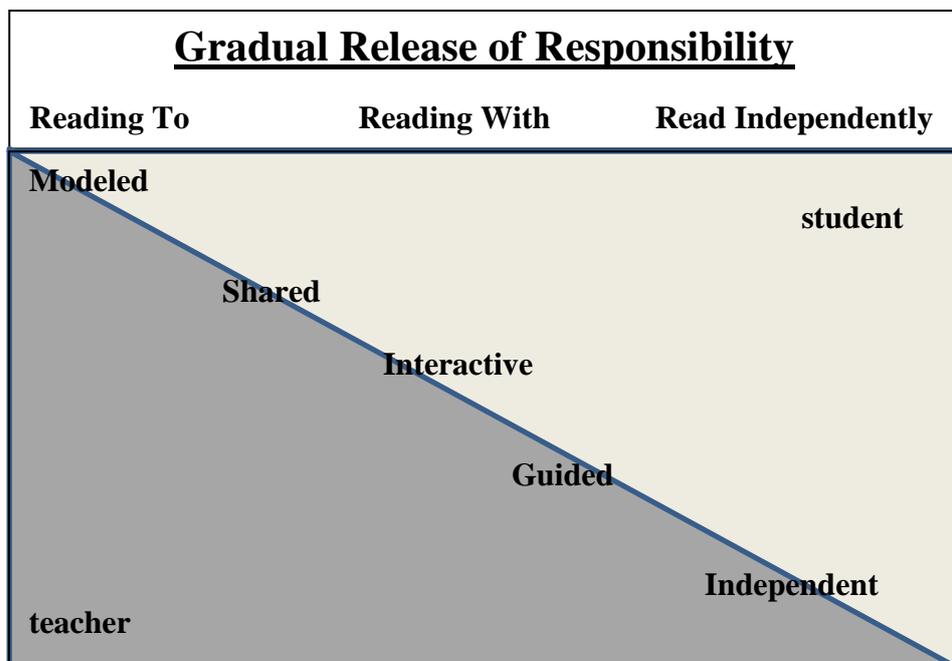
- Activities** Suggestions to increase access to text:
1. Contact the library to help create reading selections tied to your summer themes or activities; do this as early as possible; provide them with the ages of your readers.
 2. Many second-hand book stores have “left-over” books that they are willing to donate to community organizations.
 3. Place a brightly colored book shelf in your lobby or by the door way and ask for donations of gently used story books, copies of National Geographic, magazines and comic books. Many libraries no longer accept these materials.
 4. Connect with local churches. Many of them are more than willing to have a book drive for students that reside within their community.
 5. Search on-line for free resources. There are a number of organizations that offer free resources each summer.
 6. Make friends with your local librarian. There may be books and/or magazines that they are willing to donate.
 7. Talk to your local fast food, national clothing, house-ware and grocery stores. Many are more than willing to donate funds for learning projects and may be willing to help build your summer library by donating funds or books.
 8. Build your library by having the students write and draw books for younger students that capture stories of their summer adventures or provide facts about their particular interests.
 9. Capture each day’s events in writing at the end of the day on large poster paper. Keep these up throughout the week and have students add pictures, draw or comment!
 10. Provide “journals” so that students can write daily about their experiences in summer camp.

Path 2: Practice

Introduction

Every student needs to practice the skills they are learning. There are four ways students can “practice” applying their newly learned skills: being read to by an adult; reading with peers or an adult; independent reading; and writing.

1. **Adults reading to students** (regardless of age). Being read to by a more competent reader fosters the development of comprehension skills. Engaging the student in discussions about the text and asking open-ended questions are important strategies for comprehension.
2. **Adults reading with students.** This is a strategy to raise student engagement in the text by making learning visible through talk. Reading with students as an interactive strategy that can support reading development by modeling of strategies, providing information, encouraging reflection, and thinking about how one makes meaning of the text.
3. **Read independently.** Time should be set aside daily for this- research suggests at least 20-30 minutes five days a week (beyond school reading) to maintain newly learned skills. The focus of reading independently is fluency. Children should be actively engaged during independent reading and the text should be self-selected or familiar.
4. **Writing.** This helps the student build their reading skills. It enables them to practice the elements- --letters, the spelling of words, the selection of words, text structure. The application of newly learned skills helps reinforce reading.



**Adults reading
to students**

Reading aloud to students is a strategy that can be used for any age group of students. Through this strategy, you can introduce students to a wide array of literature---poetry, short stories, biographies, non-fiction. It is an important avenue to widen background knowledge, to introduce various writing styles, and use of descriptive and more formal language (i.e. Shakespeare). Equally as important it supports student imagination by taking them to other times, places and events beyond their own community.

