




Scholastic My Books Summer


Aligns to Title I, Part A
IMPROVING BASIC PROGRAMS

The purpose of *Title I, Part A—Improving Basic Programs* is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. These schools must develop a comprehensive plan to improve teaching and learning. The following chart shows how **My Books Summer** can support a Schoolwide Title I program. The criteria are drawn from the Federal *Title I Final Rules and Regulations*, posted at:

<http://www2.ed.gov/programs/titleiparta/legislation.html>

Components of a Title I Program	My Books Summer
<p>Provide opportunities for all students to meet the State’s proficient and advanced levels of student academic achievement, particularly in the areas of math, reading/language arts, and science</p>	<p><i>My Books Summer</i> reading program gives students access to books and literacy activities over the summer months that reinforce good learning habits that are critical to maintaining a student’s achievement level. It is a PreK-12 English and Spanish program that provides students with fiction and nonfiction books and with an academic boost that is equivalent to attending summer school. Scholastic can customize the program to include student choice, custom letters, online reporting for reading accountability, backpacks, and other key options. The parent and community materials foster family engagement and reinforce at-home learning.</p> <p><u>Reading and Writing</u></p> <p><i>My Books Summer</i> gives students grade-appropriate books that they keep as their own, which allows them to establish or expand a personal library. Students have the opportunity to read, enjoy, and explore the books at their leisure. It was developed for college and career readiness and provides high-quality, authentic literature in a wide variety of subjects and genres. Materials reflect students’ interests and skills at each level, as well as State Standards expectations for the coming year. Students can read fiction and content-rich nonfiction and informational text. Each take-home book pack includes the following:</p> <ul style="list-style-type: none"> ▪ <u>Engaging Books</u> – Students receive five or ten books featuring fiction, nonfiction, and specialty titles, such as STEM or Health & Wellness. Depending on the collections purchased, any combination of book packs can be given to a student. Titles expose students to both narrative and informational text, thereby reinforcing English Language Arts/Reading skills required by State Standards. ▪ <u>Think Sheets</u> – For each book, <i>My Books Summer</i> provides a two-sided <i>Think Sheet</i> with title-specific writing activities, comprehension questions, and other text-based response activities. Each <i>Think Sheet</i> provides two follow-up learning opportunities in which students write or draw responses to the text. <p style="text-align: right;">CONTINUED</p>

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<p>Provide opportunities for all students to meet the State’s proficient and advanced levels of student academic achievement, particularly in the areas of math, reading/language arts, and science, <i>Continued</i></p>	<ul style="list-style-type: none"> ▪ <u>Summer Reading Journal</u> – Students receive a Summer Reading Journal to record text-based responses. The Journals include developmentally appropriate, text-dependent writing prompts designed to get students thinking, talking, and writing about the books they are reading. Scattered throughout the Journal are tips that provide caregivers and families with suggestions to reinforce at-home learning and foster community involvement. ▪ <u>Summer Reading Challenge</u> – Scholastic provides a website where students can engage in fun activities related to books and reading, track the number of minutes read, chat with fellow readers, and build excitement about <i>My Books Summer</i>. <p><u>Language</u></p> <p>By reading the program’s informational books, students learn academic and domain-specific vocabulary using context clues. Some books have glossaries or vocabulary words defined in sidebars. <i>My Books Summer</i> offers books in science, social studies, the arts, health, STEM, and other content areas.</p> <p> For additional information about <i>My Books Summer</i> visit: http://teacher.scholastic.com/products/face-new/my-books-summer.html</p>
<p>Use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program</p>	<p>The Administrator’s Guide for <i>My Books Summer</i> includes some informal assessment tools, and schools request students to return their Journal to their new teacher on the first day of school to evaluate students’ summer reading. In addition, the Summer Reading Challenge website allows students to record minutes read and track their progress throughout the summer.</p> <p>The <i>Scholastic TrackIt!</i> option provides a robust method and a central location for recording, storing, and reporting students’ reading throughout the summer. It allows schools to monitor the success of the program and to encourage students to keep reading throughout the summer. <i>Scholastic TrackIt!</i> provides the following:</p> <ul style="list-style-type: none"> ▪ A website for students to record minutes read and number of books/pages read to track their progress toward reading goals ▪ Message boards for administrator-to-district, teacher-to-parents, and teacher-to-students communication on student reading progress ▪ Easy-to generate reports for teachers to keep records of class- and student-specific literacy progress, books read, text complexity of books (where available), and time spent reading ▪ Administrator access to student-, class-, and school-specific records of reading progress and reports ▪ Shared accountability for student reading

