TCM Teacher Created Materials

Incorporates 14 instructional practices with Tier 1 and Tier 2 evidence ratings, as identified by the Institute of Education Sciences and What Works Clearinghouse.

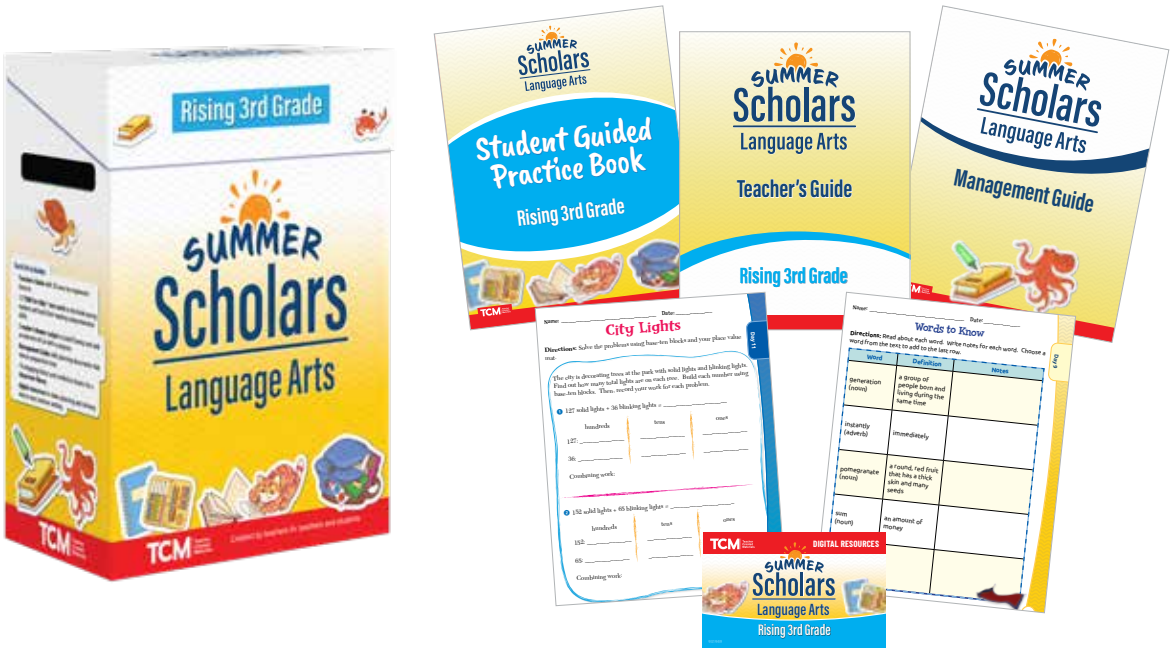
SUMMER Scholars

Language Arts

A Fresh Approach to Summer School
Based on Respected Research and Literature

Introduction

Summer Scholars: Language Arts was designed specifically for summer learning to help students develop the confidence and academic readiness needed to be successful in the upcoming grade level. The materials and resources focus on key language arts standards and serve to assist teachers in providing explicit and engaging instruction that inspires students' curiosity and creativity while minimizing preparation and planning time.



Contributing Authors and Consultants

Jamey Acosta, M.S.Ed.

Sheri Bickford, M.Ed.

Kathleen E. Bradley

Sarah Kartchner Clark, M.A.

Wendy Conklin, M.A.

Cathy Mackey Davis, M.Ed.

Christine Dugan, M.A.Ed.

Karie Feldner, M.A.Ed.

Jessica Hathaway, M.S.Ed.

Sharroky Hollie, Ph.D.

Robin D. Johnson, Ed.D.

Melissa Laughlin

Eugenia Mora-Flores, Ed.D.

Miriam Myers

Lori Oczkus, M.A.

Christi E. Parker, M.A.Ed.

Kathleen C. Petersen

Jennifer Prior, Ph.D.

Chandra Prough, M.S.Ed.

Timothy Rasinski, Ph.D.

Shireen Pesez Rhoades, M.A.Ed.

Melissa A. Settle, M.Ed.

Jodene Lynn Smith, M.A.

The *Summer Scholars* Logic Model

The Logic Model below demonstrates how *Summer Scholars: Language Arts* is designed to develop fluent readers and critical thinkers. Evidence of this is suggested through its resources and activities, which are linked to positive outcomes for students. The goal of this table is to help visualize how implementing *Summer Scholars: Language Arts* can support and contribute to achieving school and district goals.

Problem Statement: There is a need for summer reading instruction for rising 1st–6th grade students.

Outcome/Goal: To help students increase reading fluency and comprehension

Theory of Action

Educators implement evidence-based *Summer Scholars* literacy strategies and materials.	Rising 1st–6th grade students engage in and utilize *Summer Scholars* content and strategies.	Rising 1st–6th grade students will have increased reading skills, fluency, and comprehension.	Rising 1st–6th grade students will have increased achievement in ELA/literacy and reduced risk of "summer slide."	Rising 1st–6th grade students will be prepared for secondary and post-secondary education success.	Students will become confident, fluent readers, able to comprehend at a higher level.