Suggestions:

- Select books that are of interest to you! Making the book come alive through your reading is one way to increase interest and demonstrate your enjoyment.
- Introduce chapter books, such as Charlottes Web or Harry Potter, to the entire group. Read one chapter a day and discuss, draw, debate!
- Read non-fiction books and biographies that are connected to your summer themes.
- Invite parents or family members to read about family traditions and native countries. Reading in their native language and then in English is one way to introduce other languages to students.
- Invite local storytellers and/or members from local children’s theatre companies. Introduce students to reading scripts.
- On field trips, make note of written documentation and take the time to read the information to your students and/or ask them to read it to the group. Highlighting the written text at the Zoo, COSI, museum of art calls their attention to the importance of reading to gain information.
- Ensure that read-alouds have compelling language.
- Ensure that narratives chosen for read-alouds have a clear message and fit into themes. Narratives document the human experience – dilemmas, choices, and challenges told by authors whose books have been read by generation after generation. Examples include friendship, families and interactions of individuals with the world around them.
- Ensure that students’ background knowledge in content areas such as science, social studies, and mathematics is also extended through read-alouds.
- Develop background knowledge by reading aloud books that have interrelated content.
- Select books that students would otherwise not read themselves, such as non-instructional texts.

Note: the underlying goal of read-alouds should be to expand students’ exposure to books of compelling content and beautiful language.

**See Appendix A for additional information regarding read-alouds.*

**Adults reading
with students**

Reading with your students provides you (or a more experienced and competent student reader) with the opportunity to model reading strategies by making visible the skills of an experienced reader, guides practice with a newly learned strategy and demonstrates thinking out loud.

“Reading with” activities can bolster fluency (practice), can strengthen comprehension (summarize, retell, connect with real life) and can contribute to vocabulary development (what do you think that word means). Some examples of “reading with” activities are:

- Buddy or Partner Reading
- Choral Reading
- Readers Theater
- Echo Reading

Buddy or Partner Reading

In this paired reading activity, a student with a lower reading ability is paired with a more fluent, competent partner. Ideally the more fluent partner reads fluently to demonstrate what fluent reading sounds like, can give guidance when the partner stumbles on an unknown word, and/or can assist with word recognition.

Choral Reading

Choral reading requires that everyone have access to the same text and everyone, including the teacher, reads in unison. Choral reading texts should not be long passages and should be at the reading level of the majority of students. Choral reading provides time for practice (fluency), provides modeling of reading with feeling, can increase self-confidence and motivation. Some examples of text that can be used in this manner:

- Poetry
- Newspaper articles (i.e. world events, Columbus community events)
- Magazine articles (i.e. articles about favorite sports figures)
- Information gained from non-fiction text about topics of interest (i.e. space travel, time machines, the use of a compass for travel to new worlds)

Readers Theatre

Makes use of plays that are of interest to the students. It is an oral interpretation of the script---the lines are not memorized nor is the play acted out. Everyone receives the script, with some students taking on the role of the characters and others acting as the audience. The “characters” read the narrative as if rehearsing in front of the audience. The script must be rich with dialogue and conversation among the characters. Check out the Read Write Think website resources for Readers Theatre Scripts and Plays.

A video resource for Readers Theatre is
<http://www.youtube.com/watch?v=P6X6M-THp2I>

Echo Reading

Echo reading is a re-reading strategy to help students develop expressive and fluent reading. It is particularly useful for struggling readers as they can hear the cadence, read the words along with you silently, and then imitate your reading style and pace. All readers will need a copy of the text. The teacher or a student reads text aloud and everyone repeats the sentences, phrases copying the intonation, phrasing etc. As the student becomes familiar with the text, he or she can serve as the leader. Poetry is very good text for echo reading since they can be short (one page length) and call for interpretation (of meaning and in reading with expression).

Additional “read with” resources:

- <http://www.learner.org/libraries/engagingliterature/buddies>. This video is a good example of a third grade teacher reading to his entire class, asking good questions, and then bringing 5th grade Buddies to partner in the experience. Consider selecting one author for study throughout the summer camp. Your local librarian can help with books that lend themselves to this idea.
- <https://www.teachingchannel.org/videos/dear-reading>
- Dialogic reading: an approach that encourages a dialogue about the story. The strategies include:
 - asking open ended questions
 - following the response with more questions
 - repeating the student’s answers
 - providing additional information when need or expanding on what the reader offers
 - offering encouragement
 - following the interest of the reader

**See Appendix B for additional information on Dialogic Reading strategies.*

**Read
Independently**

The goal for all students is to read text independently with full understanding of the meaning of the text. Becoming a competent and skilled reader takes time and occurs throughout the grades with increasing levels of complexity (i.e., content vocabulary). Each student should read books of his or her choosing independently every day. To get the full benefit of independent reading, the instructor should be familiar with book; the student should maintain a reading log of each book; and the student should provide feedback about the book. The feedback provides the instructor with information so as to monitor the students' comprehension and time taken to complete the book.

Building background knowledge through experiential learning helps students make connections to new experiences, new vocabulary words and ultimately to text. The more experiences a student has, the more knowledge is developed that in turn creates a platform for rich conversation and understanding of a wide range of **vocabulary**, resulting in overall gains in literacy.

A Word About Vocabulary

Recently in the New York Times (October 5, 2012) an article was published titled, *Before a Test, a Poverty of Words*. The opening paragraph speaks to the importance of vocabulary.

“Not too long ago, I witnessed a child, about two months shy of 3, welcome the return of some furniture to his family’s apartment with the enthusiastic declaration “Ottoman is back!” The child understood that the stout cylindrical object from which he liked to jump had a name and that its absence had been caused by a visit to someone called “an upholsterer.” The upholsterer, he realized, was responsible for converting the ottoman from one color to texture to another. Here was a child whose mother had prepared him, at the very least, for a future of reading World of Interiors.”

