Defying the odds: A research based reading program project guide

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Abstract
Despite a wealth of past studies investigating summer reading loss, summer reading programs, and the contributions of public libraries to reading promotion, school libraries lack a reading promotion guide using research based elements derived from best practices in public libraries’ summer reading programs to be used throughout the year in a school library context. For the months of August through May, promotional pieces were created and collated to provide teacher librarians an online guide for implementing a research based guide to reading success in a school library context. Activities were created to match at least four of the eight qualities identified in research as having contributed to a successful summer library reading program: Building relationships with students and caregivers, encouraging reading accountability for students and parents, encouraging positive independent reading habits, ample opportunity for library use, collaboration between the public librarian and teacher librarian, access for all students, including those of low socioeconomic status, informational and educational opportunities for caregivers, and providing program opportunities that appeal to male students. Questions addressed included how the public and teacher librarian can collaboratively encourage students and parents to become summer and lifelong readers and how teacher librarians can apply research based best practices of public library summer reading programs in a school library context. The documents are accessible through an online website for immediate and widespread access. Documents are organized on a monthly basis for ease of use and user-friendly navigation.

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This Research Project by: Megan Casey
Titled: Defying the Odds: A Research Based Reading Program Project Guide

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ABSTRACT

Despite a wealth of past studies investigating summer reading loss, summer reading programs, and the contributions of public libraries to reading promotion, school libraries lack a reading promotion guide using research based elements derived from best practices in public libraries’ summer reading programs to be used throughout the year in a school library context.

For the months of August through May, promotional pieces were created and collated to provide teacher librarians an online guide for implementing a research based guide to reading success in a school library context. Activities were created to match at least four of the eight qualities identified in research as having contributed to a successful summer library reading program: Building relationships with students and caregivers, encouraging reading accountability for students and parents, encouraging positive independent reading habits, ample opportunity for library use, collaboration between the public librarian and teacher librarian, access for all students, including those of low socioeconomic status, informational and educational opportunities for caregivers, and providing program opportunities that appeal to male students.

Questions addressed included how the public and teacher librarian can collaboratively encourage students and parents to become summer and lifelong readers and how teacher librarians can apply research based best practices of public library summer reading programs in a school library context.

The documents are accessible through an online website for immediate and widespread access. Documents are organized on a monthly basis for ease of use and user-friendly navigation.
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CHAPTER 1

INTRODUCTION

School’s out for the summer! Kids are signed up for swimming lessons, baseball practice has already started, and the popsicles are frozen. Summer is full of vacation plans, free time, and to-do lists, but where does summer reading fit into a child’s schedule? It is no secret that student schedules change when summer begins. Often with that change comes a decrease in the amount of time students spend reading, contributing to the phenomenon known in the world of education as summer reading loss or the summer setback (Smith & Brewer, 2007).

Problem Statement

Summer reading loss is characterized as the loss in reading skills over the summer months. The ramifications of summer reading loss run deeper than a simple loss of skills over the course of one summer. According to Smith and Brewer (2007), when students begin school with below expected grade level skills, the compounded loss of the summer setback over an elementary career can lead to dire outcomes. The researchers concluded that students who are not proficient readers by fourth grade will continue to underperform, even into adulthood. In addition, findings show that outcomes are even less desirable for students of low-income families. One study revealed that throughout the school year, low-income students were able to grow at the same level as their middle-income peers (Alexander, Entwisle, & Olson, 2007). However, over the summer months, the gap between low- and middle-income students widened. Specifically, Cooper, Nye, Charlton, Lindsay, and Greathouse (1996) surmised that summer vacation resulted in an approximately 3-month achievement gap between low- and middle income students.
Alexander et al. concluded that cost-effective alternatives to summer school may be the key to leveling the gap of the summer setback for all students, regardless of economic status. Programs such as public library summer reading programs may assist in filling this role.

Statistics from the American Library Association suggest that up to 95% of public libraries offer summer reading programs (Gravatt, 2015). In spite of wide availability, however, the authors note that parents must be involved to encourage students to utilize public library resources such as summer reading programs. Celano and Neuman (2007) show that children typically visit libraries with a parent or other caregiver. Thus, appealing to adults is essential for reaching students and promoting summer reading success.

In cases of low socioeconomic families, lack of access to library materials and resources may be substantial. Johnson (2000) notes that disadvantaged children “have less access to material resources such as books and computers, fewer enriching experiences such as family trips and summer camps, as well as fewer high-quality educational interactions with their parents, whose time and energy are often consumed by the challenges of struggling with poverty, raising a family as a single parent, and countless other obstacles” (p. 3). School librarians may be able to make connections among students, their parents, and public libraries, as well as specifically reach out to low income families who may not otherwise have contact with the public librarian.

The connection between school and public librarians is logical. Celano and Neuman (2007) state that the success of the library mission to ensure literacy of children in the United States “depends on the libraries’ willingness to collaborate with other
community agencies” (p. 15). Such collaboration to inform and excite parents, students, and other educators can reflect a joint effort to mitigate the summer reading setback and build a working relationship to promote future library use.

In a final report to the Los Angeles County Public Library Foundation, the Evaluation and Training Institute (2001) studied student involvement in a summer reading program. Their evaluations produced recommendations based on positive outcomes of student involvement in these programs. Recommendations included building a professional relationship between libraries and schools. It is suggested that partnerships be year-round and involve students at an early age to build a healthy relationship with the public librarian.

In brief, summer reading loss is most severe for those without access to reading materials (Johnson, 2000). Research shows that developing literacy skills at an early age is critical to future success (Celano & Neuman, 2001). Additionally, summer setback negatively impacts students’ reading abilities, especially for low income students (Johnson, 2000). In response to this, public libraries provide summer reading programs, yet access is not always possible for all students due to limitations such as low income status or lack of transportation to and from the library (Johnson, 2000).

Research based programs that involve both school and public librarians in seeking ways to eliminate these barriers and help all students access reading programs are needed. Understanding that developing literacy skills at an early age is critical to future success, teacher librarians and public librarians may bridge a summer reading setback gap as they work together to create a community of parents, educators, and librarians who can decrease the effects of summer reading loss through year-round reading promotion.
Summary of Problem Statement

Despite a wealth of past studies investigating summer reading loss, summer reading programs, and the contributions of public libraries to reading promotion, school libraries lack a reading promotion guide informed by accumulated best practices from public libraries’ summer reading programs that can be utilized throughout the year.

Purpose

This study will create and collate a range of activities informed by the research of best practices in summer reading programs in order for public and school librarians to collaboratively inspire students and parents to become summer and lifelong readers.

Research Questions

1. How can school and public librarians collaborate to inspire students and parents to become summer and lifelong readers?

2. How can teacher librarians apply research based best practices of public library summer reading programs in a school library context?

Assumptions/Limitations

The culmination of this project, a website of resources, will be free for access and use. The user may download, modify, and distribute all included documents without permission of the researcher. Grade levels will range from kindergarten through fourth grade. As such, each collaboration compiled may not be applicable to every grade level.
CHAPTER 2

LITERATURE REVIEW

The purpose of this study is to provide a range of activities to educate parents about the benefits of reading and inspire students and parents to become summer and lifelong readers. It especially aims to provide a collaborative development component to be readily used by teacher librarians and public librarians in order to promote reading throughout the school year. Prior research related to the current study fell into several categories: the reality of summer setback, successful summer reading programs, and limitations to summer reading programs.