Logic Model

Assumptions	Resources/Inputs	Activities	Outputs/Metrics	Outcomes	Impact
• School districts are interested in and prepared to incorporate focused reading comprehension, fluency, and phonics instruction during the summer months. • Students can improve reading comprehension, fluency, and phonics knowledge through regular, focused instruction. • Identified reading comprehension strategies lead to increase in reading comprehension. • High-interest texts engage students in reading and fluency practice. • Technology is accessible.	• Management Guide includes best practices and key research. • Materials and lesson plans are developed through collaboration of experts in the field. • summer-long program offering pacing suggestions for daily lessons spanning 90 or 120 minutes in length with 5 day lesson plans to support literacy and social studies standards • high-interest text cards, reader's theater, classroom library books, and Civics card game • audio recordings and interactive ebooks of text cards and reader's theater scripts • digital literacy games • assessments • student-guided activities	• 90- or 120-minute daily lessons • lessons for a variety of instructional settings: whole group, small group, collaborative practice, and independent practice • exploration of essential questions • explicit instruction in comprehension strategies • explicit instruction in grade-level appropriate phonics and word study • teacher modeling of texts and think-alouds • collaborative reading and reflection opportunities for students with high-interest texts • daily text discussion and comprehension practice • daily fluency, speaking, and listening activities • engaging activities and structured practice for students to engage with a variety of texts	• student engagement in texts and resources • meets or exceeds expectations of ELA standards. • completion of lessons • formative and summative assessments • improvement in reading comprehension and fluency	• knowledge of reading comprehension strategies • application of literacy skills to other more complex texts • greater achievement in ELA skills • engagement in reading, writing, speaking, and listening • consistent practice in reading a variety of texts • increased confidence in reading and preparedness for next grade level	• increased interest in literacy among students • creation of lifelong readers • development of critical thinking skills • preparedness for secondary and post-secondary education success

Guiding Principles

- ➜ Direct reading comprehension instruction prioritizes literacy skills, engaging students in using habits of proficient readers and supporting all learners regardless of primary language.
- ➜ Structured practice in phonics and word study builds students' understanding of words and how they work to support decoding and language comprehension.
- ➜ Fluency is the bridge between word recognition and comprehension and requires intentional and repeated practice to build students' reading, speaking, and listening skills.

These guiding principles are the foundation of *Summer Scholars: Language Arts* and are embedded in every component of the product.

The Need for Intervention

Reading is the cornerstone of success in education today. The proficient reader, either consciously or instinctively, engages in active-thinking strategies throughout the reading process to increase comprehension. Yet, many students still struggle to read. An effective intervention program with research-based strategies, exceptional resources, and quality reading materials can address struggling readers' needs in order to help them become proficient readers. But what does an effective reading intervention program include? Researchers have focused their efforts on identifying the essential elements of effective reading interventions, which include direct and guided instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension (National Reading Panel 2000).

Today's reading classrooms are filled with students of varying backgrounds, reading readiness skills, and levels of English proficiency. Furthermore, teaching reading is not about merely passing on a set of skills that can be memorized or replicated by students. "Learning to read is a complex process. Most children learn to read and continue to grow in their mastery of this process. However, there continues to be a group of children for whom learning to read is a struggle" (Quatroche 1999).

Since the landmark report "Becoming a Nation of Readers" was published in 1984, schools have placed extensive focus on the need to develop better reading skills in our students. In this report, the Commission on Reading identified several characteristics of struggling readers, asserting that struggling readers "do not consistently see relationships between what they are reading and what they already know" (National Academy of Education 1984, 55).

Further research (Foorman and Torgesen 2001) has found that there should be distinct differences between the type of instruction provided to all students and those identified as needing extra support. Additionally, some struggling students make gains during the school year but don't retain that learning over the summer. This is commonly referred to as summer slide or summer learning loss.

What Is Summer Learning Loss?

Summer learning loss refers to the phenomena that students begin a new school year with lower achievement levels than they started with at the beginning of the summer break. Although the extent of learning loss is often greater at higher grade levels (Quinn and Polikoff 2017; Atteberry and McEachin 2016), a seminal meta-analysis of summer learning found that all students loose both reading and mathematics knowledge, with the greatest learning loss occurring in mathematics (Cooper et. al 1996).

Research has also shown that summer learning loss is often greater for low-income students, as compared to their more affluent peers (e.g., Augustine et. al 2016; McCombs et. al 2020; Allington 2006), especially in the area of reading (Cooper et. al 1996). One explanation for this comes from Doris Entwisle, Karl Alexander, and Linda Olson's "faucet theory" (2000). The theory posits that during the school year, the "resource faucet" is on for all students, which enables everyone to make learning gains. During the summer, conversely, the flow of resources slows for low-income students but not for higher-income students, who often have access to enrichment opportunities, lots of books and activities at home, and other summer learning opportunities. Sarah Pitcock from the National Summer Learning Association echoes this theory (National Academies of Science, Engineering, and Medicine 2016): "Summer is one of the most inequitable times of year—I believe the most inequitable time of year—across a number of domains… The achievement gap is coming from summer. It is not coming from differences in the way kids learn when they're in school."

According to the National Summer Learning Association (2020), 9 in 10 teachers report spending at least three weeks at the beginning of the school year re-teaching content from the previous year.

These findings highlight the need for effective and engaging summer intervention to ensure that all students succeed.

The importance of summer programs cannot be overstated. Students make the largest academic gains when they have a high attendance rate, participate in productive use of instructional time, and receive high-quality instruction (McCombs et. al 2020; Quinn and Polikoff 2017; Augustine et. al 2016), but that is not the only benefit. "Summer programs build not only academic skills, but also self-confidence, the ability to focus, and collaborative skills, and these skills can be especially hard to measure" (National Academies of Science, Engineering, and Medicine 2016). Additionally, participation in summer programs has demonstrated positive outcomes related to the academic school year as well, including "increased engagement in school, improved school-day attendance, fewer unexcused absences, fewer disciplinary referrals, improved academic performance, fewer behavior problems, and

improved social and emotional competencies" (Naftzger and Newman 2021). Thus, providing access to high-quality summer learning opportunities for as many students as possible should be a priority for districts across the country.