The point is that not all words are created equal!

During your summer camp weeks, plan for those opportunities and words that will increase exposure to words that may be novel to your students. Be mindful that:

- Multiple exposures are essential to understanding meaning and context.
- Meaning emerges from purposeful talk (i.e. conversation, discussion and elaboration).
- Meaningful contexts for opportunities to practice are necessary for students to “know” the word.

For more information see <http://www.slideshare.net/suartini/teaching-vocabulary-8361287>

**For additional Materials and information on Vocabulary, See Appendix C.*

Suggested Activity- Alphaboxes:

According to Hoyt (1999), the Alphaboxes strategy is one way to encourage students to collaboratively interact with text. Alphaboxes can take the form of a pre-reading or a post-reading activity to help stimulate students to think about and discuss key ideas in the text. For example, while notating examples under the appropriate alphabet letter in each box, students can generate questions; highlight important concepts; make connections; provide explanations; locate, identify, and discuss unfamiliar words; and present different points of view.

The Alphaboxes strategy requires students to move from simple recall of factual information to going beyond the information presented in the text. Generating questions, making connections, providing explanations, identifying and discussing unfamiliar vocabulary words, and presenting alternative perspectives are all higher-level cognitive processes that increase learning (Block & Johnson, 2002; Duke & Pearson, 2002; Pressley, 2006). Additionally, when students work with one another, their thinking is distributed among group members and participants share cognitive responsibility while externalizing their thoughts as they work through tasks (Palincsar & Herrenkohl, 1999).

Writing

The reciprocity of reading and writing is often ignored in literacy practices. It is imperative that children write just as much as they read to develop comprehension. Children should also write about what they've read AND personal interests. Prompts, questions and reflections are ways to jump start students into writing.

Suggestions:

1. Have students write a summary of the book (i.e. a book report).
2. Have students write what they liked/disliked about the book in a journal.
3. Have students write new vocabulary words with definitions; create graphs of familiar words, unknown words, the number of times a particular set of words is used throughout the text (see **Appendix D** for ideas).

Literacy Activities that Connect Reading and Writing in the Classroom:

1. **Predictable books:** Begin by reading aloud a book that has a predictable ending. Stop reading the book before the ending is reached. Have students create scenarios describing how the story will end. In other words, let the students finish writing the book.
2. **Journal writing:** While reading a book, have students select a character and write a journal entry from that person's perspective. This activity works really well with mature students and chapter books.
3. **Letter/Postcard Formats:** Students select a character and communicate with that character using a letter or postcard. Encourage students to ask questions and express their feelings about what is happening in the story.
4. **Fairy-tale transformations:** Students write their own fairy-tale or fable using a well-known story as a guide. An example would be taking the story of *Goldilocks and the Three Bears* and transforming it into *Goldilocks and the Three Hares*, or *Moldy Socks and the Three Shoes*.
5. **Writing extensions:** Students write a story or extension to a book using either one or all of the characters, the setting, and the plot. An example would be writing a story about Frodo from the *Lord of the Rings* by J.R.R. Tolkien based upon the rich setting and plot of this book. This is especially helpful for students who have a difficult time deciding what to write about since it provides a background and place for their writing.
6. **Book Blog:** Each week, give the students an opportunity to write a short response to something that they read during silent reading, group reading, or partner reading. Administer the blog by providing suggested ideas for responses each week. For example, one of the captions for a week could be, "*Where have you been? Describe a place or setting that you read about this week. Why did you choose it? Would you change anything about it?*" Another example for a caption could be, "*Rap your book! Choose a book or a chapter from a book, you read this week. Write it as a rap, or poem if you prefer. Include characters, plot, and setting.*"

Path 3: Time and Encouragement

Introduction

Setting aside time for integrated reading activities is key in developing and retaining newly learned skills. In addition, it is essential for summer program staff to encourage and show interest in and model reading and literacy activities.

The recommended daily allowance for reading beyond the school day is at a minimum 20 minutes a day. In a recent article titled, *Unlocking Literacy for Intellectual Growth* (Education Week, May 23, 2012), the author writes “Extrapolated over a 12 year school career, the student who reads an hour or so a day outside of school deals with as many as 40 million or 50 million more words than the child who reads very little or not at all.”

Students, particularly students who struggle to read or who are just meeting grade level proficiency, need time and encouragement.

Activities

1. If the schedule permits, you are encouraged to offer up 30 minutes of time devoted to reading in the morning and again in the afternoon. The am time can be spent on more focused reading activities, such as Buddy Reading, Choral Reading or Readers Theatre. This can be done in small groups with a staff member working with a group of students each day.
 2. The afternoon right before students go home is a good time for whole group reading of chapter books (see the video listed under Buddy Reading as an example). The time you devote to reading at the end of the day demonstrates your interest, the value of reading time, quiets the group and can send them home with something to think about for the next day.
 3. Encouragement is different from praise. Encouraging their reading (as a form of practice) and participating in thoughtful discussions is one important way of “cheering” them on and building their confidence. Praise as form of verbal rewards when offered frequently lends itself to a form of pleasing the adult—rather than helping the student evaluate his or her own work. You can encourage reading by asking questions and showing interest in what they are reading, writing, drawing or creating.