The Reality of Summer Setback

Johnston, Riley, Ryan, and Kelly-Vance (2015) aimed to evaluate the effectiveness of a summer reading program that was designed to combat summer reading loss among elementary students, specifically examining the effects of a three-week summer reading program intended to minimize summer reading setback. The study took place over the course of three weeks before school started and allowed for a total of up to 27 hours of participation. Students involved included 13 participants and 35 nonparticipants in first through third grade, all from a small parochial school. Participants ranged in socio-economic status, with a school average of 68% of students utilizing free and reduced lunch services. Student results were determined by comparing pre- and post-test scores from the AIMS-web probe, a screening test that determines basic math and reading abilities. Johnston, et al. determined that students scored higher in the spring than in the following fall, demonstrating a summer setback. Results also showed that despite no variance in spring testing scores between participants and nonparticipants, those
attending the summer reading program scored significantly higher in the fall than nonparticipants and nonparticipants showed significant summer setback. Participants in the summer reading program also maintained fluency levels over summer months. As a whole, evidence from Johnston, et al. suggested that a summer reading program could maintain and even increase student reading achievement and offset the summer reading setback.

In another study of summer reading programs, Allington et. al (2010) examined whether or not providing free summer reading books to students could increase reading achievement. The study was conducted over a three-year period, comparing the reading scores of students who received free books for summer reading against a student control group who did not receive books. The approximately 1,300 students involved included a general student population as well as a subdivision of economically challenged students, selected by their eligibility to receive free lunch. To measure results, Allington et al. collected data from the state-mandated reading assessments of students after the third summer of involvement by which time students had progressed to fourth or fifth grade. The researchers were able to identify a significant gap between low-socioeconomic students and their peers in terms of a summer reading gap. The gap illustrated that the summer reading deficit is more detrimental to students of low-socioeconomic status, and concluded that providing free summer reading materials may assist in offsetting the summer reading setback.

An additional study regarding summer reading loss by Roman and Fiore (2010) focused on analyzing a comprehensive outlook using three main evaluative aspects: “Explore whether public library summer reading programs impact student achievement,
determine if there is a relationship between the intensity of service and student achievement, and focus on partnerships between public libraries and schools in helping children be successful readers” (pp. 28-29). The 367 participants in the study consisted of students finishing third grade and entering fourth grade the following fall, their parents, and teachers and library staff from eleven different sites. Data was collected over a 3-year period from formal interviews with students, teachers, and library staff, student pre- and post-test SRI (Scholastic Reading Inventory) scores, and summer reading logs. After a minimum of a 6-week summer library program conducted under the supervision of a paired teacher and public librarian, data collection indicated a number of positive results. Teachers reported that students ‘began the year ready to learn, had improved reading achievement, appeared to have increased reading enjoyment, were more motivated to read, were more confident in the classroom, read beyond what was required, and perceived reading as important” (p. 30). Researchers’ conclusions identified a future need to invest funds in summer reading programs (Allington et al., 2010), a need for teacher and public librarian collaboration (Roman & Fiore, 2010), and a need to recognize the role public libraries can play in lessening the education achievement gap and developing lifelong readers (Johnston, et al., 2015).

**Developing Successful Summer Reading Programs**

With the knowledge that the summer setback is detrimental, it is important to evaluate aspects of successful reading endeavors that could benefit summer reading programs. One such aspect is that of independent reading. A review by Cullinan (2000) presented findings that supported both independent reading for primary students and discussed the promotional aspects of independent reading. Independent reading is
described as reading that is not assigned, is not reported, and is not done for comprehension purposes. It is a “personal choice of the material to be read” (p. 1). Cullinan reviewed a number of studies that evaluated multiple aspects of independent reading across varying grade levels. According to Cullinan’s review of primary and elementary grades 1-5, “The amount of independent reading students do significantly influences their level of reading performance” (p. 5). Cullinan’s review also cited that even reading for small amounts of time was beneficial for students. As noted by the author, “The number of minutes spent in out-of-school reading, even if it was a small amount, correlated positively with reading achievement” (p. 5). Collectively, Cullinan’s insights into the positive outcomes of independent reading could impact the development of successful summer reading programs occurring during a time that students may be doing their highest amount of independent reading. Supporting students in a non-academic setting may help public librarians and school librarians benefit student reading skills.

Similarly impacting the development of successful summer reading programs, is Green’s (2007) study of survey outcomes for the E.C.READ’N (Eastern & Central Reading Encouragement and Development Network) summer reading program. Developed in New Zealand, the E.C.READ’N program is a summer reading program that is non-competitive, incentive-based and family oriented. The program had four primary goals: interest and encourage reading enjoyment, increase reading skills, increase caregiver involvement in children’s reading at home, and build relationships between the public and librarians to encourage regular library users. The 10-year program offered to children from preschool age to preteen was formatted to include a contract for
participants and caregivers to read together each day. Children that enrolled received a program kit for recording reading progress and a program of events. E.C.READ’N was evaluated by librarians in regards to “the appropriateness of program theme, quality of incentives and printed materials, the selection of books for the finale, and communication and information from committee” (p. 10). The program was evaluated by caregivers during a minimum of four interviews throughout the 6-week program. Evaluations were based on the “benefits to their child’s enthusiasm for reading and reading confidence, the value of each component of the program, and the effectiveness of the reporting in sessions” (p. 10).

Results of the evaluations were used to determine if funds allotted to E.C.READ’N were being used to effectively meet program goals. Outcomes showed that “reporting is the most valuable aspect of the program for the caregivers and the participants” (p. 6). Interview sessions were scheduled with caregivers, participants, and librarians to discuss the child’s book selection and offer encouragement. Reports also showed that librarians valued the reporting sessions as a way to learn more about book selections and the interests of their readers. Participant enrollment increased each year, from 2,712 in the first year to 3,856 participants in the tenth year. Based on increased participation, positive outcomes from caregiver and librarian surveys, and a participant consensus that reporting sessions were key to program success, librarians building personal relationships with library users and encouraging reading accountability between caregivers and children would be beneficial in building a successful summer reading program.
Information published by Tvaruzka (2009) discusses additional aspects of a successful reading program. Tvaruzka began offering opportunities for the community to visit the local college library, a place formerly not welcoming to community members and families. Based on previous research, Tvaruzka identified a need for academic libraries to connect to youth and deduced that other needs may be filled by building a program for students through the academic library. The author opened new storytime sessions, began a summer reading program, invited guests and community members into the library as program support, created volunteer opportunities, and offered new family programs for library users. As a result, Tvaruzka found that participation numbers increased, programming opportunities were more available, and new collaborations were formed as volunteers helped in a service learning capacity and events allowed for partnerships with outreach organizations. Briefly, Tvaruzka’s experience led to a positive reading program that helped to meet the reading needs of deserving students.

In summary, successful summer reading programs can be a reality when teacher librarians and public librarians work together to create programs that build relationships with families and encourage accountability in summer reading and independent reading endeavors (Green, 2007), provide ample opportunities for library users to utilize library services (Tvaruzka, 2009), and utilize summer as a time to support independent reading (Cullinan, 2000).