Components of Effective Reading Intervention

The body of research that paves the way for reading instruction is immense. Several models are consistently used to define a framework for reading instruction. Phillip Gough and William Tunmer (1986) originally proposed the Simple View of Reading (SVR), which says that reading comprehension has two basic components: language comprehension and word recognition (decoding). Hollis Scarborough (2001) further delineated the components of skilled reading—language comprehension and word recognition and their respective subsets of skills—as woven strands in a rope. In recent years, Kate Nation's work layers the idea that students' language skills have an effect on their ability to decode and comprehend text (2019).

And still more recently, using research based on the Science of Reading, Nell Duke and Kelly Cartwright (2021) expanded SVR in an approach they call the Active View of Reading, which also considers what they term *bridging processes* (e.g., concept of print, reading fluency, vocabulary knowledge) that bring together students' word recognition and language comprehension skills. They also bring attention to students' active self-regulations skills, such as motivation, engagement, and executive functioning skills, as being key to support reading development.

Based on this research, effective reading intervention should focus on providing students access to complex text, multiple opportunities to engage in reading a variety of texts, explicit strategy instruction, structured practice in phonics and vocabulary/word study, and opportunities to build fluency.

Access to Complex Text

Researchers agree that students need to read extensively to improve their ability to read (e.g., Kempe, Eriksson-Gustavsson, and Samuelsson 2011; Stanovich 1986; Allington 2003; Allington 2006). Marilyn Jager Adams (2009) echoes this when she writes, "to grow, our students must read lots, and more specifically they must read lots of 'complex' texts—texts that offer them new language, new knowledge, and new modes of thought" (182). Studies about the reading volume of advanced and struggling readers showed that fifth-grade students achieving in the 10th percentile on reading achievement tests read an average of just 1.6 minutes per day, but students achieving in the 90th percentile read 40.4 minutes (Nagy and Anderson 1984). Hence, students need the opportunity for wide reading of complex text to help them develop strong reading habits.

Texts with challenging complexity may be difficult to comprehend due to their concept load, structure, length, ease of readability, unfamiliar vocabulary, number of visual supports, or even the size of the font (Oczkus 2004). Teachers can help students develop the reading skills they need to encounter any text by arming them with proven comprehension strategies and providing scaffolded instruction and a range of texts. Scaffolding complex text with read-alouds is one way students can gain access to these types of texts. Teachers can also use shared-reading models when teaching complex texts. In doing this, the teacher provides a rich variety of reading experiences that transition from teacher-led to student- and teacher-led.

Shared reading actively engages students as they read the text with the teacher. The teacher models fluency, expression, and comprehension. This helps to engage students as active participants in the reading process (Jump and Kopp 2023). Later, the shared text is referred to when students encounter the strategy in other reading experiences. Shared texts help students to internalize the use of the comprehension strategies. The goal is for students to transfer the use of the strategies when they read on their own. This gradual release of responsibility (Pearson and Gallagher 1983) ensures that students move from observing the teacher read (read aloud), to reading together with the teacher and in partners (shared reading), and finally to reading on their own (independent reading).

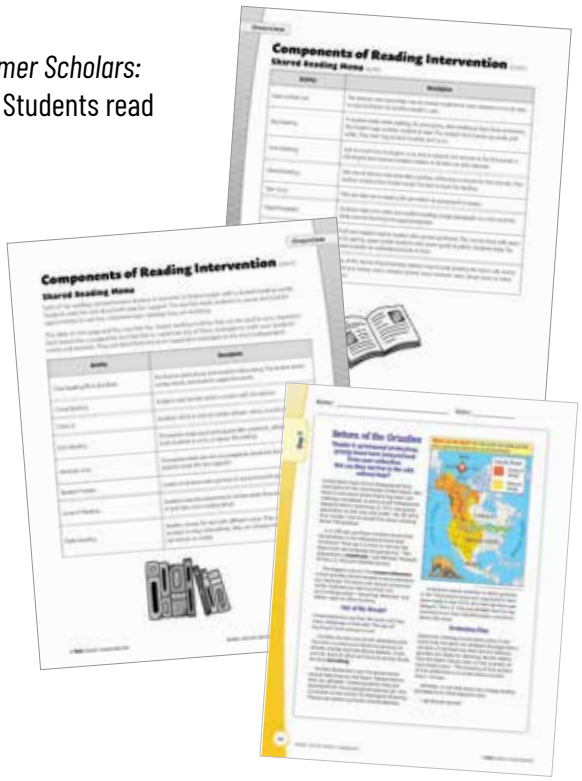
Tier 1 Evidence

Use shared book reading to develop children's language, knowledge of print features, and knowledge of the world.

Research to Practice

Each of the reading comprehension lessons in *Summer Scholars: Language Arts* begins with a shared-reading model. Students read the text aloud with teacher support. The teacher leads students to pause and look for opportunities to use the comprehension strategy they are studying. A variety of shared-reading opportunities are integrated within the lessons to support students as they work to read complex text independently.

Pages 9–10 in the *Management Guide* provide a reference list for the variety of shared-reading strategies incorporated within the program.



Multiple Opportunities to Read

Due to the nature of complex text, students must reread the same texts to focus on the different components that make it complex. Fisher and Frey's (2008, 2012, 2015) body of research discusses the fact that to comprehend complex texts, students must read the same text multiple times with multiple purposes.

Their research as well as the research of others (e.g., Keene and Zimmerman 1997; Harvey and Goudvis 2007) suggests that those purposes include reading for meaning, structure, language, and knowledge. Within these four purposes, teachers scaffold each of the multiple readings through questioning, collaboration, discussion, and writing. When discussing meaning, teachers must assess what the theme or main idea of the text is, whether there are multiple meanings of words or concepts within the reading, and whether the overall text will be understandable to the reader. This is also the time when the author's purpose is included in discussions.