“I find it really interesting when you do...”
“Can you tell me why you liked that book, that author, that painter?”
“Let’s find another book that may compliment this one.”
“If you were to re-write the end of the story, what would happen and why?”
 4. Cheering them on to continue to think about the story, the characters, the plot, the ideas helps them think about how they feel about the book and why.
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Path 4: Real World Experiences

Introduction

Rich learning experiences:

- Raise curiosity and interest of students in new topics and ideas about the world
- Contribute to the development of a questioning mind
- Widen the students' knowledge or conceptual base—critical in today's ever-increasing global society
- Provide new vocabulary words
- Provide for cooperative learning and team-building
- Can serve to enhance thinking skills
- Provide a platform for learning application

While teachers may focus on the skills of reading and writing, the goal is to use these tools to advance our own knowledge and skills, for enjoyment, to connect with others, to help us think through difficult situations. The end result is not the discrete skills for reading development but rather the use of these skills for intellectual growth, personal and professional fulfillment.

Suggested Activities

Organizing your summer camp experiences to include reading and writing as a natural part of the experience will not only enhance and support their skills but it will also build their confidence. As you engage in the authentic use of reading and writing you will be working on fluency, comprehension and vocabulary. Below are a few of the ways in which you can use reading and writing to support your summer camp experiences:

1. Have your campers select their favorite sports figure and assist them in conducting research to write a short biography that includes where they grew up; how they got interested in the sport; who inspired them; what success they have had and what statistics may back up their success. Have students share the reports when completed. You may elect to compile them into a booklet for all students.
2. Introduce your budding artists to painters, sculptors, illustrators, and photographers by first asking what questions they might have if the person was sitting in front of them; record these questions on large poster paper; ask your local librarian (or museum staff) to find non-fiction books that may serve as a resource to learn about these individuals; help the campers then investigate these reference books to learn about the artist and the process. Finally let your campers create a masterpiece in the likeness of their favorite artists.
3. Find out who the campers would invite to a dinner; why that person; what questions would they ask; what would the menu be; where would they have

the event; record this information on poster paper for them to review; finally have them construct a menu, select a location and write a letter of invitation containing all of this information.

4. Camps that make use of gardens, parks and pets can have their students indicate what topic is of interest to them; organize into small groups to begin a research study to design a specialty park for Columbus (i.e. play zone; landscape; for pets etc.); share information about how to conduct a research project (i.e. what is the goal; what questions are important to answer; what information do we need; who can assist us in getting what we need; what is our timeline; who will do the work). Who do they need to invite to assist them; what materials do they need to ask for or purchase; how will they go about using their time throughout the weeks. Helping students map out a project requires reading, writing and thinking but it also facilitates work and time management (an important skill for education). Once the project is completed, ask students to share with the entire group and/or have them invite (written invitation) individuals who may have assisted in the project.

These are only 4 big ideas that can be mapped onto any project or theme that your camp may be using throughout the summer. For more information on project work please see the Ohio Resource Center at <http://www.ohiorc.org>.

Integration of Reading in Summer Camp Activities

Summary

There are many things you can do to integrate reading into existing camp curriculum or daily activities. Below is a review of some of the easiest ways listed in this guidebook.

- **Read with students-** reading with accuracy, automaticity and expression helps students understand what fluent reading sounds like. Adding props and character voices can make the daily reading aloud even more enjoyable!
 - **Repeated readings-** students reading the same text multiple times is an excellent way to practice fluency. It is essential that children are reading text that is appropriate for their ability.
 - **Encourage conversation-** students develop understandings about what they've read when they have a chance to talk about it with others. Giving children time to discuss their readings with others allows for deeper thinking and question development.
 - **Encourage questions-** encourage students to wonder and ask questions throughout the day. Student questioning is an opportunity for adults to support new knowledge and thinking for children.
 - **Write about what is read-** the reciprocity of reading and writing is often ignored in literacy practices. It is imperative that children write just as much as they read to develop comprehension. Children should also write about what they've read AND personal interests. Prompts, questions and reflections are ways to jump start students into writing.
 - **Encourage use of new words found in text-** as students read new text and participate in summer program experiences, encourage the use of new words to help build background knowledge. The more words they know, the more text they will understand and the more comprehension they will gain.
 - **Support conversations related to relevant topics-** having conversations with children allows them to use the vocabulary they have learned and know. Engaging in relevant, purposeful conversations about the text children are reading fosters the use of enriching vocabulary significant to their lives.
 - **Create activities that extend over time offering opportunities to practice vocabulary-** providing real world experiences to children that include collaboration and project learning offers opportunities for them to talk about what they are learning using relevant vocabulary. Using pictures, video, props and gestures enhances vocabulary learning for students and is easily integrated into creating experiences.
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Appendix A- “Reading To” Resources