Limitations of Summer Reading Programs

Additional research shows that building a successful summer reading program could be difficult; teacher librarians and public librarians who seek to develop a program should be informed about obstacles they may need to surmount through evaluation of the
limitations that influence a positive summer reading experience. A study by Gordon and Lu (2008) examined certain limitations of summer library programs relating to participation of students who have been categorized as low-achieving. Authors explored the notion that the summer reading program of the past is outdated and that an updated, web-based version may be more appealing to students, especially those who are lower-achieving. With that in mind, the authors created a website that replaced the traditional summer reading program process. Gordon and Lu cited a number of changes to be made for a more appropriate summer reading program. Changes included accommodating multiple intelligences, making reading response activities more variable and relatable for students, encouraging reading for fun and free choice in reading selections, and suggesting alternative, less traditional reading material choices. The program was offered to 70 low-achieving students, grades 9 through 12. Of those 70 students, 59% did not participate. Results showed that only 42% of males participated while 72% of females participated. Reading interests of students leaned towards realistic fiction and away from fantasy, manga, comic books, and science fiction. Students preferred “being able to relate,” “things about real people,” and “stories about everyday life” (p. 7) when choosing reading material.

When surveyed, participants who had previously said they hated to read were in fact reading media other than books. In terms of benefits identified by students, learning life lessons was the top response followed by new knowledge, vocabulary, and grammar. It is important to note that lack of internet access was not noted as a reason for not participating. This research pertaining to low-achieving students has two main implications that may limit the development of a successful summer reading program.
First, low-achieving students who do not have realistic fiction reading options may not feel that the reading they are doing is important. Participants saw learning life lessons as the most important benefit of their reading. Thus, reading options must include realistic free reading choices. Finally, participants were predominantly female. This knowledge implies that current summer reading programs may be limited in appeal to male participants.

A study by Pribesh, Gavigan, and Dickinson (2011) focused on analyzing library services in relation to poverty rates. Of the over 600 teacher librarians who received a 22-question survey, there was a 30% return of response. The online survey data was based on teacher responses to better evaluate the relationship regarding school library statistics compared to poverty rates. Authors found that as the number of students living in poverty increased, library-based support decreased. Limitations including a decrease in library staffing, a lower number of new titles purchased per year (about 600 volumes in high-poverty schools compared to almost 1,400 volumes in schools with less than 10% poverty rates), a fixed library schedule, and a higher number of days that the library was closed. Overall, Pribesh and Dickinson found that “students who needed the most support,” were more likely “to have access to fewer school library resources than those attending schools with low concentrations of students living in poverty” (p. 13). Analyzing data reflecting poverty levels and library use gives a defined sense of the struggle high-poverty schools face when providing library resources for all students.

A final study regarding limitations for student readers published by Mraz and Rasinski (2007) evaluated a number of studies that examined the socio-economic status of families and its effect on summer reading setback. Authors concluded that “nearly
80% of the achievement difference between high-income and low-income students may be attributable to summer reading loss” (p. 2). Further, Mraz and Rasinski’s review showed that access to library materials is a key limitation to students of low socioeconomic status and is a barrier that isn’t solved in the home. Authors suggest that providing workshops and directly connecting with caregivers instead of just telling parents that reading is important, would be a valuable way to encourage parents to become involved in their child’s reading. Further, Mraz and Rasinski suggest that setting up specific reading schedules in the home and celebrating time spent reading could encourage reading and help minimize the summer reading setback. Authors assert that “Of all the activities in which children engage outside of school, time spent actually reading is the best predictor of reading achievement” (p. 2). Overall, Mraz and Rasinski’s review provides evidence that limitations to access of library materials may be lessened by working with parents to promote reading as well as by providing greater access to library materials.

Collectively, the research studies in this section demonstrate that limitations can hinder a successful summer reading program in numerous ways. In order to combat these limitations, summer reading programs must appeal to male students (Gordon & Lu, 2008), provide increased access to low socioeconomic families and low-achieving students (Pribesh & Dickinson, 2011), and work with families to inform caregivers about the importance of summer reading as well as encourage parents to promote time spent reading (Mraz & Rasinski, 2007).
Summary

Varying success and limitations regarding summer reading programs and the summer setback may contribute to the design of a successful reading program guide. Research shows that public libraries can be responsible for lessening the achievement gap and creating lifelong learners (Johnston et al., 2010). Additionally, public library reading programs can help create reading accountability between caregivers and students (Green, 2007) and help to inspire student reading success through encouraging positive independent reading habits (Cullinan, 2000). Research findings regarding successful reading endeavors reveal a need for public librarian and school librarian collaboration (Roman & Fiore, 2010), financial investment in summer reading programs (Allington et al., 2010), and ample opportunities for library use (Tvaruzka, 2009). Additional research findings show the necessity for programs to appeal to male students (Gordon & Lu, 2008), increase access to low socioeconomic families (Pribesh & Dickinson, 2011), and inform and educate caregivers while establishing positive relationships through direct contact among public librarians, school librarians and families (Mraz & Rasinski, 2007). In summary, prior evidence regarding summer reading programs and positive literacy experiences may inform development of a successful reading program guide to be used in a school library context as an avenue to inspire continued reading.
CHAPTER 3

METHODOLOGY

Much research has been conducted to measure the contributions of public libraries in early reading development, the regression of student reading skills over summer months and limitations that contribute to regression, and the benefits of participating in a summer reading program. The purpose of this study is to create and collate a range of activities derived from the research of best practices in summer reading programs for public and school librarians to collaboratively inspire students and parents to become summer and lifelong readers.

Description

Teacher librarians will use this program to educate parents throughout the school year about the benefits of summer reading and inspire students and parents to become involved in a summer reading program. The school librarian, public librarian, and teachers in the Mount Vernon Community School District will have full access to a website that will link users to activities, information, and additional program collection components. Participation through the website and activities scheduled throughout the year involving both the school librarian and public librarian will be encouraged, culminating in the opportunity to join the summer reading program through the public library.

Procedure

As the researcher, I reviewed numerous research studies to determine the ramifications of the summer setback, limitations to successful reading endeavors, barriers to participation in summer reading programs, as well as aspects of successful summer
reading programs. The Mount Vernon School District calendar year runs from the end of August through the end of May. In collaboration with the public librarian, I developed a total of ten activities or projects for the promotion of year round reading. Content inclusion was determined based on previous research discoveries as previously noted in the review of literature. I oversaw the administration of the website and program activities, involved teachers in an evaluation of the website for ease of use, and sought their suggestions for change prior to release of the final product. When designing the website, I referred to a website template suggestions by the Virtual Learning Commons (2015), a library website with emphasis on social learning, connection, and collaboration. Layout features, ease of use decisions, and supporting content were determined based on suggestions by the Virtual Learning Commons. The introduction page briefly appeals to users and overviews the need for this program, and provides contact information for the author. Subpages contain links to month by month program activities, informational resources, and the school and library websites.

Limitations

To be included, projects had be free for library users. The inclusion and creation of most projects was determined in collaboration between the public librarian and the school librarian. Projects were limited to ten months per school calendar year to assure quality opportunities for students. Program design limited the intended audience to kindergarten through fourth grade students. Collaboration between the public and school librarian assumes an already established professional relationship.
CHAPTER 4

PROJECT

The project is a website with access to a ten-month reading program guide designed to encourage reading in a school library context to be implemented during the school year. Based on key factors contributing to a successful summer reading program, monthly promotional activities and supporting documents were created and included using the criteria that they demonstrate at least four of the eight contributing success factors. Per the literature review, the eight contributing factors are building relationships with students and caregivers (Green, 2007), encouraging reading accountability for students and parents (Green, 2007), encouraging positive independent reading habits (Cullinan, 2000), ample opportunity for library use (Tvaruska, 2009), collaboration between the public librarian and teacher librarian (Roman & Fiore, 2010), access for all students including those of low socioeconomic status (Mraz & Rasinski, 2007), informational and educational opportunities for caregivers (Mraz & Rasinski, 2007), and providing program opportunities that appeal to male students (Gordon & Lu, 2008).