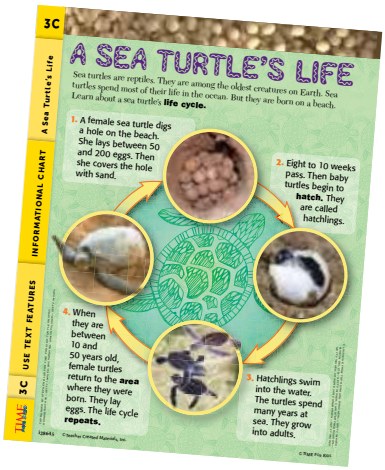
Tier 2 Evidence Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Tier 2 Evidence Integrate writing and reading to emphasize key writing features.

Research to Practice

The brevity of the text cards in *Summer Scholars: Language Arts* provides students the opportunity to read the same text multiple times. Repeated routines guide students to read the text cards for the following purposes:

- Apply the comprehension strategy to make meaning.
- Read aloud to build fluency and notice text structure.
- Annotate the text to focus on language, author's craft, and deeper meanings.
- Remember important details, analyze text structure, and prepare for discussion.



Instruction in Reading Comprehension Strategies

While the general purpose of reading is to gain meaning from text, supporting students in improving their comprehension skills impacts students far beyond simply understanding what they read. In the quest to improve overall comprehension in students, multiple strategies should be employed in daily practice. Teaching students to use reading comprehension strategies is one of the top recommendations put forth by the Institute of Education Sciences in their practice guide "Improving Reading Comprehension in Kindergarten through 3rd Grade," in which the panel of researchers concluded that there is strong evidence to support the effectiveness of instruction in comprehension strategies (Shanahan et al. 2010).

Supporting students' reading comprehension also serves to address inequities within our communities. Studies show that historically marginalized and underserved students are especially at risk of failing to attain proficient reading comprehension skills (Connor 2016). In fact, instructing students on how to "decode and understand the text they read to improve their reading comprehension while strengthening their vocabulary and oral language skills should also improve children's linguistic and social-cognitive regulatory skills over time and, in turn, further support developing reading comprehension skills" (Connor 2016). Improving reading comprehension supports "literacy development [which] can help children who are socioeconomically disadvantaged and at risk for developing weaker social-cognitive regulation" (Connor 2016). In short, incorporating reading comprehension practice sets the foundation for academic success as well as serves to close opportunity gaps in our communities.

Defining Reading Comprehension

Reading comprehension is an understanding of the meaning of the text being read. "Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading" (Armbruster, Lehr, and Osborn 2001, 48). Good readers are both purposeful and active. It is a complex process that begins through listening to texts read aloud even before children can decode words on their own. Reading comprehension includes activating prior knowledge, making connections to the text based on experiences, understanding the language used by the author and the text structure, recognizing the author's purpose, identifying the differences between facts and opinions, and drawing conclusions through predictions and inferences (Duke and Pearson 2002; Keene and Zimmerman 1997; Harvey and Goudvis 2007).

The use of cognitive strategies for monitoring comprehension and metacognition (thinking about thinking) must take place before, during, and after reading for true comprehension to occur. Students must be taught and provided opportunities to practice which strategy is best to use and when to apply it while reading. This approach to reading-comprehension instruction also teaches students self-regulation, a key facet of the Active View of Reading (Duke and Cartwright 2021).

Environments that value reading and writing contain a wide variety of texts, provide opportunities and time for reading aloud and reading independently, and allow students to take risks by collaborating and questioning. These settings effectively promote the construction of meaning for readers (Keene and Zimmermann 1997; Dole et al. 1991).

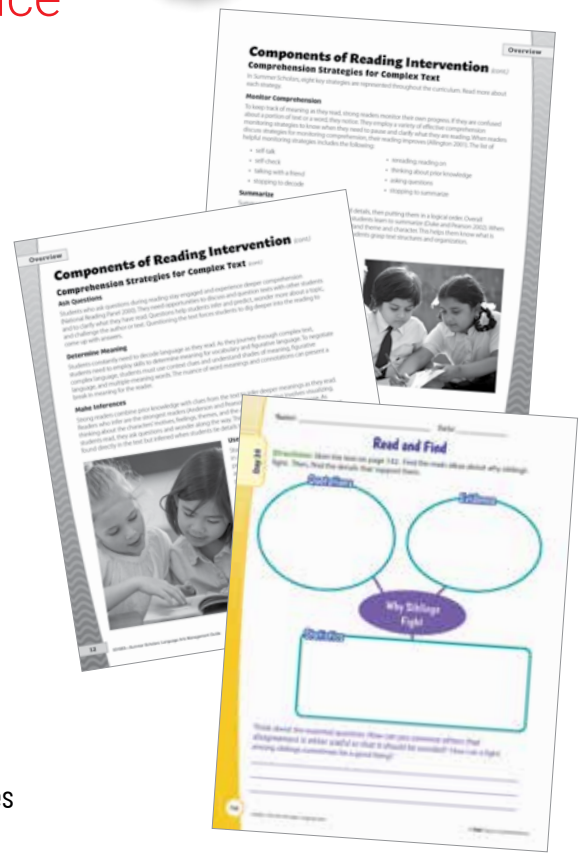
Tier 1 Evidence

Routinely use a set of comprehension-building practices to help students make sense of the text.