Jim Trelease’s Dos of Read- Alouds

1. Do begin to read to children as soon as possible. The younger you start them, the better.
2. Do use Mother Goose rhymes and songs to stimulate both infants and children’s language and listening.
3. Do read as often as you and your child have time for in a place where both of you are comfortable.
4. Do try to set aside at least one traditional time each day for a story. Favorite story times are before going to bed and before leaving for school.
5. Do remember that the art of listening is an acquired one. It must be taught and cultivated gradually – it doesn’t happen overnight. Be sure to allow time for discussions after reading a story. But do not turn discussions into a quiz time.
6. Do follow through with your reading. If you start a book, continue it unless it turns out to be a bad book choice. Don’t leave the child hanging for three or four days between chapters and expect their interest to be sustained.
7. If you are reading a novel, begin by asking if they remember what happened when you left off yesterday. “Now stop that and settle down! Sit up straight. Pay attention” is not conducive to a receptive audience.
8. Do use plenty of expression when reading. If possible, change your tone of voice to fit the dialogue. Adjust your pace to fit the story. During a particularly suspenseful part, slow down and draw your words out. Bring your listeners to the edge of their chairs. Remember that reading aloud comes naturally to very few people. But it will come more naturally for you as you practice reading to your child.
9. The most common mistake in reading aloud – whether the reader is seven years old or forty – is reading too fast. Read slowly enough for the child to build mental pictures of what he heard you read. Examine pictures together as you read. Your child may even enjoy drawing pictures of the story as you read.
10. Do preview the story by reading it to yourself ahead of time. This helps you spot material you want to shorten, eliminate, or elaborate on.
11. Fathers should make an extra effort to read to their children. Young boys often associate reading and books with women and schoolwork. Moms and dads alike should lead by example. Make sure your children see you reading for pleasure other than at read-aloud time.

Jim Trelease’s Don’ts of Read- Alouds

1. Don’t read stories that you don’t enjoy yourself. Your dislike will show in the reading, and that defeats your purpose.
2. Don’t continue reading a book once it is obvious that it was a poor choice. Admit the mistake and choose another. Make sure, however, you’ve given the book a fair chance to get rolling. (You can avoid the problem by pre-reading the book yourself.)
3. Don’t start reading if you don’t have enough time to do the story justice. Having to stop after just one or two pages only serves to frustrate, rather than stimulate, the child’s interest in reading.

4. Don't get too comfortable while reading. A reclining position is bound to bring on drowsiness.
5. Don't be unnerved by questions during the reading, particularly from very young children. Answer their questions patiently. Don't put them off. Don't rush your answers. There is no time limit for reading a book but there is a time limit for a child's inquisitiveness. Foster that curiosity with patient answers – then resume your reading.
6. Don't impose your interpretation upon your audience. A story can be just plain enjoyable and nothing else. But encourage conversation about the reading.
7. Don't confuse quantity with quality. Reading to your child for ten minutes, given your full attention and enthusiasm, may very well last longer in your child's mind than two hours of solitary television viewing.
8. Don't use the book as a threat. - "If you don't pick up your room, no story tonight!" As soon as your child sees that you've turned books into weapons, they'll change their attitude about books from positive to negative.
9. Don't try to compete with television. If you say, "Which do you want, a story or TV?" they will usually choose the latter. That is like saying to a nine-year-old, "Which do you want, vegetables or a donut?" Since *you* are the adult, *you* choose. "The television goes off at eight-thirty. If you want a story before bed, that's fine. If not, that's fine, too. But no television after eight-thirty." But don't let books appear to be responsible for depriving the children of viewing time.

These ideas were taken from Jim Trelease's book entitled *The New Read-Aloud Handbook*, published by The Penguin Group.

Appendix B- “Reading With” Resources

Dialogic Reading Method from *Read Together, Talk Together*

The PEER sequence is a short conversation between the child and the adult. This approach to sharing a book is used after you have read a book through at least once. It can be used while reading almost every page of a book. The goal is simple: to let the child become the storyteller of the book. Then the adult reads less over time. Listen to the child talk; follow what is being shared by the child.

Peer Sequence:

1. **Prompt** the child to say something about the book or page.
 - Ask the child a question about something on the page.
 - Have the child name an object on the page or talk about something in the story. This gets them engaged in the story and helps build their vocabulary.
2. **Evaluate** the child’s response.
 - Is their answer correct? This will help you figure out what information you can add.
3. **Expand** the child’s response by rephrasing or adding a little more information to it.
 - Expand on what the child said. This will help to build their vocabulary
 - If the child gave an incorrect answer, help him with the correct answer.
4. **Repeat** the child’s response to make sure that the child has learned something from it.
 - Have the child repeat your expansion. This, too, will help their vocabulary.

CROWD: There are 5 types of Prompts to use to begin the PEER sequence.

1. **Completion** – Have your child complete a common word or phrase in the story. This provides children with information about the structure of language that is critical to later reading. This prompt is typically used in books with rhyming or repetitive phrases.
 - Have the child complete a common word or phrase in the story. This will encourage them to listen for their part.
2. **Recall** – Ask your child questions about what happened in a book they have already read. For example, ask them about what happened in the story or ask them questions about what happened on the page that’s just been read. Recall questions can also be asked at the end of a book to summarize the action or main point or at the beginning if the story has been previously read. This will help your child to remember what happened in the story. (This is a good memory challenge and is best used with children ages 4-5.)
 - For example, you might say, “Can you tell me what happened to the caterpillar in this story?”