Resources are organized using a monthly structure, and downloadable documents may be adapted by individual districts to best meet the user’s needs. See Appendix A for a printed version of the website. The website in its entirety may be viewed at http://defytheoddsandread.weebly.com/.
CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Summer reading loss can be detrimental for a student’s ability to reach their full reading potential. Past studies regarding summer reading loss show that students who do not read over summer months not only suffer during school years, but may even underperform into adulthood. For students of low socioeconomic status, the effects of the summer reading slide can have even deeper adverse effects. A number of successful summer reading programs have been developed to combat the loss of reading skills over summer months, each recognizing a set of factors that make the programs successful. This project was developed to ultimately combat summer reading loss and its lasting effects. The project’s creation was based on the qualities of successful public library summer reading programs and made to be implemented during school months in a school library context in order to encourage reading year round, creating both summer and lifelong readers.

Summary

For the months of August through May, promotional pieces were created and collated to provide teacher librarians an online guide for implementing a research based guide to reading success in a school library context. The activities in this guide were created to match at least four of the eight qualities identified in research as having contributed to a successful summer library reading program. Based on a literature review, the eight factors were defined as building relationships with students and caregivers (Green, 2007), encouraging reading accountability for students and parents (Green, 2007), encouraging positive independent reading habits (Cullinan, 2000), ample
opportunity for library use (Tvaruska, 2009), collaboration between the public librarian and teacher librarian (Roman & Fiore, 2010), access for all students including those of low socioeconomic status (Mraz & Rasinski, 2007), informational and educational opportunities for caregivers (Mraz & Rasinski, 2007), and providing program opportunities that appeal to male students (Gordon & Lu, 2008).

Documents and activities were created to be modified by the user as necessary in order to best serve individual school districts. For immediate and widespread access, the documents are accessible through an online website. Documents are organized on a monthly basis for ease of use and user-friendly navigation.

Conclusions

Two questions were addressed through the research process. The first explored how school and public librarians could collaborate to inspire students and parents to become summer and lifelong readers. Green (2007) addresses collaboration between public and school librarians as a success factor of public library summer reading programs. In the context of this reading promotions website project, I incorporated collaboration with the public librarian on a variety of levels. The public librarian is introduced to parents in a welcome letter beginning in August and the presence of the public librarian in a school context is carried through the year. The public librarian serves as a judge for a cake decorating auction, is a guest reader throughout the year, is key in facilitating public library field trips and encouraging applications for public library cards, purchases wish list titles at student request, and coordinates all pieces of the summer reading program. Additionally, the public librarian visits often to serve as a presence in the school building.
In order to monitor the effectiveness of the reading promotions website project, I sought formative feedback from teacher colleagues and the public librarian about some of the activities. Their suggestions focused on how students utilized reading promotions as an opportunity to be involved in reading endeavors both during and outside of school hours. Evaluators also discussed their appreciation for a collaborative effort by the teacher librarian and public librarian to appeal to more students than they had worked with previously. I learned from this that a collaborative relationship between the public librarian and teacher librarian is a top priority for developing a reading promotion guide that is rich in opportunities for teacher librarians to best serve students and parents in a school district. I recommend that students have maximum experiences to meet and various opportunities to build relationships with the public librarian in the hope that the public librarian will be seen as a trusted resource for current and future reading endeavors.

The purpose for including the public librarian was two-fold. I needed to build a working relationship with the public librarian, and I needed to make her feel welcome in the school library. As collaboration increased, we were better able to serve students throughout the school year. For example, I invited the public librarian, Ms. Boggs into the library in August to meet students. By her second visit, the majority of students recognized Ms. Boggs and associated her with the public library. Each December, Ms. Boggs chooses library books that the school library does not own to share with students. She also invites all students to create a wish list of books for the public library to purchase. I was surprised to learn from Ms. Boggs that students whom had never visited the public library had followed through with the wish list activity and actually checked
out the requested books. My experiences thus far have shown that the more opportunities students have to spend time with the public librarian, the more likely they are to engage in conversation with her outside of class, attend free movie afternoons, attain a library card, check out books from the public library, and sign up for the summer reading program at the public library. As an educator, I have been encouraged to continue educating myself in ways to collaborate with the public librarian and other teachers in my building to ensure that the needs of students are met at the highest level possible.

The second question addresses the application of research based best practices of public library summer reading programs to a school library context. Activities were designed and included based on the criteria for best practices in successful public library summer reading programs as outlined in previous research. The list of successful factors included providing free or low-cost promotions to bridge a gap in access between low- and middle income families, increased parent involvement and accountability, providing ample opportunity for library use, and encouraging positive independent reading experiences. Additionally, success was dependent on the teacher librarian’s effort to connect families with the public library and to work collaboratively with the public librarian to introduce year-round reading support and to help facilitate relationship building with students at an early age.

Some reading guide promotions were included based on research of common barriers contributing to the summer reading slide. When creating promotional activities, barriers to overcome included a lack of access to libraries, a decrease in library services in cases of high poverty, and the need to encourage reading skill building at an early age.
I concluded that all reading promotions included in the reading guide be divided among ten months of programming leading up to the start of the public library’s summer reading program, thus allowing year round support for student reading success. I also determined that based on key factors contributing to a successful public library summer reading program, promotional activities and supporting documents would be included based on the criteria that they demonstrate at least four of the contributing success factors per month. I considered the age range, skill levels, and wide-ranging interests of student readers at Washington Elementary and incorporated promotional activities that appealed to a broad audience of students and were appropriate for a collection of age and skill levels.

By creating this project, I learned that even the smallest of reading challenges on my part can have a dramatic effect on student reading success. Students were encouraged to know that teachers in the building were supporting each page they read. Students who were historically non-readers were encouraged by activities like creating and reading graphic novels, reading in their closet to a dog during the 40 Day Challenge, partner reading to a kindergarten buddy during free time, and even dressing silly to celebrate the contributions of Dr. Seuss. While teachers served an integral role in facilitating monthly activities, the heart of focus was always student success. However, it surprised me to learn how many classroom teachers and administrators were encouraged to participate in monthly activities. Implementing these projects was truly a team effort, and teachers appreciated the support of both the teacher librarian and the public librarian, and they were happy to incorporate new technologies into their classrooms.
This project presents a range of activities founded upon the research of best practices in summer reading programs for public and school librarians to collaboratively inspire students and parents to become summer and lifelong readers. This guide will be used during school months in hope that participation will contribute to continued reading success over the summer months. Teacher librarians may navigate all resources online for convenient access.

**Recommendations**

Using an online resource for disseminating information within a district and to other professionals in a similar field can be an efficient avenue of access for all users. Creating documents that can be easily modified to best serve individual building needs is essential for ease of use and for creating support resources that can be abundantly utilized. Further, an online guide can be updated by the creator at any time, offering the latest and best resources for users.

The researcher recommends further exploration of options to meet the needs of students who have limited access to libraries during summer months. Possibilities may include mobile libraries, book delivery services to daycares, opening libraries during evening hours, and pursuing means for keeping any costs of reading activities low.