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<p>Use effective methods and instructional practices that are based on scientifically based research and that:</p> <ul style="list-style-type: none"> ▪ Strengthen the core academic program ▪ Provide an enriched and accelerated curriculum ▪ Increase the amount and quality of learning time, such as providing an extended school year, before- and after-school programs, and summer programs and opportunities 	<p>The use of books to raise student achievement is backed by an extensive body of scientific research. For instance, the National Assessment of Educational Progress Report (2002) states that “Students with well-designed libraries interact more with books, spend more time reading, demonstrate more positive attitudes toward reading, and exhibit higher levels of reading achievement.”</p> <p>Research reveals that, without practice, students lose reading skills over the summer months, and that children from lower-income families lose the most. This results in children who typically score lower on reading tests at the end of the summer than they do at the beginning – a phenomenon known as the “summer slide.”</p> <ul style="list-style-type: none"> ▪ Two-thirds of the achievement gap between lower- and higher-income youth can be explained by unequal access to summer learning opportunities (Alexander, Entwisle, & Olson, 2007). ▪ Regardless of ethnicity, socioeconomic level, or previous achievement, children who read four or more books over the summer fare better on reading comprehension tests in the fall than their peers who read one or no books over the summer. Elementary students can avoid reading losses that normally occur over those months (Kim, 2004). ▪ When children are provided with books at the end of the regular school year [to take home and read during the summer months], as many as 50 percent not only maintain their skills, but actually make reading gains (Allington, 2007). <p> For more research on the value of summer reading, please see: http://teacher.scholastic.com/products/classroombooks/research.htm</p> <p>STRENGTHEN THE CORE ACADEMIC PROGRAM</p> <p><i>My Books Summer</i> strengthens the core academic program in English Language Arts/Reading by providing students with authentic books to read so they will maintain their skills over the summer. In addition, the <i>Think Sheets</i> and Journal provide close reading practice and text-based response activities. The Journal helps parents and students bridge the required reading skills and expectations from grade to grade.</p> <p>PROVIDE AN ENRICHED AND ACCELERATED CURRICULUM</p> <p>Students become engaged and motivated when they use <i>My Books Summer</i>, because they have grade-appropriate, authentic books to keep at home. In many cases, they have selected some or all of the books themselves. Students enjoy reading the high-interest titles and blogging with other readers. Students are motivated when they record their reading progress online and can see their accomplishments. With <i>Scholastic TrackIt!</i>, teachers can communicate with students and build excitement.</p> <p style="text-align: right;">CONTINUED</p>

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<p>Use effective methods and instructional practices that are based on scientifically based research and that:</p> <ul style="list-style-type: none"> ▪ Increase the amount and quality of learning time, such as providing an extended school year, before- and after-school programs, and summer programs and opportunities <p><i>Continued</i></p>	<p>INCREASE THE AMOUNT AND QUALITY OF LEARNING TIME</p> <p><i>My Books Summer</i> includes an Administrator’s Guide that provides everything needed to plan and implement a summer take-home book reading program. This guide includes implementation plans, summer reading research, parental outreach tools, student engagement ideas, informal assessment tools, and thematic book distribution and resources.</p> <p><i>My Books Summer</i> increases the amount of learning time by providing students with books and activities over the summer months. With five to ten books to read, <i>Think Sheets</i> to complete, Summer Reading Journal to write in, and online activities, students can be actively engaged in learning every day.</p> <p>Students are motivated to read the high-quality books, which include authentic literature in fiction and informational text. In addition, the activities present meaningful reading, thinking, and writing exercises to prevent the “summer slide.”</p>
<p>Address the needs of all students in the school, particularly the needs of low-achieving students and those at risk of not meeting the State student academic achievement standards</p>	<p>The amount of reading done out of school is consistently related to gains in reading achievement. <i>My Books Summer</i> can address the needs of all students in the school, particularly the needs of low-achieving students and those at risk of not meeting the State academic achievement standards, by:</p> <ul style="list-style-type: none"> ▪ Using research-based strategies in the areas of summer reading, student choice, parental involvement, and motivation ▪ Providing disadvantaged students, who often do not have books in their home, access to a print-rich environment and high-quality books in a wide range of topics/genres ▪ Affording reading practice to remedy the summer learning shortfall, which has lifelong consequences ▪ Offering the <i>Scholastic TrackIt!</i> online reporting tool, which provides data that can help teachers differentiate instruction in the new school year and to share with parents and caregivers ▪ Providing engaging online activities through the <i>Summer Reading Challenge</i> website, such as blogging and sharing book ratings with other students <p><u>English-Language Learners</u></p> <p><i>My Books Summer</i> can provide Spanish-language book packs and <i>Think Sheets</i> to Spanish-speaking English Language Learners to help them gain strong literacy skills in their native language—and become better prepared to acquire a second language. Starting in 2015, <i>My Books Summer</i> will also include Spanish-language Summer Reading Journals in addition to English-language ones.</p> <p style="text-align: right;">CONTINUED</p>