- Recall prompts can be used at the end and the beginning of a book a child has read before.
 - This technique works well for nearly every kind of book, except alphabet books.
 - Recall prompts help children to understand a story's plot and to describe sequences of events.
3. **Open-ended** – Have your child talk about what is happening in the pictures in the books you read together. Open-ended prompts help children increase their expressive language. This will help them develop their vocabulary and narrative skills.
- For example, while looking at a familiar page, you might say, “Tell me what is happening in this picture.”
 - Works best with pictures that have rich detailed illustrations.
4. **Wh- questions** - Have your child answer who what, where, when, why, and how questions about the story and its pictures. Such prompts teach children new vocabulary by repeating words in the book. (Best used with children ages 4-5.)
- For example, you might say, “What’s the name of this? while pointing to an object in a book.
5. **Distancing** - Ask children to relate the pictures or words to their own experiences. Such prompts help children form a bridge between books and the real world. Distancing questions help children with their vocabulary, conversational skills and narrative skills. (Best used with children ages 4 and 5.)
- For example, while looking at a book with a picture of animals on a farm, you might say something like, “Remember when we went to the farm last week. Which of these animals did we see there?”
 - The best books to use with this method are those that have rich, detailed pictures and are interesting to your child. Always follow your child’s interest when choosing and sharing books.

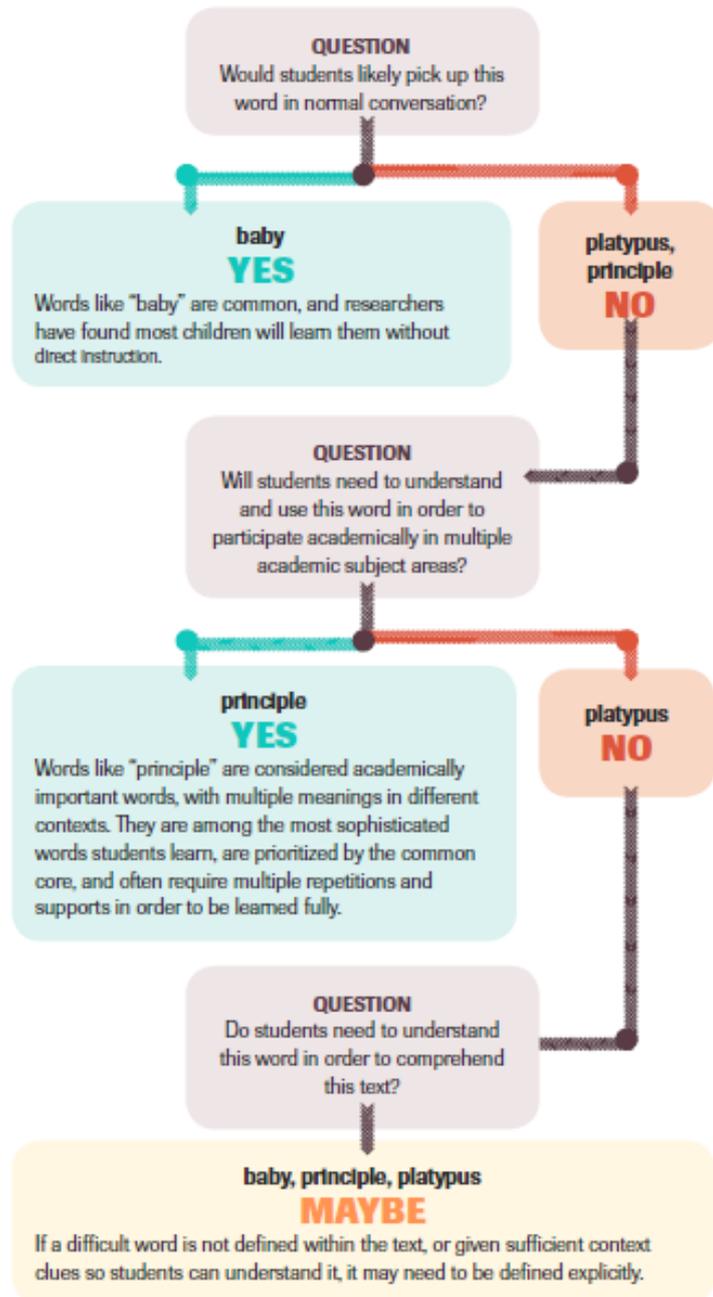
Source: Dr. Grover J. Whitehurst, Professor of Psychology and Pediatrics, SUNY, Stony Brook

Appendix C- “Reading Independently” and Vocabulary Resources

WHICH WORDS MATTER?

Some experts recommend that educators ask themselves a series of questions on how to prioritize vocabulary words in a story they are teaching their students. For example, the class will read a story next week including the words “platypus,” “principle,” and “baby.”

SOURCE: *Education Week*



Three Tiers of Vocabulary and Education

by Thaashida L. Hutton, M.S., CCC-SLP

Vocabulary consists of the words we understand when we hear or read them (*receptive vocabulary*) and words we speak or write (*expressive vocabulary*). We build vocabulary by picking up words that we read or hear and through direct instruction from teachers or other professionals. Knowing a variety of words is important for language development and reading comprehension. A limited vocabulary is usually a "red flag," indicating a possible language learning disability and reduced literacy skills.