Research to Practice

Summer Scholars: Language Arts focuses on eight key comprehension strategies. As recommended by the Institute of Education Sciences, these strategies are taught through a gradual release of responsibility model (Shanahan et al. 2010). The strategies include:

- Monitor Comprehension
- Use Evidence
- Summarize
- Use Text Features
- Ask Questions
- Determine Meaning
- Compare/Synthesize Elements
- Make Inferences



Pages 11–12 in the Management Guide provide background on the eight key comprehension strategies incorporated within the program.

Phonics and Word Study

Word study—the integration of phonics, spelling, and vocabulary instruction—is an essential component in developing readers. Research shows that there is a clear connection between phonics development and comprehension. Wiley Blevins clearly explains this connection:

> "Phonics instruction teaches students how to map sounds onto letters and spellings. The more phonics skills students learn, the better they are able to decode, or sound out, words. The more opportunities students get to decode words…the stronger their word recognition skills become. When students begin to recognize many words automatically…the better their reading fluency becomes. …Reading fluency improves reading comprehension" (Blevins 2017, xxvi).

The Institute of Education Science recommends teaching students to recognize and manipulate the segments of sound in words and to link those sounds to letters, which is necessary to prepare them to read words and comprehend text with a strong level of evidence. Thus, the discussion turns now to how research suggests teachers should integrate phonics instruction into their literacy plans in a way that is "efficient, effective, and timely for all students." (International Literacy Association 2019).

Research suggests that phonics and word study instruction should be systematic and explicit. "*Systematic* means that this instruction builds from easy to more complex skills with built-in review and repetition to ensure mastery, and *explicit* means that sound-spelling correspondences are initially taught directly to students, rather than using a discovery, or implicit, method" (Blevins 2017, xxv). The scope and sequence of the units in *Summer Scholars: Language Arts* has been designed using a developmental approach, considering students' predictive stages of phonemic awareness and understanding. "Although there is no 'right' scope and sequence, programs that strive to connect concepts and move through a series of skills in a stair-step way offer the best chance at student success" (International Literacy Association 2019). The phonics and word study units in *Summer Scholars* progress from basic letter sounds to challenging phonetic patterns and spiral from each year to the next.

Vocabulary instruction, although often thought of as exclusively related to language comprehension, is another key aspect of word study (Kearns and Al Ghanem 2019). Through actively exploring orthographic patterns and origins of words, students learn the regularities, patterns, and connections of words needed to read and spell. In addition, vocabulary-focused word study increases students' specific knowledge of words (Bear, Templeton, Invernizzi, Johnson 2011), including which pronunciation of a word is correct and makes most sense in the context of the text (Duke and Cartwright 2021).

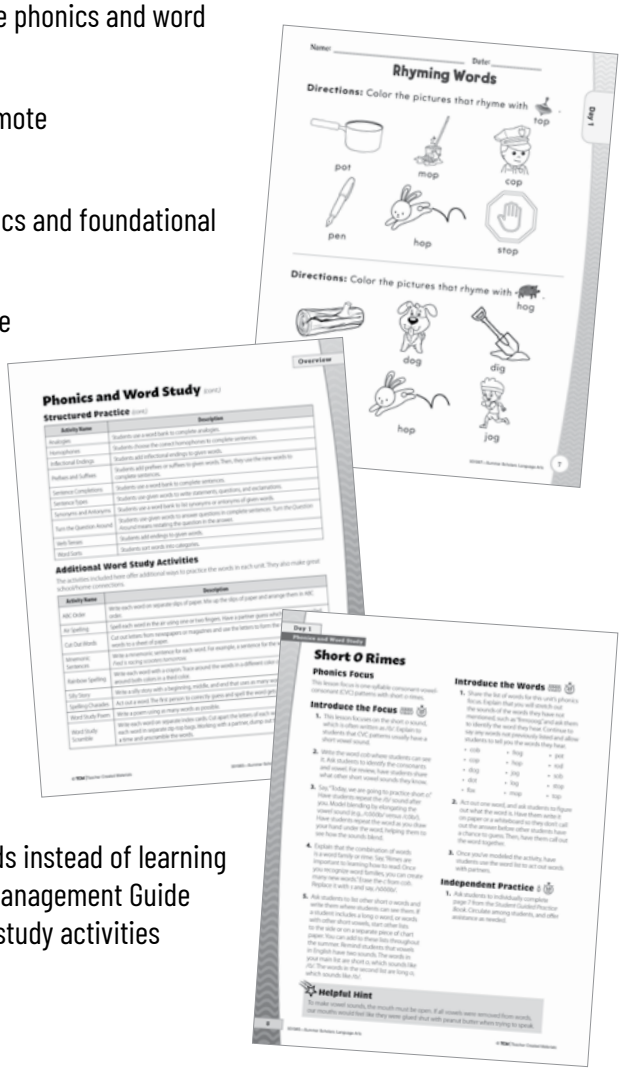
Tier 1 Evidence Teach student to decode words, analyze word parts, and write and recognize words.

Tier 1 Evidence Build students' decoding skills so they can read complex multisyllabic words.

Research to Practice

Summer Scholars: Language Arts lessons include phonics and word study in the following ways:

- engaging word-building activities to promote word-recognition skills
- explicit instruction for appropriate phonics and foundational literacy skills
- opportunities for students to discover the patterns of language through word-study activities
- activities to support the development of students' orthographic knowledge of words
- instruction for syllabication and identification of Greek and Latin roots



In addition, *Summer Scholars: Language Arts* uses a structured practice approach. Rather than changing the activities every day, the daily activities are repeated throughout the units. That way, students can focus on the words instead of learning how to complete the activities. Page 15 of the Management Guide provides an overview of the phonics and word-study activities integrated throughout the program.