Additionally, the research recommends that an online site be created to increase the resources available online for parents. Resources may address a variety of topics from book suggestions to summer reading tips and tricks. To further expand interest, a greater appeal could be placed on encouraging young male readers. The researcher recommends an exclusively male book club, or a competition between boys and girls to spur reading in the male population.
The researcher has implemented some of the resource guide in her district already, and intends to implement this programming guide in full, beginning in the fall of 2017. The researcher plans to share this resource with recent teacher librarian graduates, the public librarian in Mount Vernon, and on the district library website.
REFERENCES


Virtual Learning Commons (2015, April 15). *Virtual learning commons template.* Retrieved from https://sites.google.com/site/templatevlc/home
APPENDIX A

RESEARCH BASED READING PROGRAM PROJECT GUIDE

Website in full available at http://defytheoddsandread.weebly.com/

Home

About

Welcome to Wenonah Elementary School's resource guide to creating a successful summer reading program. Strategies, activities, and fun combine to offer a program for encouraging students, parents, and school staff to work together for student reading success. This guide will be utilized during the school year, in hopes that participation will contribute to continued reading success over summer months.

Research shows that relationships with teachers, librarians, parental involvement, and free reading choice, among other factors, contribute to a successful public library summer reading program. These key practices included building relationships with students and caregivers, encouraging reading accountability for students and parents, encouraging positive independent reading skills, ample opportunity for library use, collaborations between the public librarian and teacher librarian, access for all students, including those of low socioeconomic status, international and educational opportunities for components, and providing program opportunities that appeal to male students, were used as a guideline for creating and cultivating inclusive activities. As participants enjoy monthly reading activities at school, they soar to be accountable, stay involved, and grow to be summer and lifelong readers.

Teacher librarians, public librarians, classroom teachers, and other educators are welcome to use and adapt the resources on this website to best fit your school program. Enjoy reading!

Please check the resources available on our home page
For direct access to the Research Based Reading Program Guide, please make EXPLORE be on

About

Welcome!

My name is Megan Cline and I am entering my second year as the full-time teacher at Wenonah Elementary School. I teach fourth grade math and love sharing my love of reading with students. In my first year, I read to my students daily.

A love of reading is what drove me, as a child, to work for the public school system. I believe that reading is vital for a student's success. The research confirms this idea. True, most research indicates that reading programs have a positive impact on student achievement and proficiency for encouraging students to read with success.

As a student teacher, I learned that students of all ages, at all levels, should be encouraged to read. The Summer Reading Program is designed to help students develop a love for reading during the summer months.

My research paper, Defying the Odds: A Research Based Reading Program Guide, includes background information on the importance of summer reading programs and a model for creating a program to encourage students to read during the summer months. I created and designed the model with the support of my advisor, Dr. Cathleen D. Boggino, and with assistance from my fellow graduate students.

Acknowledgements:

I would like to acknowledge my advisor, Dr. Cathleen D. Boggino, public librarian at Canal Point Library, for her expertise and support in the project, and the continued support of my students and staff at Wenonah Elementary.

Image credits can be found on the bottom of the resources page.
Explore

The Summer Slide

Choose from the following links for month's activities for school use. Each activity may be adapted to meet your program as necessary. The documents included may also be downloaded and printed to adequately serve individual districts.

In each month, efforts are made to appeal to as many students as possible, with much emphasis on full integration for students of all academic ability levels. Because families that may struggle financially may also struggle to attend school events during daytime hours, we encourage you to share as many activities with parents as possible. Videotaping and posting presentations to the school webpage, sending home updated news with photos, sharing the latest projects on the school website, and offering evening access to the library are just a few of the options for including all families.

As you explore the links below, consider each monthly activity and how it may be adjusted to serve your students in the best way possible.

The Summer Slide

The Summer Slide is described as the annual loss of academic skills over the summer months, as children fall behind on some of the achievement gained during the previous school year.

Research based programs that involve both school and public librarians in seeking ways to minimize summer reading loss and help all students have successful reading experiences are needed. Understanding that developing literacy skills at an early age is crucial to future success, and teacher librarians and public librarians may bring a summer reading excitement as they work together to create a community of parents, educators, and librarians who can decrease the effects of summer reading loss.

ADDITIONAL RESOURCES REGARDING SUMMER READING MAY BE FOUND ON THE RESOURCES PAGE.
AUGUST

August is a month of transition in a school setting. Students must adjust, adapt, and assume the new expectations that come with the school year. Teachers too begin the season preparing for new lessons, new students, and new challenges. It is the period where the excitement of summer wanes, and the days begin to lengthen. The beginning of the school year brings a mix of fresh starts, new friends, and new academic goals.

AUGUST

On the first day of school, it is important toธร the students and get them oriented to their new environment. Introduce yourself and the other teachers, and make sure everyone feels comfortable. This is also a good time to set the ground rules for the classroom environment. Establish clear expectations for behavior and learning, and make sure students understand what is expected of them.

Elementary students will benefit from a structured approach to their new environment. Here are some tips for making the transition as smooth as possible:

- Establish a routine and stick to it daily.
- Provide clear and consistent instructions.
- Encourage students to participate actively in class discussions.
- Offer support when needed.
- Celebrate successes and progress.
- Foster a positive and safe learning environment.

Welcome to School Letter to Parents

[End of page]
Welcome to Washington Elementary Library!

My name is Megan Casey, and I serve as the full-time teacher librarian at WE. I am so excited to be working with your student and am looking forward to continuing great work in the library for the coming year. Along with regular scheduled class visits to the library, I will be working collaboratively with teachers in their classrooms and in the library as well as connecting with our public librarian, Cathy Sloggs. I am also planning school-wide reading promotions, book clubs, and Skype sessions among other awesome opportunities for our students, staff, caregivers, and community.

On an educational level, I truly believe that reading success depends on a number of factors, from positive independent reading habits to public and school library collaboration, and library accessibility to building relationships with caregivers and students. On a purely selfish level, I love to read. And I can’t wait to share my reading adventures with your students and hear what they have to teach me!

Throughout the year, my top priority is to best serve your students. In order to do so, I have planned a number of activities that may appeal to students at all levels. School-wide events such as our cake decorating and silent auction and 40 Day Challenge offer a collective effort to promote fun and reading while smaller group activities serve as a way for me to connect on a more personal level with our students. Each activity is designed to engage and support students, and encourage a lifelong love of reading.

As caregivers, I’m sure you want to give your students the best opportunities available - and I can help! We offer informational meetings about summer reading programs, morning meeting times to get to know each other, and you can contact me at any time with questions or concerns.

The library offers equal access for all users, and the library is open for use during regular school hours. For weekend and after school use, we can help connect you to the public library and the amazing opportunities Cathy Sloggs has to offer.

We welcome you to stop in the library and take a brief tour during Washington Elementary’s open house evening. I look forward to getting to know you and working with you over the coming year! Please use our online resources as a guide to what WE Library has to offer outside of our building walls. Again, welcome to YOUR library. I am so excited for what this year will bring and I thank you for the opportunity to serve your students!

Megan Casey
Teacher Librarian, Washington Elementary
mcasey@mvcsd.k12 ia.us

Mount Vernon Elementary website: https://we.mvcsd.k12 ia.us/
Washington Elementary website: https://we.mvcsd.k12 ia.us/we-library.html
Hello!

Your student is invited to participate in book club! Our book club is optional and open to any third and fourth grade students who wish to read one or more of our book selections. When students join book club, we check a book out to them and they read the book on their own or with an adult. Once the class is finished, we meet during lunch to discuss the book, play Jeopardy with book facts or enjoy another activity, and talk about what we've read lately.

Each time we begin a new book, students have the option to join or sit out a round, the choice is completely theirs!