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<p>Address the needs of all students in the school, particularly the needs of low-achieving students and those at risk of not meeting the State student academic achievement standards, <i>Continued</i></p>	<p><u>Students In Special Education</u></p> <p>In addition to ready-made book packs, Scholastic offers custom book selection. With this option, Scholastic works with the district to create book packs that meet the district’s needs. This can include the creation of intervention packs of leveled books for students with special needs.</p> <p>To increase student motivation, Scholastic can accommodate those districts that would like to allow students to choose all or some of the books for their book packs. This self-selection process can be accomplished by using either online or on-site student selection. Students can choose from over 300 age- and reading level-appropriate titles. Teachers or Reading Program Coordinators can help students choose books, too, if needed.</p>
<p>High-quality and ongoing professional development for teachers and principals</p>	<p>Both <i>My Books Summer</i> and optional <i>Scholastic TrackIt!</i> are easy-to-implement with the materials provided. However, Scholastic can provide optional implementation support if requested. In addition, district teachers would benefit from the following half-day professional learning opportunities:</p> <p><u>Prior to Summer:</u></p> <p><u><i>Independent Reading for Deeper Comprehension</i></u> (For Teachers K-5, 6-12)</p> <p>Teachers learn how to help students acquire the habits of reading a variety of literary and informational texts independently and closely. Participants will discover questioning techniques and tools to monitor student comprehension. This course will allow participants to:</p> <ul style="list-style-type: none"> ▪ Utilize read aloud and book clubs to scaffold independent readers ▪ Learn to determine areas of possible growth within an appropriate independent book ▪ Develop questions to increase sustained independent reading ▪ Explore methods to boost students’ understanding of complex text, while fostering the joy of reading <p><u>After Summer:</u></p> <p><u><i>Use Your Classroom Library to Build Strong, Independent Readers</i></u> (For Teachers K-8)</p> <p>Teachers will take an in-depth look at specific strategies for encouraging students to use the classroom library to support independent reading achievement. Participants will learn how to understand students’ classroom library habits, and how to put that information to use to support independent reading growth. This course will allow participants to:</p> <ul style="list-style-type: none"> ▪ Develop an effective management system for assessing independent reading ▪ Track students’ progress and guide book selection for student reading growth ▪ Utilize conferences to target appropriate strategies for students to use during independent reading

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<p>Involve parents in the planning, review, and improvement of the schoolwide program plan</p>	<p><i>My Books Summer</i> provides multiple ways to involve families in the reading program, including:</p> <ul style="list-style-type: none"> ▪ The Summer Reading Journal provides suggestions throughout it on what families can do to support their children as they complete the comprehension and writing activities. ▪ <i>Scholastic TrackIt!</i> provides a message board for teachers to communicate with parents during the summer. ▪ The Summer Reading Journal, the Summer Reading Challenge website, and the online <i>Scholastic TrackIt!</i> program provide ways for students to record their reading progress. Students can share this information with their parents. ▪ More formally, teachers can run student progress reports using <i>Scholastic TrackIt!</i> and share data with parents. ▪ <i>Scholastic TrackIt!</i> allows districts to customize the homepage with local messaging.
<p>Coordination and integration of Federal, State, and local services and programs</p>	<p><i>My Books Summer</i> can be integrated with funds from state, local, private, and other sources. The federal funding programs for which it qualifies include:</p> <ul style="list-style-type: none"> ▪ Title I, Part A – Improving Basic Programs ▪ Title I – School Improvement Grants (SIG) ▪ Title III – English Language Acquisition ▪ 21st Century Community Learning Centers (21CCLC) ▪ Striving Readers