Fluency and Comprehension

Reading Fluently

Fluency is the ability to orally read text with accuracy (without error), automaticity (quick and accurate recognition, or decoding, of words and phrases), and prosody (appropriate expression). This includes: being able to break words into meaningful phrases, known as chunking; word recognition; semantic and syntactic knowledge; and an understanding of how written text features, such as punctuation marks, signal prosody (Schwanenflugel and Benjamin 2017).

Fluency does not happen quickly. It develops gradually and requires practice. Rereading is one way to build fluency. As adults, we have all experienced the need to reread something that we did not understand at first reading. It could have been a technical manual, a kitchen recipe, or even an explanation of benefits for our insurance policy, but through rereading, we were able to pull the meaning from the words.

A seminal study conducted by Jay Samuels (1979) supported the power of rereading as a fluency builder. In this study, struggling readers were asked to read a passage several times. Each time the students reread the text, they increased their reading rates, accuracy, and comprehension. The surprising thing about Samuels's study was that these students also improved on initial readings of other passages of equal or greater difficulty. Not only did their fluency increase on practiced passages, the fluency was also transferred to new, unseen passages. Roger Morgan and Elizabeth Lyon also found repeated reading to be a helpful strategy for students who were struggling to read. Their 1979 study of junior high students found that six months of repeated-reading instruction gave students over 11 months of gain on a standardized comprehension test.

Research by Timothy Rasinski (e.g., 2003, 2006) has furthered the connection between fluency and comprehension. As word reading becomes automatic, students become fluent and can focus on comprehension (Rasinski 2003). To engage in comprehension monitoring or self-questioning during reading, students need to be able to attend to what they are reading instead of spending time struggling over high-frequency words or trying to decode. Reading fluency provides students with the attention to text that they need to be successful with text comprehension. Reid Lyon stated that teachers

should "consider that a reader has only so much attention and memory capacity. If beginning readers read the words in a laborious, inefficient manner, they cannot remember what they read, much less relate the ideas to their background knowledge. Thus, the ultimate goal of reading instruction—for children to understand and enjoy what they read—will not be achieved" (2000, 16).

Explicit instruction in fluency can provide the necessary bridge between word identification and comprehension. A student's ability to comprehend written text is directly influenced by their word recognition skills and their effortless fluent reading (Rasinski 2006). Fluency instruction is what allows teachers to move students from word calling to understanding and is often thought of as the bridge between decoding and comprehension.

Tier 2 Evidence

Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information.

Tier 1 Evidence

Provide purposeful fluency-building activities to help students read effortlessly.

Research to Practice

Summer Scholars: Language Arts includes three reader's theater scripts effectively integrated into each lesson. Each day, students practice reading the script and participate in collaborative activities such as creating visuals, actions, and hand gestures to accompany the script.

Using Reader's Theater to Build Fluency Skills

Reader's theater performance is one of the few methods for providing students with a genuine reason to read the same text multiple times, thereby authentically practicing fluency skills. Reader's theater gives students of all reading readiness levels the motivation to practice fluency because scripts are given to students to practice for performance. The students do not memorize their lines, and costumes and props are minimal, if used at all. Students must convey the meaning of the words using their voices; therefore, interpretation of the text becomes the focus of the activity. The Put Reading First publication (2001) asserts that, "Reader's theater provides readers with a legitimate reason to reread text and to practice fluency. Reader's theater also promotes cooperative interaction with peers and makes the reading task appealing."

Research on reader's theater shows that reading gains can be made even when this strategy is used for brief periods of time. In 1999, Martinez, Roser, and Strecker conducted a 10-week study of second graders using reader's theater. These students received short lessons on fluency and practiced scripts at school for 30 minutes per day in preparation for an audience on Fridays. A copy of the script was also sent home for extra practice. The results of the study show a gain of 17 words per minute over the 10-week period, while the control group, which did not use reader's theater, made only half that gain. Informal reading inventories were then given to determine progress in overall reading and comprehension. The reader's theater students demonstrated gains more than twice those of the control group. Of the 28 students in the reader's theater group, nine tested two grade levels higher, and 14 moved up one grade level.

Using Technology to Support Instruction

It is important to integrate technology into purposeful instructional objectives. Technological tools, when used appropriately, support sound instructional practices. For instance, research has shown that listening while reading is an effective strategy for improving reading fluency (Hawkins et al. 2015, 49). Use of audio recordings with the written texts provides two means of input for students.

Integration of technology is not a substitute for effective teaching practice, but rather can be used to enhance proven strategies. Devices, software, and learning management systems are effective tools to scaffold learning, allow for increased independent learning, and provide multiple means for students to interact with texts and demonstrate understanding.

Using Interactive Texts

Interactive texts offer educators the unique opportunity to integrate technology into their curriculum for reading or content-area literacy instruction. Interactive texts guide students toward independent reading while exploring core concepts. Teachers can determine whether to use interactive texts in place of the print versions of books or to use them as a supplement. The implementation of interactive texts will depend on the

electronic resources available to both teachers and students (e.g., the availability of a projector or the number of student devices) and the method of use (e.g., whole-class, small-group, or individual learning opportunities).

Interactive texts can enhance student learning in a variety of instructional settings, support English language acquisition, and further content and literacy learning. They include annotation tools, embedded audio recordings to model language and intonation, and recording tools for fluency practice.

Using interactive texts in conjunction with printed texts allows teachers to demonstrate and model reading skills and strategies or teach content using the interactive features while students read and follow along in the printed texts.

Tier 1 Evidence Intentionally plan activities to build children's vocabulary and language.

Tier 1 Evidence Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle.

