

MDE Early Literacy Summer Reading Guidance 2021

Michigan districts must act with urgency to provide equity in access to research-based summer reading programs for their students. Summer reading provides opportunities for students to build and expand skills in reading accuracy, fluency, and comprehension.¹ Book-based summer reading programs are one way to promote reading at home and to ensure that children have access to high-quality, age-appropriate books to read.

This document provides suggestions for districts in choosing an early literacy, research-based, book-based, summer reading program. Potential funding sources are suggested to help districts offer these types of programs for students. Family reading strategies are included so educators can share ideas with families to support their child's literacy development.

RESEARCH-BASED PROGRAMS

Educators selecting or creating a book-based program should consider research-based practices² including, but not limited to:

- providing eight to ten books to students to read at home over the summer.
- guiding parents with activities for co-reading and interacting with children about the books they are reading.
- allowing students to choose books that they find interesting.
- providing diverse text choices so students can see themselves and others through the literature they read.

EXAMPLES OF BOOK-BASED PROGRAMS

The table below provides examples of book-based programs and the questions districts can ask when making a selection. This is not an exhaustive list.



A SUMMER READING STUDY

[The Borman Study](#)³ illustrates a book-based program that allows students to select books of interest, includes student progress/accountability, and encourages family engagement at home. This research demonstrates how these factors contribute to student success in early literacy summer reading programs to further improve student outcomes.

Program title	How does the program work?	Are diverse texts available?	Are the books selected by the student, teacher, or company?
First Book	Students are given teacher selected bookbags, sometimes with food or other essential items to meet basic needs for the family. First Book Annual Report	Yes	Teacher Selected
Imagination Library	Families register at infancy to start receiving books monthly by mail through age 5. How It Works Infographic	Yes	Company Selected Ages Birth to 5 only
Kids Read Now	Students select a book collection with their teachers at the end of the school year, to be distributed and recorded weekly with student/parent activities and downloadable reports. How it Works: Incremental Feedback and Data	Yes	Student or Teacher Selected
Scholastic Summer	Students can start and keep their reading streaks and earn rewards. Parents can download a report of reading progress. LitCamp at Home Children's Read-Aloud Series	Yes	Student or Teacher Selected
To Raise a Reader	Parents receive training to help student readers at home. Students bring home weekly book bags. Develop- Practice - Maintain	Yes	Company Selected

FUNDING

Funding for summer reading can come from the following sources:

- State Aid Section [35a\(5\) Additional Instructional Time](#)
- State Aid Section [31a At-Risk](#)
- Federal [Title 1](#) & [Title IV](#)
- Federal (CARES ACT) [ESSER & ESSER II](#)
- Federal [GEER and GEER II](#)

ADDITIONAL RESOURCES

[MDE Family Engagement For Literacy](#)

[MAISA Summer Reading Brief](#)

[National Center for Improving Literacy \(NCIL\)](#)

[Scholastic: 6 Easy Ways to Keep Your Kids Reading and Writing](#)

[This Summer](#)

FAMILY SUPPORT FOR THE PROGRAM

Book-based summer reading programs are more successful when families read with their children.⁴ Educators can help families by providing information on how to engage with their children and the books provided through the program.⁵ These are some ways families can support literacy development at home:

- Encourage reading for 20-30 minutes daily
- Read aloud to their child
- Listen to their child “tell them” about a book they have read
- Listen to their child read a short passage out loud and provide feedback on the smoothness and expression of the reading

¹ Lindsay, J. (2010). *Children’s Access to Print Material and Education-Related Outcomes: Findings from a Meta-Analytic Review*. Naperville, IL: Learning Point Associates. Retrieved from https://static1.squarespace.com/static/5731ee0840261d67c7155483/t/5767517d29687f6102b04f75/1466388897631/Lindsay_Children%27s+Access+to+Print+Material+and+Education-Related+Outcomes_2010.pdf

² Bishop, R. (1990). “Mirrors, Windows, and Sliding Glass Doors.” Ohio State University. *Perspectives: Choosing and Using Books for the Classroom*, 6(3).

³ Geoffrey D. Borman, Hyunwoo Yang, Xin Xie [Summer Reading-Wisconsin Efficacy Report.pdf](#)- *The Borman Study*: University of Wisconsin-Madison

⁴ Dong, Y., Wu, S., Dong, W., & Tang, Y. (2020). [The effects of home literacy environment on children’s reading comprehension development: A meta-analysis](#). *Educational Sciences: Theory & Practice*, 20(2), 63–8

⁵ Kim, J. S. & White, T.G. (2008). Scaffolding voluntary Summer reading for children in grades 3 to 5: An experimental study. *Scientific Studies of Reading [Internet]* 12(1), pp 1-23. Retrieved from <https://scholar.harvard.edu/jameskim/publications/scaffolding-voluntary-summer-reading-children-grades-3-5-experimental-study>.