This is one of my favorite pieces of the library program, and I can't wait to get started this year! We will begin handing out books next week and rotate through classes as books become available. A list of titles is below in case you would like to read a copy in advance, or join your child in reading the book. We encourage all students to read if they want to, regardless of reading ability—reading with an adult or sibling is a great way to enjoy books together!

Please contact me if you have any questions!

Megan Casey
Teacher Librarian
moasey@mountvernon.k12.iq.us

Third grade book list:

- Spacedeadz by Jon Scieszka
- Bad Kitty Meets the Baby by Nick Cravat
- Marty McGuire by Kate Messner
- Marty McGuire Digs Worms by Kate Messner
- Liar & Spy by Rebecca Stead
- The Sasquatch Escape by Suzanne Selfors
- The Maze of Bones by Rick Riordan (39 Clues, Book 1)

Fourth grade book list:

- Wonder by R.J. Palacio
- Treasure Hunters by James Patterson
- Treasure Hunters: Danger Down the Nile by James Patterson
- The One and Only Ivan by Katherine Applegate
- Roller Girl by Victoria Jamieson
- One for the Murphys by Lynda Mullaly
- The Desperate Adventures of Zero and Alya by Jane Kelley
- Book Scavenger by Jennifer Chambliss Beddow
Washington Elementary Birthday Books

Great news! We are happy to announce the Birthday Book program at WE Library!

What is the Birthday Book program? The Birthday Book program is a way to help our students celebrate their birthday while helping our library stay current with new books. We love to offer students the best and newest titles and it’s so thrilling to see them excited to read!

How it works:

We have created a wish list on Amazon of book titles we would like to add to the library.

You can purchase a book from the list prior to your child’s birthday and bring it to the library. OR
You can select a book from the list, give the school the title and a check made out to the school for the cost of the book. We will then purchase the book for you.

Upon delivery, we will put a birthday sticker in the front cover that shows the year donated and name of your student. Your child will have first chance to check out the book and share it with their family. When they are finished, they will return it to the library and it will be put into our collection for other students to check out.

This is a completely voluntary program for families who choose to participate. If you would like to participate but do not have the financial ability at this time, please contact the WE office to discuss options for participating in the birthday book program. We also welcome monetary donations to the birthday book program so we can continue to support all children participating.

The following link will take you to our Washington Library wish list
https://www.amazon.com/gp/registry/wishlist/26FCTZMKGJ0JDG/ref=cm_sw_em_r_a_wb
You can purchase the book from any store or supplier you like. Amazon is simply a central spot where we can manage our list.

Thanks for your consideration of making Washington Elementary Library part of your birthday celebration. Please feel free to contact Megan Casey, Teacher Librarian, or Kate Stanton, School Principal, with any questions you may have.
September Supporting Documents

Field Trip to Cole Library

Your student will be walking to Cole Library for library tours on _____________. Mrs. Boggs, the public librarian, will be showing us around the library, talking about the inner-workings of a public library, sharing a book talk with us, and introducing us to all that Cole Library has to offer! As a part of the trip, students are able to obtain a library card with permission from parents. Attached is the permission form to be completed by a parent if you wish for your child to have a library card. All forms need to be returned by _____________. Please have your student wear walking shoes on the day of their trip. If we have rain, the trip will be postponed to _____________.

Please contact me with any questions or concerns! Thank you!

Megan Casey
mcasey@mountvernon.k12.la.us
Teacher Librarian, Washington Elementary
Dear Parents,

As the school year is getting into full swing, I want to invite you to enjoy another wonderful opportunity for your child. I would like to add your child to our community of library users and issue them a public library card. If you would like your child to have a library card please mark on the appropriate line below and return it to their classroom teacher.

When you visit the library, your child will have access to reading materials and events to support their reading habits and involve them in everything a public library can offer. Weekly events include Lego Club, crafting, early out movie afternoons, and of course the summer library reading program when the school year comes to a close.

Events are not limited to children! We would like to invite adults to experience the library through checking out materials and social groups like knitting club, community book talks, and the All Iowa Reads group.

We look forward to serving your family at Cole Library, Mount Vernon's Public Library.

Sincerely,
Cathy Egges
Public Library Director

____ Yes, please issue my child a library card
Child's name________________________________________
Address __________________________________________
____________________________________________________
____________________________________________________
Phone = ____________________________________________
Parent's name ______________________________________
Parent or child's email address:
This email request is for library notifications to allow the patron to know when materials are due, overdue, or books on hold are ready to be picked up.

____ My child already has a library card from Cole Library

____ My child is not ready for his/her own library card.
Greetings Parents and Families!

The Scholastic Book Fair is coming to Washington Elementary! The book fair will be open during scheduled conference times and during the school day from 8am until 3pm the week of conferences. The book fair is a great way to explore new titles and better evaluate reading materials that are available for all reading levels.

The book fair begins ___________ and will end ___________ at 8pm. Students will tour the book fair during scheduled library times and create a wish list, and may also purchase books during this time with caregiver permission. Each student will also receive a book fair flyer that shows some of the material available. If attending the fair in person is not feasible, you may also visit the online store at ___________.

As a bonus, all students will be entered into a raffle drawing for scholastic dollars to be spent at the book fair. We will give away three gift certificate prizes of $25 each.

Even if you do not wish to purchase books at the fair, we would love to see you! If you are interested, please contact us about volunteering at the book fair or just drop in after conferences for a brief hello! Hope to see you soon!
Join us for

Books & Bagels

Not sure what your child is reading? Is it too easy? Too hard? What can you do to encourage more reading at home? Let us help!

What is Books & Bagels?

Books & Bagels is an opportunity to visit the library, listen to a brief book talk about the newest additions to our library collection, ask questions, pick up a few at-home reading tips for your student, and enjoy a morning with the teacher and public librarians.

Books & Bagels schedule:

Kindergarten: ______________________
First Grade: ______________________
Second Grade: ____________________
Third Grade: _____________________
Fourth Grade: ____________________

Free childcare is available courtesy of Kids Club Washington. Please contact me at ____________ to RSVP to attend Books & Bagels and/or register for childcare.

We are looking forward to seeing you for a morning of learning, food, and fun!
The following is a sample of books that combine a variety of narrative nonfiction, fiction, and graphic novels to share with parents at a Books & Bagels Booktalk.

SAMPLE BOOKS & BAGELS BOOKTALK SUGGESTIONS

KINDERGARTEN
I Will Take a Nap, Mo Willems
I Am Yoga, Suzanne Verde
The Princess and the Pony, Kate Beaton

FIRST GRADE
The Book with No Pictures, B.J. Novak
Heidi Heckelbeck series, Wanda Coven
Rabbit & Robot & Ribbit series, Cece Bell

SECOND GRADE
Geronimo Stilton, graphic novel series,
Race the Wid series, Kristin Earhart
Nerdy Birdy, Aaron Reynolds

THIRD GRADE
The Sasquatch Escape, Suzanne Collins
Fabulous Frogs, Marin Jenkins
Tales from Recknow Drive series, Kate DiCamillo

FOURTH GRADE
Book Scavenger, Jennifer Chambliss Bertman
Giant Squid, Candace Fleming
Here Lies Lita, Defa Ray
NOVEMBER

Elements of a successful science project that can be assessed include:
- Sufficiently independent among teams
- Adequate participation for every student
- Tasks for students involving more than one sub-program level. Student participation is necessary, but sub-program requirements are not absolute. The teacher is the key factor in determining requirements for reaching the target. The teacher is expected to ensure that students are comfortable with the project and that they have a sense of accomplishment.

