



Oregon State Library

Summer Reading Brief 2012

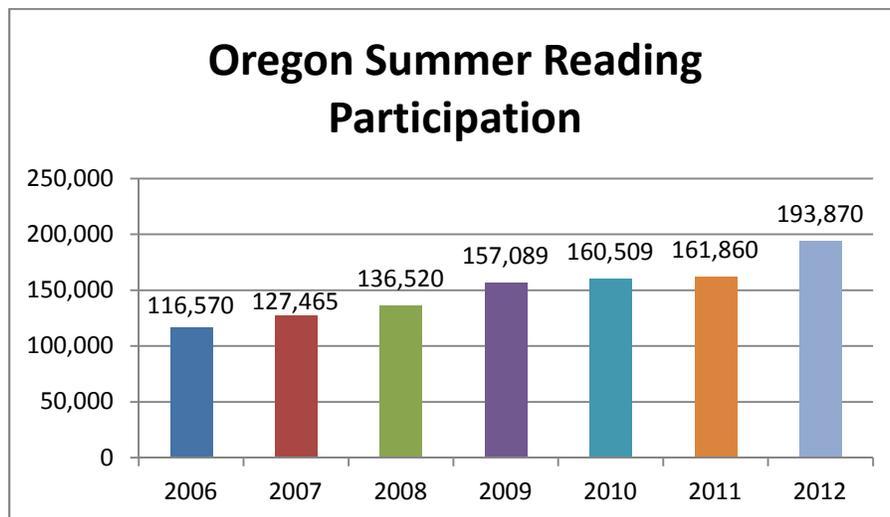
"About two-thirds of the ninth-grade academic achievement gap between disadvantaged youngsters and their more advantaged peers can be explained by what happens over the summer during the elementary school years."

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 2012 summer reading program Oregon public libraries reported:

- 193,870 children and teens participated in the summer reading program.
- 76,254 children and teens reached their reading goals and finished the summer reading program.
- 188,660 people attended 4,041 summer reading activities and events.
- Children and teens read for 360,536 hours at libraries that tracked time spent reading.
- Children and teens read 188,565 books at libraries that tracked number of books read.
- Children and teens read 949,418 pages at libraries that tracked number of pages read.



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/>

[The] number of hours read was still on an upward trajectory from the past two years for all ages... We had huge increases of [participation] numbers in both the ages 0-5 read to me group and the teen [group]. Children were enthusiastic about programs and I had lots of feedback from parents and children about their satisfaction with our summer programs.

We followed last year's success of partnering with Heifer International by selecting this year's partner: Creslane School Garden. The garden is local, for kids and by kids, and teaches children about gardening, geography, and water conservation. For every hour the children read during our summer reading program, sponsors in the community pledged monetary amounts to help out the garden... we were able to raise \$708. The money was presented to teachers from Creslane School during our final Summer Reading program.

-Esther Moberg
Lane Library District
(Creswell Public Library)