



Oregon State Library

Summer Reading Brief 2014

"About two-thirds of the ninth-grade academic achievement gap between disadvantaged youngsters and their more advantaged peers can be explained by what happens over the summer during the elementary school years."

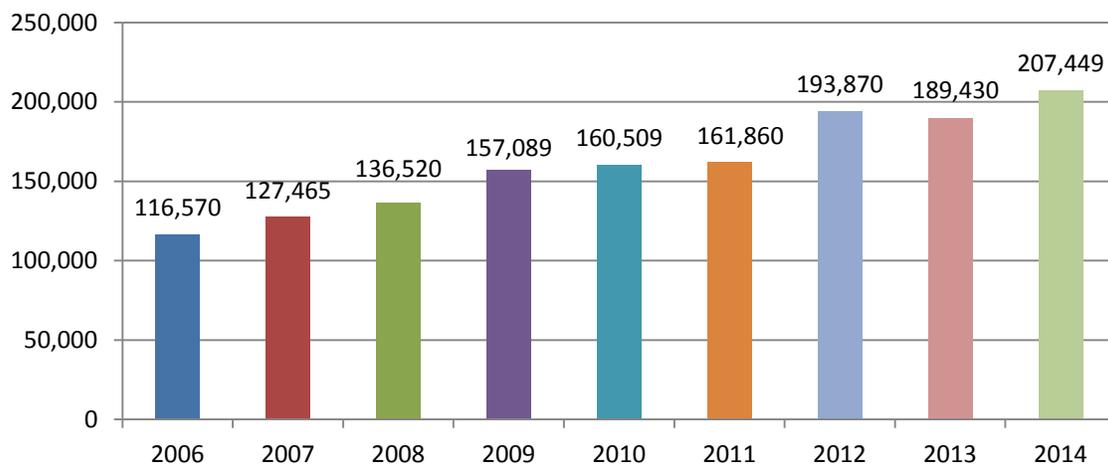
Alexander, K.L. (2009). *Summer Can Set Kids on the Right—or Wrong—Course* (Research in Brief). Retrieved from National Summer Learning Association.

Oregon public libraries provide free voluntary reading programs, activities that link stories to real-world experiences, and special performances to engage and motivate young readers. Librarians help children and teens select reading materials that match their reading ability and, most importantly, their personal interests. In many communities, librarians partner with local organizations that support disadvantaged families to bring summer reading to the young people who may not be able to get to the library or other enrichment programs when school is not in session.

During the 2014 summer reading program Oregon public libraries reported:

- 207,449 children and teens participated in the summer reading program.
- 69,060 children and teens reached their reading goals and finished the summer reading program.
- 216,250 people attended 4,720 summer reading activities and events.
- Children and teens read for 340,938 hours at libraries that tracked time spent reading.
- Children and teens read 149,898 books at libraries that tracked number of books read.
- Children and teens read 249,115 pages at libraries that tracked number of pages read.

Oregon Summer Reading Participation



Summer Reading Research Indicates...

Students who participated in the public library summer reading program scored higher on reading achievement tests at the beginning of the next school year than those students who did not participate.

Roman, S., Carran, D.T., and Fiore, C.D. (2010). *The Dominican Study: Public Library Summer Reading Programs Close the Reading Gap*. River Forest, IL: Dominican University Graduate School of Library & Information Science.

Low-income families are less likely to read books; go to the library, museum or theater; take music lessons; or do organized sports activities. Yet these experiences make a difference [in the achievement gap linked to summer learning loss], with a visit to the library being the most discriminating factor of all.

Alexander, K. (April 2009). Hopkins Study—public libraries determinative in school success. *ODE*, 72.

Free voluntary reading is as effective, or more effective, than direct instruction... In fact, young people who read have better comprehension, research tells us, and they write better, spell better, improve their grammar, and increase their vocabulary.

Krashen, S. (1989). "We acquire vocabulary and spelling by reading: Additional evidence for the Input Hypothesis." *Modern Language Journal* 73: 440-464.

The ABCs of Improved Reading:

- **Access to books.**
- **Books that match readers' ability levels and interests. For young people's reading skills to improve, they need to read books that align with their own reading levels.**
- **Comprehension, as monitored and guided by an adult. The most important piece to making summer reading effective is the help of an adult who can ask questions and guide kids to better understand what they are reading.**

Kim, J. S. (2009). *How to Make Summer Reading Effective* (Research In Brief). Retrieved from National Summer Learning Association <http://www.summerlearning.org/>

"Johnny attended the local housing project summer [reading] program. At the beginning of the summer, he didn't want anything to do with reading. However, when the first children in his program receive their t-shirts, he decided he would try it. Then he won his own book playing Book Bingo and he was ecstatic. When staff returned the following week, a beaming Johnny couldn't wait to tell us about Frog and Toad, the first book he'd ever read all by himself."

-Rebecca Cohen,
Newport Public Library

"The girls have been with me for two weeks. They have never sat and concentrated on anything this long. Wow, I'm amazed."

-Anonymous grandfather at a summer reading program in which children used cash register tape to create their own long book,
Toledo Public Library