Project Challenge Documents

A. Project Challenge Description
B. Project Challenge Evaluation
C. Project Challenge Assessment
**40 Day Challenge Instructions**

Our hope with the 40 Day Challenge is to encourage students' creativity in reading. We want students to know that you can have an adventure anywhere and anytime with a book.

At the beginning of the 40 Day Challenge, students will receive a bookmark checklist that matches the teacher checklist. As students read, they will check off challenge locations on their own list. When students have completed tasks, they will report back to their teacher to complete the class list. Challenges may be completed at school, at home, and of course, in any of the locations on the checklist.

For grades EC-1: Students must complete ten minutes of reading per challenge. If a student wants to double up on challenges, they could, for example, read under a tree AND to a dog. That would require twenty minutes of reading to complete both challenge items.

For grades 2-4: Students must complete twenty minutes of reading per challenge. If a student wants to double up on challenges, they could, for example, read under a tree AND to a dog. That would require forty minutes of reading to complete both challenge items.

The class in each grade level that completes the most challenges will win a prize pack. If there is a tie for the most challenges completed, we will draw one class from each grade as the winner.

The challenge will begin on _________ and ends _________ . I will have all materials for students and your rooms in your mailboxes by Friday. Please hand out materials Friday so that it is a fair start date building wide. Please let us know if you have any questions! Enjoy!
### 40 Day Challenge: 40 Locations in 40 Days

**Classroom Checklist for: ________________________'s Class**

<table>
<thead>
<tr>
<th>Location 1</th>
<th>Location 2</th>
</tr>
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<tbody>
<tr>
<td>in a bed</td>
<td>in another state</td>
</tr>
<tr>
<td>in a car</td>
<td>in the sun</td>
</tr>
<tr>
<td>in a library</td>
<td>in the shade</td>
</tr>
<tr>
<td>with a dog or cat</td>
<td>near a body of water</td>
</tr>
<tr>
<td>under a tree</td>
<td>on a slide</td>
</tr>
<tr>
<td>in a closet</td>
<td>in a tent</td>
</tr>
<tr>
<td>on a couch</td>
<td>in a playhouse</td>
</tr>
<tr>
<td>on the floor</td>
<td>on a deck</td>
</tr>
<tr>
<td>in the kitchen</td>
<td>in a lawn chair</td>
</tr>
<tr>
<td>in your pajamas</td>
<td>on a sidewalk</td>
</tr>
<tr>
<td>while it rains</td>
<td>under a blanket</td>
</tr>
<tr>
<td>in your classroom</td>
<td>on a rug</td>
</tr>
<tr>
<td>on a swing</td>
<td>while a parent is reading</td>
</tr>
<tr>
<td>in a park</td>
<td>on the grass</td>
</tr>
<tr>
<td>with a friend</td>
<td>at a desk</td>
</tr>
<tr>
<td>with family</td>
<td>on a piano bench</td>
</tr>
<tr>
<td>to a teacher</td>
<td>lying on your belly</td>
</tr>
<tr>
<td>on the bus</td>
<td>by the washer and dryer</td>
</tr>
<tr>
<td>with a flashlight</td>
<td>on a pillow</td>
</tr>
<tr>
<td>in a hallway</td>
<td>in a rocking chair</td>
</tr>
</tbody>
</table>
December Supporting Documents

Email Draft for Staff

Good Morning Staff!

I'm excited to announce that Ms. Cathy Boggs, our public librarian, will be coming again this month to meet with our students! She will be reading a few winter and holiday books with students during our regular specials classes. Additionally, Ms. Boggs will be offering a wish list opportunity for students and staff. We have lists available for students to request she purchase new titles for the public library. She has also offered to look into purchasing any titles that you feel may be helpful for the public library to have. Please stop in the library at your convenience and complete a wish list, and encourage your students to begin thinking about books they may want to include in their own wish lists. Thank you for your continued support! I can't wait to see what ideas you have!
MY WISH LIST OF BOOKS

Student Name: ____________________

1. ____________________
   Author: ____________________

2. ____________________
   Author: ____________________

3. ____________________
   Author: ____________________

4. ____________________
   Author: ____________________

5. ____________________
   Author: ____________________

6. ____________________
   Author: ____________________

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   Author: ____________________

8. ____________________
   Author: ____________________

9. ____________________
   Author: ____________________

10. ____________________
    Author: ____________________

11. ____________________
    Author: ____________________

12. ____________________
    Author: ____________________

13. ____________________
    Author: ____________________

14. ____________________
    Author: ____________________


JANUARY

DEFYING THE ODDS: A RESEARCH BASED READING PROGRAM
PROJECT GUIDE

HOME ABOUT EXPLOR THE SUMMER SILE AUGUST SEPTEMBER MORE.

JANUARY

The learning mindset guide for teachers and partners during the month of January is designed to focus on a specific population—students who are seen as at risk for reading failure. Students are identified as at risk if they are struggling readers and students who do not meet certain threshold goals in reading or language arts, or if they are below grade level in reading or language arts. The goal of the program is to help these students achieve success in reading and language arts.

The goal of the program is to help students develop a growth mindset and a belief in their ability to succeed in reading and language arts. This is accomplished through a variety of strategies, including:

- Setting specific, measurable, achievable, relevant, and time-bound (SMART) goals.
- Providing regular feedback and support to help students track their progress.
- Encouraging a positive attitude towards learning and a willingness to take risks in the learning process.
- Celebrating successes and learning from failures.

The program is designed to be flexible and adaptable to the needs of individual students, with a focus on providing targeted support to help students develop effective reading and language arts skills.

In summary, the learning mindset guide for teachers and partners during the month of January is a valuable resource for helping students develop a growth mindset and achieve success in reading and language arts. By following the strategies outlined in the guide, teachers and partners can provide effective support to help students achieve their goals and succeed in their learning.

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Note: The above text is a sample translation and may not fully capture the nuances of the original document.
DIRECTIONS:

1. SET YOUR READING GOAL. YOU CAN CHOOSE A NUMBER OF MINUTES TO READ, OR A TOTAL NUMBER OF BOOKS YOU WANT TO READ.

2. TRACK YOUR READING AS YOU GO! COLOR IN THE LADDER CHART SO YOU KNOW JUST HOW MUCH YOU HAVE ALREADY DONE! IF YOU NEED ANY HELP, ASK MRS. CASEY OR YOUR TEACHER!

3. GOOD LUCK ON MEETING YOUR GOAL! YOU CAN DO IT!
FEBRUARY

Birthdays are fun. Take the time to celebrate them. This month, we celebrate several at Lakeside Elementary. February is a month filled with events that make our community come together.

- February 1st: Valentine's Day
- February 7th: Mardi Gras
- February 14th: Valentine's Day (continued)
- February 28th: Groundhog Day

At Lakeside, we celebrate birthdays throughout the year. Each month, we honor our students' birthdays with a special cake and song. This month, we celebrate several birthdays, including:

- February 5th: John Smith
- February 12th: Lily Rose
- February 20th: Alex Anderson
- February 23rd: Emily White

We also celebrate the birthdays of our teachers and staff. This month, we honor:

- February 8th: Mr. Brown
- February 15th: Ms. Green
- February 21st: Mrs. White
- February 27th: Mr. Black

Lakeside Elementary is a special place where we come together to celebrate life. We look forward to seeing everyone at our February events.