Research to Practice

As part of the digital resources, *Summer Scholars: Language Arts* includes Interactiv-eBooks of all of the reader's theater scripts. These engaging digital versions of the scripts help students connect with the content in a variety of ways, such as:

- digital annotation tools to support close reading and build comprehension skills
- text-to-speech highlighting to support print tracking and reading speed
- embedded audio to help students hear examples of fluent reading

Summer Scholars: Language Arts also includes interactive versions of all of the text cards, which have a variety of features that build literacy and engage readers, such as:

- text-to-speech highlighting to support reading fluency
- professional audio recordings to promote fluency and vocabulary development
- annotation tools to offer opportunities to interact with the text and build key comprehension skills
- writing activities to offer opportunities to make reading-writing connections

The interactive text cards also include many features that help build students' content knowledge, such as:

- digital activities to introduce, reinforce, or assess learning
- easy-to-use tools to give students power to increase comprehension and master vocabulary

Gamification

Games are a proven source of motivation. They are a fun way for students to develop, maintain, and reinforce mastery of basic skills. Games eliminate the tedium of most reading skill drills. If students are motivated, they attend to instruction, strive for meaning, and persevere when difficulties arise (Cathcart et al. 2000). And, according to Camille Blachowicz and Peter Fisher, "word play is motivating and an important component of the word-rich classroom" (2004, 220).

Attitudes are also an important part of success. Students who are engaged and feel good about a subject and their ability to do well in it will be motivated to learn. It is important to provide a positive learning environment where students are under minimal stress; meaning and understanding (rather than rote memorization) are emphasized; real-world concepts are related; and students work in well-organized groups. The use of learning games can be a key aspect in creating a positive learning environment during the summer.

Tier 2 Evidence

Strengthen children's executive function skills using specific games and activities.

Research to Practice

Each level of *Summer Scholars: Language Arts* includes three Digital Literacy Games that attend to the key skills addressed in the kit. The Digital Literacy Games can be used to guide students toward independent skill application while engaging them in a fully interactive experience.

Supporting All Learners

Tier 2 Evidence

Provide small-group instructional intervention to students struggling in areas of literacy and English language development.

Research to Practice

Since the National Assessment of Educational Progress (NAEP) began tracking the income achievement gap back in 2003, the gap has essentially remained statistically unchanged. The gap persists between white students and students of color as well as between native English speakers and English learners (U.S. Department of Education 2022). Therefore, summer intervention programs must support the literacy development of all students in order to support academic growth. Because of the range of language proficiency levels, school experience, and home language support in English, meeting the needs of English learners who struggle with reading can be more complex than meeting the needs of native English speakers who struggle with reading.

Intervention for English language learners should engage students in meaningful activities, as well as cognitively demanding content, while scaffolding the content to ensure that students will learn successfully (Diaz-Rico and Weed 2002). Scaffolding in lessons, modeling effective strategies for learners to use, and vocabulary development instruction are vital for English language learners.

There is growing research that supports the importance of content knowledge to reading (e.g., Cabell and Hwang 2020). "Knowledge goes beyond just knowing specific word meanings to include knowledge of concepts, objects, and experience" (Duke and Cartwright 2021, S28).

Tier 1 Evidence

Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.

Research to Practice

In addition to direct, explicit instruction, interactive teaching that uses techniques such as modeling and guided practice helps students master requisite skills more effectively. Therefore, it is important to preteach the words that are critical to understanding the text so that students are provided with a variety of ways to learn, remember, and use the words and concepts (Echevarria, Vogt, and Short 2004). It is not enough to simply expose English learners to language-rich classrooms; they need "intensive instruction of academic vocabulary, and related grammatical knowledge must be carefully orchestrated across the subject areas for language minority students to attain rigorous content standards" (Feldman and Kinsella 2005).

Talk is a powerful tool when developing language. Talk gives students opportunities to try out language, make errors, self-monitor, and fix their language to communicate effectively. As with any new skill the body undertakes, there is a great need to practice and to have multiple and varied opportunities to use the skill. When English learners are provided opportunities to use language orally and in written form, they can practice the act of transferring their thinking into understood expressions of their thinking.

Students need to use language for authentic purposes, where they exchange language with others through oral discussions. Talking with others gives students immediate feedback to know whether their ideas are being understood and their use of language was effective. Without this exchange, students miss out on valuable feedback to develop their self-monitoring skills (Swain 1985). Discussions further offer students opportunities to learn from one another, both in ideas and language. Hearing other language models and gaining greater exposure to how people think and how those ideas can be translated into comprehensible output further the language development process.

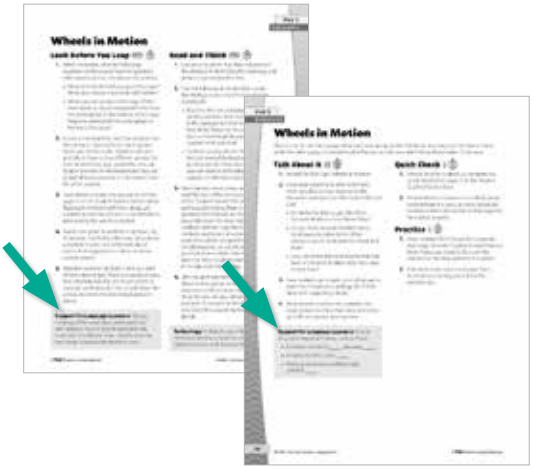
The exchange of language exposes students to different discourse patterns. When English learners engage in discussions with others, they are developing what Susan Ervin-Tripp (1991) refers to as linguistic capital for forms of language, such as negotiating, persuading, questioning, and encouraging. What must be coupled with these language exchanges and authentic oral discourse is access to language supports that students can use to successfully engage in discussion. William Saunders, Claude Goldenberg, and David Marcelletti (2013) found that "communication and meaning should be used to motivate and facilitate second-language learners' acquisition and use of targeted language functions and forms" (21). They emphasize that students should be encouraged to engage in meaningful exchanges but need ongoing explicit support to do so.