Most children begin first grade with about 6,000 words of spoken vocabulary. They will learn 3,000 more words per year through third grade. However, not all words have equal importance in language instruction. So, how do we know which words we need to teach? We consider three types of vocabulary words—three tiers of vocabulary—for teaching and assessing word knowledge. A word's frequency of use, complexity, and meaning determines into which tier it will fall. Those with mature vocabularies and age-appropriate literacy skills understand and use words from all three tiers. This handout discusses the three tiers of vocabulary, Tier 1—Basic Vocabulary, Tier 2—High Frequency/Multiple Meaning, and Tier 3—Subject Related.

Tier 1—Basic Vocabulary

Tier one consists of the most basic words. These words rarely require direct instruction and typically do not have multiple meanings. Sight words, nouns, verbs, adjectives, and early reading words occur at this level. Examples of tier one words are: *book, girl, sad, run, dog, and orange*. There about 8,000 word families in English included in tier one.

Tier 2—High Frequency/Multiple Meaning Vocabulary

Tier two consists of high frequency words that occur across a variety of domains. That is, these words occur often in mature language situations such as adult conversations and literature, and therefore strongly influence speaking and reading. Following is a list of standards for tier two words:

- Important for reading comprehension
- Contain multiple meanings
- Used across a variety of environments (generalization)
- Characteristic of mature language users
- Increased descriptive vocabulary (words that allow students to describe concepts in a detailed manner)

Tier two words are the most important words for direct instruction because they are good indicators of a student's progress through school. Examples of tier two words are: *masterpiece*, *fortunate*, *industrious*, *measure*, and *benevolent*. There are about 7,000 word families in English (or 700 per year) in tier two.



Tier 3—Low-Frequency, Context-Specific Vocabulary

Tier three consists of low-frequency words that occur in specific domains. Domains include subjects in school, hobbies, occupations, geographic regions, technology, weather, etc. We usually learn these words when a specific need arises, such as learning *amino acid* during a chemistry lesson. Examples of tier three words are: *economics*, *isotope*, *asphalt*, *Revolutionary War*, and, *crepe*. The remaining 400,000 words in English fall in this tier.

It important to remember that tier two and three words are not all clear-cut in their tier classification. There is more than one way to select the words. Word knowledge is subject to personal experience.

Students with Limited Vocabulary

Students may struggle to increase vocabulary because of poor memory skills, difficulty using word learning strategies, or lack of instruction. This may be a result of a language and/or learning disability, or poor instruction. Under these situations, schools can administer a response to intervention program (RtI). RtI will then determine if the student requires additional instruction or special education services. Contact your school district to find out its current response to intervention program.

Resources

Beck, Isabel L., McKeown, Margaret G., and Kucan, Linda. (2002). *Bringing words to life*. New York, NY: The Guilford Press

Montgomery, Judy K. (2008). *MAVA-Montgomery assessment of vocabulary acquisition*. Greenville, South Carolina: Super Duper Publications, Inc.

Montgomery, Judy K. (2007). Vocabulary intervention for RTI: Tiers 1, 2, 3 Retrieved October 28, 2008, http://74.125.45.104/search?q=cache:VfwE6PJYEJ:convention.asha.org/2007/handouts/1137_1757/Montgomery_Judy_106716_Nov05_2007_Time_122121AM.ppt+three+tiers+of+vocabulary&hl=en&ct=clnk&cd=5&gl=us

3 Tier vocabulary words. Retrieved October 28, 2008 http://t4.jordan.k12.ut.us/cbl/images/CBL_Documents/3tiervocab.pdf

WORD CARDS

Materials

- ✓ Your Book
- ✓ Word Cards Sheet
- ✓ Pencil
- ✓ Scissors

Steps

1. Look through your book. Choose four words that you do not know.
2. Write one word on each card.
3. Write a sentence using each word.
4. Cut out the cards.
5. Write your name on the back of the cards.
6. Share your words with a partner.

NAME _____		DATE _____	
BOOK TITLE _____			
WORD: vitamins SENTENCE: The boy took his vitamins every day.		WORD: promise SENTENCE: I promise to clean my room tomorrow.	

Source: Instant Independent Reading Response Activities- Scholastic Professional Books

FRONT



BACK

NAME _____ DATE _____

BOOK TITLE _____

This book is about

Source: Instant Independent Reading Response Activities- Scholastic Professional Books

WORD GRAPH

Materials

- ✓ Your Book
- ✓ Word Graph Sheet
- ✓ Pencil

Steps

1. Pick four words from your book.
2. Write the words in the spaces at the bottom of the graph.
3. Each time the word appears in your book, write an x above that word. (If your book is short, look through the whole book. If your book is long, look through one chapter or a few pages.)
4. At the bottom of the sheet, write the word you found most often and the word you found least often.

NAME: _____ **DATE** _____

BOOK TITLE: _____

	X		
X	X		
X	X		
X	X		
X	X		
X	X	X	X
X	X	X	X
Guinea pig	Kiss	Party	junk

Word found most often: kiss

Word found least often: party, junk

Source: Instant Independent Reading Response Activities- Scholastic Professional Books

LIKES/DISLIKES

Materials

- ✓ Your Book
- ✓ Likes/Dislikes Sheet
- ✓ Pencil
- ✓ Crayons or Markers

Steps

1. Write two things in your book that you like.
2. Draw a picture of each.
3. Write two things in your book that you dislike.
4. Draw a picture of each.
5. Share your sheet with another student.