---

Cake Auction Supporting Literacy

- Building relationships with students and families
- Encouraging a love for reading and literacy
- Providing opportunities for fun and learning
- Creating a sense of community and togetherness

To participate in the Cake Auction, please visit our website for more information.
Greetings from Washington Elementary Library!

We are excited to announce we are continuing our 'You Take the Cake' cake decorating auction and competition.

On ____date____, we encourage families to read a chosen book together, and create and deliver a book-themed, decorated cake to the elementary library. Cakes will be auctioned off in our silent auction. Students, parents, and community members are welcome to participate in the auction. In addition, cakes will be judged by many of our elementary volunteers.

The winners of the top three places will win the honor of choosing a new book to be purchased for the library. This opportunity is completely voluntary and is just a fun family occasion that we want to share with you.

The profits from the cake auction will go straight to the library fund for purchasing new books, sponsoring library activities, and financial assistance for the birthday book fund.

As a bonus, our public librarian, Cathy Boggs will be attending the all-day event to help judge, meet families, and get to know students. If you have yet to meet her, please stop in and say hello!

Our schedule for the day will be as follows: 
8 am-10:30 am: drop off cake entries to the library 
11-6 pm: silent auction/viewing
6:30-7 pm: pick up for auction winners

Please contact us if you have any questions regarding this event. We hope to see you and your culinary artistry here on ____date____. If you find your artistry lacking, please join us with your desire to eat cake!

______name______, Teacher Librarian
## 2017 CAKE AUCTION DELIVERY

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March Supporting Documents

TEACHERS AND STAFF:

The following note will be sent home to families and posted on the school and library website. As noted below, each day of Read Across America Week has an activity planned to celebrate Dr. Seuss and a love of reading. Please let me know if you need any assistance in securing a guest reader for your classroom on Monday or if you need another class for partner reading day. If any students need help with a Read and Feed snack, please send them to the library and we will provide a snack for them. The school nurse has generously offered to dress students in anything wacky they choose from her collection of clothing items on dress up days— we don't want anyone left out! Please don't hesitate to ask about any questions or concerns you may have. Thank you for all that you do to make our school and students great!
**HAPPY BIRTHDAY, DR. SEUSS!**

Washington Elementary Library will participate in Read Across America, a week-long celebration of Dr. Seuss and our love of reading! To honor Dr. Seuss, we will spend the week reading, listening to, celebrating, and enjoying books! Each day of the week will be a different dress up day, and students are invited to join in if they wish.

**Monday: Cat in the Hat Day**  
Wear your favorite hat to school!

**Tuesday: Fox in Socks Day**  
Wear your favorite and craziest socks!

**Wednesday: My Many Colored Days**  
Wear as many different colors as you can!

**Thursday: The Sleep Book**  
Lounge in your pajamas all day long!

**Friday: Favorite Dr. Seuss Day**  
Dress as your favorite Dr. Seuss book character!

Additionally, each day of the week will provide a different way to honor Dr. Seuss and his legacy.

On Monday, volunteer readers from the community will be reading to classes throughout the building. If you are interested in volunteering, please contact me at _______________________. We would love to have you!

Tuesday is Rhyme Time Day. Students will have a special time set aside to write their own rhyming poem, just like Dr. Seuss!

On Wednesday, we encourage classes to join with another class and partner read.

Thursday is a Read and Feed. Please send a snack with your student to enjoy while they lounge in pajamas and spend time quietly reading or reading with a partner!

On Friday, classroom teachers will be reading at least one Dr. Seuss book with their class. At the end of the day on Friday, we will sing Happy Birthday to Dr. Seuss as a whole school.

Thank you for your continued support of your child and our library program as we celebrate Dr. Seuss! We appreciate you!
THANK YOU!
Thank you so much for sharing your time with us!
We loved listening to you read!

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We loved listening to you read!
APRIL

FAMINE

HAIKUS FOR PEACE

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HOME ABOUT EXPLORE THE SUMMER SLIDE AUGUST SEPTEMBER MORE

Elemental elements of a successful summer learning program that can be emphasized in April:

- Reading reinforcement with expert-led story time
- Introduction to poetry and creative writing workshops
- Enrichment of math and science learning through hands-on activities
- Unique opportunities for outdoor play
- Access to engaging educational games and puzzles for all ages

Documents:

National Poetry Month Website
YOU ARE INVITED!

Please join us as we celebrate National Poetry Month at Washington Elementary!

What: WE Poetry Slam
Where: WE Cafeteria

Poetry month is an opportunity to celebrate famous poets, encourage reading of all kinds, learn about poetry styles, and provide students with a platform for writing and sharing poetry. Washington's poetry slam is an excellent opportunity to witness the hard work and dedication of our students, and we hope to see you there! If you are not able to attend, no worries! We will be posting a video of the event to the school and library website at [URL] following the event. Thank you for your continued support of our library program and our students!

Schedule of Events:

Date: ____________
Times:
Kindergarten: ____________
First Grade: ____________
Second Grade: ____________
Third Grade: ____________
Fourth Grade: ____________

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Schedule of Events:

Date: ____________
Times:
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First Grade: ____________
Second Grade: ____________
Third Grade: ____________
Fourth Grade: ____________
May Supporting Documents

**REMINDER: WE Library will be open over the summer months!**

Students and their parents are welcome to come visit, try a craft or activity, check out new books, and listen to a story. We welcome you to join us in listening to a story at 9:30 on Tuesdays and 4:30 on Thursdays. Can't wait to see you there!

**Washington Elementary Library Summer Hours**
- **Tuesday:** 9-11 am
- **Thursday:** 4-6 pm

**Theme weeks:**
- **June 13th & 15th:** Super Heroes
- **June 20th & 22nd:** Fairytales
- **June 27th & 29th:** Hats!
- **July 11th & 13th:** Piggie and Elephant & Pigeon: Mo Willems
- **July 16th & 20th:** Going Wild!
- **July 25th & 27th:** Dinosaurs
IT'S TIME FOR SUMMER READING!

We can't wait to hear about all of the reading adventures you will take over the summer. So share them with us! Below is a bookmark that students can use to record the books they will read this summer. Bring it back and share your reading adventures with us this fall!

Don't forget: The Washington Elementary Library will be open on Tuesday mornings from 9-11am and Thursday afternoons from 4-6pm, beginning June 5th through July 27th (closed the week of July 4th). For summer updates and book suggestions, please visit the WE Library Blog or http://wemvlibrary.weebly.com/

Cole Library will also be offering their summer reading program loaded with opportunities for kids all summer long! You can sign up at Cole Library or at the summer kick-off event.

The Cole Library summer reading kick-off event will be at Hill's Bank in Mount Vernon on May 23rd from 5-6:30pm.

Cole Library summer events schedule beginning June 5th:

Mondays: Movies at 10am
Tuesdays: Legos at 10am
Wednesdays: Craft workshops at 10am
Thursdays: Storytime at 9:30am
& Paws for Reading (reading with a therapy dog) at 2-3:30 pm

SONL3 SUMMER EVENTS: GOAT SINGER CHILDREN'S PROGRAM, May 27th 1pm
BLANK PARK ZOO VISIT TO COLE LIBRARY, July 20th 1pm

For more information, visit Cole Library or their website at www.coelibrary.org

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[Image: Bookmarks and World Builder logo]
RESOURCES

Resources

- "The Importance of Summer Reading: A Meta-Analysis of Summer Reading Programs" by [Author] (20XX) in *Psychological Bulletin*. doi:10.1037/0033-2909.115.2.263

For a complete list of references, please refer to the original sources cited in the documents.