Research to Practice

Tier 1 Evidence

Integrate oral and written English language instruction into content-area teaching.

Throughout the lessons plans, specific suggestions are provided to support the needs of English learners. Those suggestions are strategically placed to support the unique content of each lesson and recommend research-based strategies such as: the use of language frames; the explanation of homonyms, multiple meaning words, or figurative language; or calling attention to specific language or vocabulary to support instruction.



The use of the digital tools, such as the Interactiv-eBooks, interactive text cards, and audio recordings of the text, can also be used to scaffold instruction or provide opportunities to build fluency.

The Importance of Assessment

Assessment is an integral part of good instruction and should be conducted regularly, especially in an intervention or summer learning setting. “Assessment is the collection of data such as test scores and informal records to measure student achievement, and evaluation is the interpretation and the analysis of this data. Evaluating student progress is important because it enables the teacher to discover each student’s strengths and weaknesses, to plan instruction accordingly, to communicate student progress to parents, and to evaluate the effectiveness of teaching strategies” (Burns, Roe, and Ross 1999).

Types of Assessment

Many different types of assessment tools are available in today’s schools, including, but not limited to, standardized tests, reading records, anecdotal records, informal reading inventories, portfolios, and summative assessments. While each type of assessment serves a different purpose, the true purpose of assessment is to help educators make good decisions about the kind of instruction students need in the classroom.

“Monitoring and record keeping provide the critical information needed to make decisions about the student’s future instruction” (National Center for Learning Disabilities 2006, 5). The ability to properly diagnose and monitor students’ reading progress is imperative in reading intervention programs. Teachers must be able to provide instruction that is tailored to the needs of each student. “Teachers can build in many opportunities to assess how students are learning, and then use this information to make beneficial changes in instruction” (Boston 2002).

Diagnostic/Preassessments

Diagnostic or preassessments are usually administered prior to the start of program or unit of study to get an idea of students’ current knowledge base and level of understanding. The results provide a baseline that can be used to gauge progress periodically or measure against overall academic growth at the end.

Formative Assessments

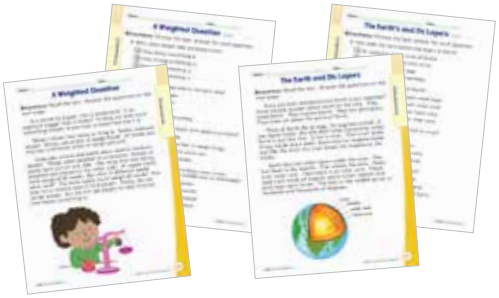
Formative assessments may be used to help drive instruction to meet students' needs (Honig, Diamond, Gutlohn, and Mahler 2000) and monitor their progress over time. Methods such as informal observations, classroom participation, activity sheets, and student responses (Airasian 2005) allow teachers the opportunity to pinpoint each student's specific strengths, weaknesses, and misconceptions and to create a more complete and balanced depiction of students' needs. This can also help teachers plan to maximize instructional time.

Progress-monitoring assessments can be administered in both formal and informal ways. Teachers use formative assessments to help them make good decisions about the kind of instruction their students need (Honig et al. 2000). These formative assessments are usually conducted as an ongoing process.

Summative Assessments

According to Peter Airasian, the purpose of summative assessment is "to judge the success of a process at its completion." It provides students the opportunity to demonstrate their mastery of concepts taught, which in turn also helps guide teachers' instructional planning. This type of assessment shows growth over time and helps set instructional goals to address students' needs. It also helps to determine how to re-evaluate earlier strategies or steps that will, therefore, influence what follows on a student's academic or instructional path (Airasian 2005).

Research to Practice



Each level of *Summer Scholars: Language Arts* provides teachers with numerous opportunities for assessment.

Diagnostic/Preassessment: The preassessment can be used as a baseline of student academic readiness. The assessment is found in the *Student Guided Practice Book* as well as in Google Forms™ and Microsoft Documents®.

Formative Assessment: The activity pages from the *Student Guided Practice Book* can be used as formative assessments.

Progress Monitoring: Quick Check activities allow teachers to see which students need reteaching every other day of instruction. The lessons then have students move through differentiated rotations based on the results of the Quick Check.

Summative/Postassessment: The postassessment provides a record of student growth and academic achievement as a result of using the program. The assessment is found in the *Student Guided Practice Book* as well as in Google Forms™ and Microsoft Documents®.

Conclusion

To meet high standards and comprehend rigorous reading materials, students need different levels of support for digging deeper into texts. Reading challenging material helps students build robust reading skills (Shanahan, Fisher, and Frey 2012). Teachers can use the resources provided within *Summer Scholars: Language Arts* to help students develop the reading skills they need to encounter any text by arming them with proven comprehension strategies, explicit phonics and word study opportunities, scaffolded instruction, engaging fluency practice, and a range of texts.

"The summer months present youth with opportunities for academic, physical, and social and emotional growth but also the possibility of stagnation or decline." (National Academies of Sciences, Engineering and Medicine 2019). According to research studied by the Brookings Institute, on average, students' achievement scores declined over summer by one month's worth of school-year learning for students who did not attend a summer learning program (Quinn and Polikoff 2017). Summer learning programs using resources such as *Summer Scholars: Language Arts* can help address the learning needs of students during the summer months to prevent learning loss and instead build academic understanding and growth as they head into the next school year.

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