LIKES/DISLIKES EXAMPLE

NAME: _____		DATE _____	
LIKES/DISLIKES			
BOOK TITLE: _____			
<p>I like: the Animal Antics Picnic.</p> 	<p>I like: Jack's new rabbit named Hoppy.</p> 		
<p>I dislike: when Hoppy went down the hill in a go-cart.</p> 	 <p>I dislike: it that Jack's dog Fred died.</p>		

Source: *Instant Independent Reading Response Activities- Scholastic Professional Books*

Vocabulary Activities Using Tier Two Words

Tier One Words: Basic words (*clock, baby, happy*); rarely require instruction in school.

Tier Two Words: Frequently occurring words for mature language users (*coincidence, absurd, fortunate*).

Tier Three Words: Low frequency, often content specific (*isotope, peninsula, photosynthesis*).

Activities:

Have You Ever? This activity helps students associate newly learned words with contexts and activities from their own experiences. For example, students are asked, “Describe a time when you might...” or “Tell about someone you know who is...” or “Describe a time when you felt...”.

Applause, Applause! For this activity, students clap to signal their approval in being described by target words, for example: *frank, impish, vain, stem*. A follow-up discussion should address, “why?” they clapped or didn’t clap.

Idea Completions: Instead of the traditional “write a sentence using a new word,” provide students with sentence stems that require them to integrate a word’s meaning into a context in order to explain a situation. For example: *The audience asked the virtuoso to play another piece of music because...* or *The skiing teacher said Marla was a novice on the ski slopes because...*

Word Association: Students are asked to connect their new vocabulary with another more familiar word, phrase, or concept. Avoid using synonyms and instead focus on associative words. For example:

Which word goes with crook? (accomplice)
Which word goes with piano? (virtuoso)

Questions, Reasons, Example: This activity requires students to support their thinking and encourages discussion around new vocabulary. For example:

What is something you could do to impress your teacher (mother, friend)?
What are some things that should be done cautiously? Why?

Source: Bringing Words to Life (Beck, McKeown, Kucan).

Appendix D- “Writing” Resources

Elementary Writing Prompts

1. Imagine that you can become invisible whenever you wanted to. What are some of the things you would do?
2. I am very proud because....
3. If I were President, I would....
4. If I were a turtle living in a pond, I would...
5. I am afraid to_____because...
6. Name one thing you really do well. Provide a lot of detail explaining why.
7. What is your favorite room in your home and why?
8. Describe what it means to be a good neighbor.
9. What is your favorite time of day? Why?
10. Describe your best day ever.
11. How do you deal with people that bother you?
12. What excites you?
13. Describe your favorite hobby.
14. What is your favorite quote from a famous person and why?
15. What is your favorite song and why?
16. Climbing trees is...
17. I wish trees could _____ because.....
18. I want to be a _____when I grow up because...
19. I wish there were a law that said...
20. I wish I could forget the time _____because...
21. I wish I could do _____because...
22. Older people are...

Source: <http://journalbuddies.com/teacher-parent-resources>

Appendix E- Additional Resources

(Click on article title to open link)

Articles

Cahill, Mary Ann & Gregory, Anne (2011). Putting the Fun Back into Fluency Instruction. *The Reading Teacher*, 65(2), pp. 127-131.

Gill, Sharon (2008). The Comprehension Matrix: A Tool for Designing Comprehension Instruction. *The Reading Teacher*, 62(2), pp. 106-113.

Rasinski, T. & Young, C. (2009). Implementing Readers Theatre as an Approach to Classroom Fluency Instruction. *The Reading Teacher*, 63(1), pp. 4-13.

Scharlach, Tabatha (2008). START Comprehending: Students and Teachers Actively Reading Text. *The Reading Teacher*, 62(1), pp. 20-31.

Hiebert, Elfrieda H. (2013). Read-Aloud Favorites: A Source for Enriching Students' Knowledge of the World and of Language. [Textproject.org/frankly-freddy](http://textproject.org/frankly-freddy)

Books

Opitz, M. & Rasinski, T. (2008). Good-bye Round Robin: 25 Effective Oral Reading Strategies. Heinemann, NH.

Internet Links for Activities

<http://www.readwritethink.org/>
www.scholastic.com

<http://www.scholastic.com/resources/article/reading-comprehension>

<http://www.scholastic.com/teachers/lesson-plan/graphic-organizers-reading-comprehension>

<http://www.scholastic.com/resources/article/enhancing-comprehension-reading-skills-in-middle-school/>

http://www.busyteacherscafe.com/literacy/comprehension_strategies.html

<http://www.readingrockets.org/article/3479/>

Adventures in Summer Learning (Reading Rocket)

[3rd Grade Bold Thinker: Math and Art \(Duke School website, 10/2/2011\)](#)

http://www.youtube.com/watch?v=P1_Cp33rFBY (information about reading levels)

Vocabulogic at <http://vocablog-plc.blogspot.com>

Videos

Examples of Reader's Theater:

<http://www.youtube.com/watch?v=P6X6M-THp2I>

Examples of Buddy Reading and Partner Reading:

<http://vimeo.com/49355586>

<http://www.learner.org/libraries/engagingliterature/buddies/>

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